

Learning Activity Sheets for Introduction to Organization and Management

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LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	1	Date	
Lesson Title/Topic:	The Nature and Concept of Management <ul style="list-style-type: none">• Definition and Functions of Management• Evolution of Management Theories and Key Contributors• Functions, Roles, and Skills of a Manager		
Name		Grade & Section	

Welcome to **Introduction to Organization and Management!** In this Learning Activity Sheet, you will explore the concepts, functions, theories, roles, and skills of management through engaging activities. These activities will help you develop critical thinking, decision-making, teamwork, and leadership skills while understanding how effective management contributes to organizational and everyday success.

Learning Competencies

- Discuss the fundamental concepts and theories of management

Learning Objectives:

At the end of this Learning Activity Sheet, you should be able to:

- Define management as a basic organizational concept.
- Describe the main functions of management.
- Explain the major management theories and their main ideas.
- Identify key contributors to management theories.
- Explain the functions, roles, and skills of a manager in an organization.

A. Activity: Photo Analysis

I. Objective(s):

At the end of the activity, you will be able to identify how organization, teamwork, and coordination affect outcomes and relate these to the concept of management.

II. Materials Needed:

Photo/image, pen, and paper

III. Instructions:

Observe these photos carefully. Study both sides of the image and analyze the visible differences in organization, teamwork, coordination, and results. After observation, answer the guide questions honestly and thoughtfully.



Guide Questions:

1. What do you see happening in the first photo? What details in the picture support your answer?

2. What do you see happening in the second photo? How do people seem to work together?

3. Based on your observations, why do you think the two photos show different results?

4. Based on what you see in the photo, how would you define management in your own words?

B. Activity: Manager for a Minute

I. Objective(s):

At the end of the activity, you will be able to demonstrate decision-making, prioritization, and problem-solving by analyzing common workplace or task-related challenges.

II. Materials Needed:

Pen and paper

III. Instructions:

Read the three situational challenges carefully. Analyze all situations, decide which challenge you would prioritize first, and explain why you believe it should be addressed before the others. Be prepared to justify your decision and reflect on how prioritization affects effective management.

Situational Challenges:

Challenge 1: *Two workers are arguing, and their conflict is slowing the group's progress.*

Challenge 2: *A deadline is tomorrow, but an important task remains unfinished.*

Challenge 3: *The supplies or materials needed to complete the work have suddenly gone missing.*

Guide Questions:

1. Which challenge did you prioritize first, and why did you address it before the others?

2. How might solving this problem first affect the other challenges?

3. What could happen if the wrong problem is prioritized or no clear decision is made?

4. Based on your decision, what does this suggest about handling responsibilities, solving problems, or managing tasks effectively?

C. Activity: MANAGER BY DESIGN: ANATOMY OF AN EFFECTIVE MANAGER**I. Objective(s):**

At the end of the activity, you will be able to apply management functions, roles, skills, theories, and contributors by designing and analyzing an effective manager for a specific situation.

II. Materials Needed:

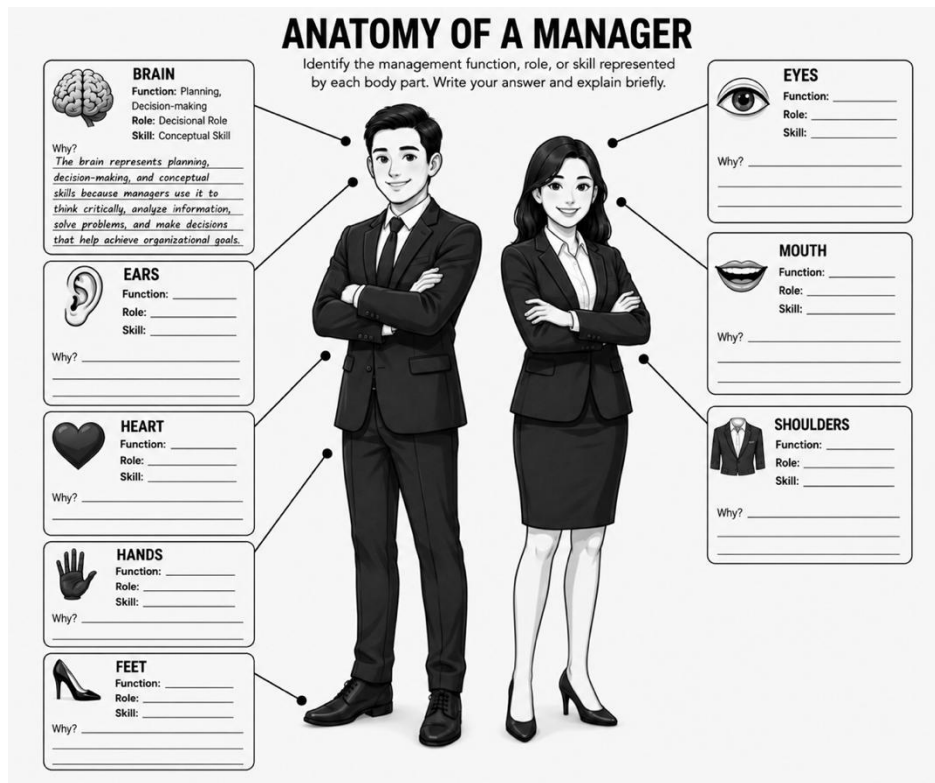
- Anatomy of a Manager worksheet
- Pen and paper

III. Instructions:

- Study the *Anatomy of a Manager* worksheet carefully.
- The *Brain* section has been completed as an example that you may use as your guide.
- Choose one manager type and complete the worksheet by identifying the management function, role, or skill represented by each body part.
- Match the concepts that best fit your chosen manager and answer the scenario and reflection questions using management concepts.

Choose Your Manager Type (Select ONE):

- ☐ Business Owner ☐ Office Manager ☐ Team Leader
☐ Sales or Marketing Manager ☐ Other: _____



A. Most Important Management Function (Choose ONE):

- ☐ Planning ☐ Organizing ☐ Leading ☐ Controlling

Why did you choose this? _____

B. Most Important Managerial Role (Choose ONE):

- ☐ Interpersonal Role ☐ Informational Role ☐ Decisional Role

Why did you choose this? _____

C. Most Important Managerial Skill (Choose ONE):

- ☐ Technical Skill ☐ Human Skill ☐ Conceptual Skill

Why did you choose this? _____

D. Management Style (Choose ONE):

- ☐ Strict and Organized ☐ Friendly and Teamwork-Focused
☐ Quality-Focused ☐ Fast and Efficient

E. Match the Theory and Contributor (Choose ONE):

- ☐ Scientific Management – Frederick W. Taylor
☐ General Administrative Theory – Henri Fayol / Max Weber
☐ Organizational Behavior – Mary Parker Follett / Chester Barnard
☐ Total Quality Management – Deming / Juran

Manager in Action

Scenario: *Imagine your chosen manager is handling an important responsibility, but people are confused, tasks are incomplete, and progress is slowing down.*

Guide Questions:

1. Which management function would your manager most likely use first? Why?

2. Why does your chosen management theory fit your manager? Which managerial role would be most helpful? Why?

3. Which managerial skill would be most useful? Why?

4. How does your chosen management theory support your manager's actions?

Reflection:

In 2–3 sentences, explain how your chosen management function helps a manager achieve the goals of an organization.

Rubric

Criteria	5 – Excellent	3 – Satisfactory	1 – Needs Improvement
Understanding of Management Concepts	Correctly identifies functions, roles, skills, and theories with complete explanations	Minor errors with adequate explanations	Limited or inaccurate understanding
Application and Analysis	Clearly connects concepts with the chosen manager and scenario	Basic connections with minor errors	Weak or unclear application
Completion and Presentation	Complete, organized, and neat output	Mostly complete with minor issues	Incomplete or poorly organized

D. Activity: Theory Match Challenge

I. Objective(s):

At the end of the activity, you will be able to identify and apply management functions, theories, and key contributors by analyzing real-life organizational situations.

II. Materials Needed:

Pen and paper

III. Instructions:

Read each situation carefully. Identify the management function, theory, and key contributor shown in each scenario. Briefly explain your answer using management concepts. Complete the challenge question thoughtfully.

Situation 1: A factory owner studies the fastest and most efficient way for workers to complete tasks, trains them carefully, and assigns work based on skill.

Function: _____ Theory: _____ Contributor: _____
Why? _____

Situation 2: A school principal creates clear rules, assigns responsibilities, and establishes authority.

Function: _____ Theory: _____ Contributor: _____
Why? _____

Situation 3: A restaurant manager improves food quality, customer satisfaction, and service performance regularly.

Function: _____ Theory: _____ Contributor: _____
Why? _____

Situation 4: A company supervisor improves teamwork, understands employee behavior, and resolves conflict.

Function: _____ Theory: _____ Contributor: _____
Why? _____

Challenge Question:

Which management theory do you think is most useful today? Why?

Rubric for Theory Match Challenge (50 Points)

Criteria	5 – Excellent	3 – Satisfactory	1 – Needs Improvement
Accuracy of Management Concepts	Accurately identifies management function, theory, and contributor with clear explanations	Shows basic understanding with minor errors or incomplete explanations	Shows limited, inaccurate, or unclear identification and explanation
Analysis & Critical Thinking	Provides logical reasoning, strong theory application, and thoughtful challenge response	Provides basic reasoning with some relevant analysis	Shows weak, unclear, or minimal analysis
Organization & Completion	Responses are complete, organized, and clearly presented	Most responses are complete with minor issues	Responses are incomplete, unclear, or poorly organized

E. Activity: Management in Motion (Performance Task)**I. Objective(s):**

At the end of the activity, you will be able to apply management functions, theories, roles, and skills by solving a realistic organizational problem through collaborative role play.

II. Materials Needed:

Pen, paper, and simple role-play materials (optional)

III. Instructions:

Form groups of 4–5 members and assign roles such as Manager, Team Member, Recorder, and Presenter. Read and analyze the scenario carefully, then role play how the manager solves the problem using planning, organizing, leading, and controlling. After all presentations, complete the guide questions, peer evaluation, and reflection.

Scenario: A school fundraising event is only three days away, but tasks are unfinished, members are confused, materials are incomplete, and the group is starting to panic.

Task: Show how the manager solves the problem through planning, organizing, leading, and controlling.

Guide Questions:

1. Which management function was shown first? Why?

2. Which management theory best matches the manager's actions?

3. Who is the key contributor to that theory?

4. What role or skill was most visible?

5. How did management help solve the problem?

Criteria	5 – Excellent	3 – Satisfactory	1 Needs Improvement
Teamwork & Roles	Strong teamwork, clear roles, active participation	Adequate teamwork with minor issues	Poor teamwork, unclear roles, limited participation
Management Application	Accurate use of functions, theory, and contributor with clear problem-solving	Basic understanding with minor errors	Limited or unclear application
Analysis & Reflection	Clear analysis, thoughtful reflection, active participation	Basic analysis and reflection	Minimal or unclear analysis, reflection, or participation

F. Activity: Video Case Study (Performance task)

I. Objective(s):

At the end of the activity, you will be able to apply management functions, theories, contributors, roles, and skills by analyzing management situations shown in video clips.

II. Materials Needed:

Pen, paper, and internet-enabled device for viewing videos

III. Instructions:

- Form groups of five (5) members.
- Watch the assigned video clip provided by the teacher and analyze how management concepts are demonstrated.
- Identify the management functions, theories, contributors, and managerial concepts shown in the video.
- Complete the guide questions and present your analysis to the class.

Sample video link

1. <https://www.youtube.com/watch?v=jTageuhPfAM>
2. <https://www.youtube.com/watch?v=FpxVz4RVe4s>

Analysis Questions

1. Which management function was most visible in the video? Why?

_____.
2. Which management theory best matches the video? Explain your answer.

_____.
3. Who is the contributor connected to that theory, and what was his/her contribution?

_____.
4. What managerial role or skill was most visible? Why?

_____.
5. How did management help improve the situation or process shown in the video?

_____.

Rubric

Criteria	5 – Excellent	3 – Satisfactory	1 – Needs Improvement
Teamwork & Participation	Strong teamwork, active participation, and clear collaboration	Adequate teamwork with minor issues	Poor teamwork or limited participation
Management Application	Accurate identification and explanation of functions, theories, contributors, and concepts	Basic understanding with minor errors	Limited or unclear application
Analysis & Reflection	Clear analysis, thoughtful responses, and active participation	Basic analysis and reflection	Minimal or unclear analysis, reflection, or participation

G. Activity: Concept Web Summary (Group Activity)

I. Objective(s):

At the end of the activity, you will be able to synthesize and organize your understanding of management by connecting its definition, functions, theories, contributors, roles, and skills into one integrated concept.

II. Materials Needed:

Manila paper or bond paper, markers or pens

III. Instructions:

Work with your group to create a simple concept web with **Management** at the center. Connect with the required concepts to show how they relate to one another. Organize your concept web clearly and logically, then briefly explain how these concepts work together to support effective management.

Include the Following Concepts:

- Definition of Management
- Functions of Management
- Major Management Theories
- Key Contributors
- Roles and Skills of Managers

Task: Briefly explain how these concepts work together.

Rubric

Criteria	5 – Excellent	3 – Satisfactory	1 – Needs Improvement
Management Understanding	Clear, accurate understanding of concepts, functions, theories, and contributors	Basic understanding with minor errors	Limited or inaccurate understanding
Task Organization & Completion	Complete, organized, and clear	Mostly complete with minor issues	Incomplete, unclear, or poorly organized
Analysis & Participation	Thoughtful analysis/ reflection and active participation	Basic analysis/ reflection with adequate participation	Minimal analysis/ reflection or limited participation

PART I: QUIZ (20 Points)

Directions: Read each question carefully and choose the best answer.

1. Which function of management focuses on setting goals and determining actions?
A. Organizing B. Planning C. Leading D. Controlling
2. Which management theory is most associated with Frederick W. Taylor?
A. Bureaucracy C. Organizational Behavior
B. Scientific Management D. Total Quality Management
3. Which theory emphasizes formal structure, hierarchy, and rules?
A. Total Quality Management C. Weber's Bureaucracy
B. Organizational Behavior D. Human Relations
4. Which managerial skill is most utilized by top-level managers?
A. Technical Skill B. Human Skill C. Conceptual Skill D. Mechanical Skill
5. Which managerial role involves resolving organizational crises or conflicts?
A. Figurehead B. Liaison C. Disturbance Handler D. Spokesperson

6. A school principal creates clear rules, assigns responsibilities, and establishes authority. Which theory is most shown?

- A. Scientific Management C. Organizational Behavior
B. General Administrative Theory D. Total Quality Management

7. A restaurant owner regularly improves food quality based on customer feedback. Which theory is most shown?

- A. Bureaucracy C. Organizational Behavior
B. Scientific Management D. Total Quality Management

8. A supervisor improves teamwork by understanding employee behavior and resolving conflict. Which theory is most shown?

- A. Organizational Behavior C. Scientific Management
B. Bureaucracy D. Centralization

9. A manager assigns tasks based on worker specialization and efficiency. Which theory is most shown?

- A. Total Quality Management C. Organizational Behavior
B. Scientific Management D. Human Relations

10. A frontline manager supervises daily employee tasks. Which managerial level is shown?

- A. Top-level B. Middle-level C. Lower-level D. Strategic-level

PART II: Essay (10 Points)

Directions:

In 5–7 sentences, answer the question below:

Why is understanding management functions, theories, roles, and skills important in real-life organizations or daily responsibilities?

Rubric

Criteria	5 – Excellent	3 – Satisfactory	1 – Needs Improvement
Depth of Insight	Shows deep understanding and thoughtful insight	Shows basic understanding	Limited or unclear insight
Connection to Management Concepts	Clearly connects ideas to management concepts, functions, or theories	Some connection to concepts	Weak or missing connection

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	2	Date	
Lesson Title/Topic:	<ul style="list-style-type: none">• Forms of Business Organization• SWOT and PESTEL Analyses		
Name		Grade & Section	

In today's dynamic business environment, understanding how businesses are structured and how they operate within their environment is essential for making sound decisions. This learning activity sheet will introduce you to the different forms of business organization, *namely sole proprietorship, partnership, corporation, and cooperatives*. Each form has its own advantages, limitations, and legal considerations that influence how a business is managed and operated.

You will also explore essential tools used in business analysis, particularly SWOT and PESTEL Analysis. These frameworks help in evaluating the internal strengths and weaknesses of a business as well as external opportunities and threats, including broader environmental factors such as Political, Economic, Social, Technological, Environmental, and Legal influences.

Through the activities in this lesson, you will develop critical thinking skills and gain a deeper understanding of how businesses make strategic decisions in real-life situations.

Learning Competency:

Analyze the firm's environment using SWOT and PESTEL Analyses.

Learning Objectives:

At the end of this Learning Activity Sheet, you should be able to:

1. Identify and differentiate the four forms of business organization, namely sole proprietorship, partnership, corporation, and cooperatives.
2. Analyze a business situation using SWOT and PESTEL frameworks to determine internal and external factors affecting a business.
3. Apply SWOT and PESTEL analysis in evaluating simple business scenarios to support decision-making and problem-solving skills.

ACTIVITY 1: “BUSINESS AROUND ME” BRAINSTORMING

Instructions:

- List at least 3 local businesses within your community (e.g., sari-sari store or other business establishments near the area) and answer the given questions.

Business Establishments	Which business organization do your examples belong to? (Sole Proprietorship, Partnership, Corporation and Cooperative)	What makes these businesses successful?	What challenges do they face?

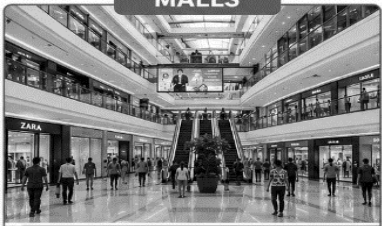
Activity 2: PICTURE ANALYSIS

Instructions: Analyze the picture and answer the guide questions.

- What are the factors that influence or affect these businesses?
- Are these factors internal or external to the business?

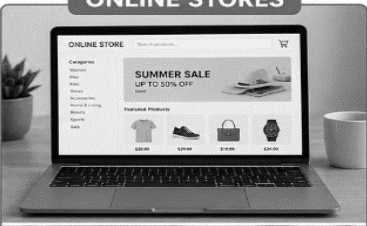
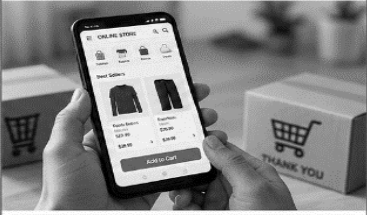
TYPES OF ESTABLISHMENTS

MALLS



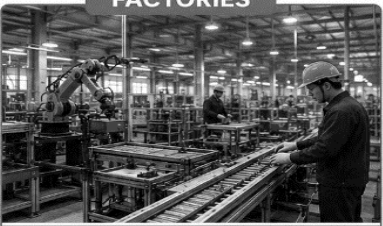

Malls are large establishments with many shops and services under one roof.

ONLINE STORES

Online stores sell products and services through websites or mobile apps.

FACTORIES




Factories are establishments where goods are made or assembled using machines and raw materials.

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ACTIVITY 3: CASE STUDY – LOCAL FAST-FOOD GRILLED CHICKEN BUSINESS

Instructions: Read the case study comprehensively then answer the questions below.

Case Study:

A popular local fast-food business in the Philippines is known for its affordable grilled chicken with unlimited rice. It is popular among students, workers, and families because of its budget-friendly meals, good taste, and accessible locations. The business also uses social media and food delivery applications to attract more customers. Despite its success, the business faces challenges such as increasing prices of chicken, rice, electricity, and other supplies due to inflation. It also experiences strong competition from other fast-food chains and changing customer preferences as some consumers choose healthier food options. Delays in service, staff shortages, and negative online reviews may also affect customer satisfaction and business reputation.

On the other hand, the business has opportunities to expand through digital marketing, food delivery services, and healthier menu offerings. However, it must comply with government regulations on sanitation, taxation, and employee welfare. Environmental factors such as typhoons and supply shortages may also affect operations and product availability.

Guide Questions:

1. What are the strengths and weaknesses of the business based on its operations and customer appeal?
2. What external factors or trends can create opportunities for businesses to grow?
3. What possible threats or challenges may affect the business in the future?
4. What political, economic, social, technological, environmental, and legal factors affect the business?

ACTIVITY 4: SWOT and PESTEL MATRIX (Collaborative Task)

Instructions: Read the case analysis given to each group and complete the PESTEL or SWOT Analysis based on the case.

Activity 4.1: PESTEL Analysis – Understanding Business Environment

Title: Case Study Analysis Using PESTEL Framework

A small local food business in the Philippines is planning to expand its operations. It currently serves affordable meals and has a growing customer base in both urban and rural areas. However, before expanding, the business wants to understand the external factors that may affect its success.

Task: Identify factors under the following categories:

- P – Political (government policies, taxes, regulations)
- E – Economic (inflation, prices, income levels)
- S – Social (lifestyle, food preferences, culture)

- T – Technological (online delivery apps, digital payment systems)
- E – Environmental (waste management, sustainability, climate issues)
- L – Legal (food safety laws, permits, business regulations)

Guide Questions:

1. What political and legal factors may affect business expansion?
2. How do economic conditions influence the business's pricing and sales?
3. What social trends or customer behaviors support or challenge the business?
4. What technologies can help the business grow or improve its operations?
5. What environmental concerns should the business consider?

Output: Create a PESTEL Analysis table and list at least two factors per category.

Activity 4.2: SWOT Analysis – Understanding Business Situation

Title: Case Study Analysis Using SWOT Framework

A small local food business in the Philippines is planning to expand its operations. It currently serves affordable meals and has built a growing customer base in both urban and rural areas. The business is well-known for its consistent food quality and budget-friendly prices. However, before expanding, the owner wants to assess its internal strengths and weaknesses as well as external opportunities and threats that may affect its success.

Task: Identify factors under the following categories:

- S – Strengths (positive internal factors that help the business succeed)
- W – Weaknesses (internal limitations or problems that may affect performance)
- O – Opportunities (external factors that the business can take advantage of for growth)
- T – Threats (external challenges or risks that may affect the business negatively)

Guide Questions:

1. What strengths does the business have that help attract and retain customers?
2. What weaknesses or challenges does the business need to improve before expanding?
3. What opportunities in the market can help the business grow or improve?
4. What threats or external challenges may affect the business in the future?
5. Based on your SWOT analysis, what simple strategy can the business use to succeed in its expansion?

Output: Create a SWOT Analysis table and list at least two factors per category.

Activity 5: THUMBS UP OR THUMBS DOWN ACTIVITY

Instructions: Respond with a thumbs-up sign if the factor positively affects the business (Strengths and Opportunities, Technology and thumbs down sign if it negatively affects the business.

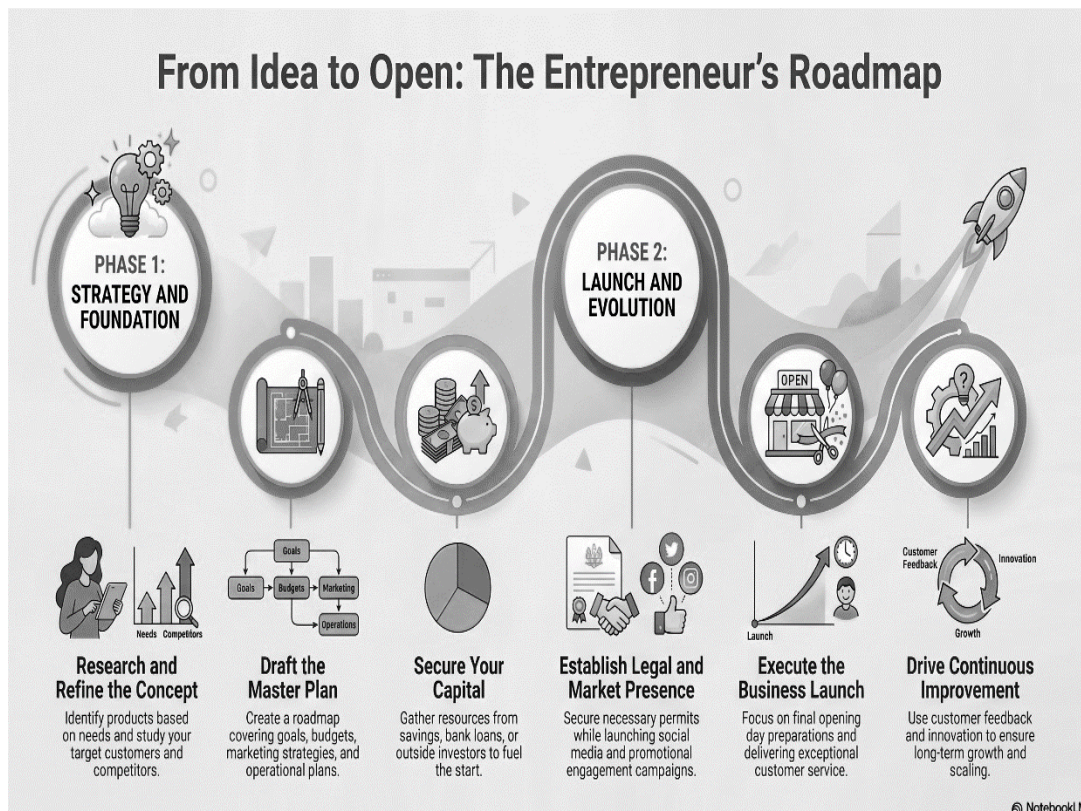
Explain whether the factor belongs to SWOT and PESTEL Analyses and justify your answers.

Sample factors:

1. Strong customer loyalty
2. Poor customer service
3. Increasing number of online buyers
4. Many competing fast-food businesses nearby
5. Skilled and hardworking employees
6. Rising inflation
7. Use of food delivery apps and online marketing
8. Government support for small businesses
9. Typhoons affecting supply deliver
10. Stricter sanitation and business permit requirements

Activity 6: BUSINESS SIMULATION

Instructions: Choose a business idea. Identify the form of business organization it belongs to. Conduct SWOT and PESTEL Analysis.



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WRITTEN TASKS:

A. Multiple Choice

Directions: Read each question and write the letter of correct answer on your paper.

1. Maria plans to open a small bakery using her personal savings. She wants full control of the business and is willing to take all risks and responsibilities. Which form of business organization is MOST appropriate for her?
A. Corporation
B. Cooperative
C. Sole Proprietorship
D. Partnership
2. A group of engineers wants to establish a construction company where responsibilities, profits, and decision-making will be shared equally. Which business organization best fits their goal?
A. Sole Proprietorship
B. Partnership
C. Corporation
D. Cooperative
3. A large technology company wants to expand globally and attract many investors without directly involving them in management. Which form of business organization would best support this plan?
A. Sole Proprietorship
B. Partnership
C. Corporation
D. Cooperative
4. A business owner identified “high employee turnover” during a SWOT Analysis. How can this factor most likely affect the business?
A. It may improve customer loyalty.
B. It may reduce productivity and service quality.
C. It may increase profits immediately.
D. It may create stronger competition.
5. A clothing company noticed that more consumers prefer eco-friendly products. In SWOT analysis, this trend should be classified as:
A. Weakness
B. Threat
C. Strength
D. Opportunity
6. A restaurant business has excellent customer service but struggles with outdated kitchen equipment. Which statement BEST explains its SWOT condition?
A. Strong customer service is a weakness
B. Outdated equipment is an external threat
C. Customer service is a strength while equipment is a weakness
D. Both are external opportunities
7. A government increases taxes on imported goods. Which PESTEL factor directly affects businesses in this situation?
A. Social
B. Political
C. Technological
D. Environmental
8. A company starts using artificial intelligence to improve customer service and reduce operating costs. Which PESTEL factor is MOST involved?
A. Economic
B. Legal
C. Technological
D. Social
9. During an economic recession, consumers reduce spending on luxury items. Which business would most likely be affected?
A. Grocery store
B. Hospital
C. Luxury watch company
D. Water supplier
10. A business discovered through PESTEL analysis that stricter environmental laws will soon prohibit plastic packaging. What is the BEST strategic response?
A. Ignore the changes until penalties occur.
B. Continue using plastic packaging.
C. Develop environmentally friendly packaging alternatives.
D. Increase product prices immediately

B. Modified True or False

Directions: Write TRUE if the underlined statement is correct. If FALSE, replace the underlined word or phrase to make the statement correct.

1. A **corporation** is the best form of business organization for an entrepreneur who wants to complete personal control with minimal legal requirements.
2. **SWOT Analysis** focuses only on identifying a company's financial performance.
3. In SWOT analysis, a strong brand reputation is considered a **strength**.
4. The possibility of new competitors entering the market is an example of a **threat**.
5. **PESTEL Analysis** helps businesses understand external factors that may influence operations.
6. Technological innovations that improve production efficiency are considered **social factors** in PESTEL Analysis.
7. A **partnership** automatically protects all partners from unlimited liability in a general partnership.
8. **Environmental regulations** affecting manufacturing companies are part of the environmental factor in PESTEL Analysis.
9. A business identifying poor customer service as a **weakness** can use SWOT analysis to improve internal operations.
10. Economic inflation and unemployment rates are examples of **economic factors** in PESTEL Analysis.

C. Let's think about it!

Directions: Answer the following questions. Answers will be graded according to the following rubric:

1. If you were to start a small business in your community, what form of business organization would you choose and why?
2. Do you think external business factors greatly influence business success? Why or why not?
3. How can a business use the results of SWOT and PESTEL Analysis to overcome challenges and seize opportunities?

Rubric

	4-Excellent	3-Satisfactory	2-Developing	1-Beginning
Understanding of the topics				
Analysis and Critical Thinking				
Application to Business Situations				
Organization and Clarity of Ideas				

COLLABORATION AND REFLECTION: THINK-PAIR-SHARE ACTIVITY THINK

Reflect individually and answer the questions below in 2–3 sentences each.

1. Why is SWOT Analysis important for a business or organization?
2. How does PESTEL Analysis help businesses prepare for challenges?

PAIR

Discuss your answers with your partner.

During your discussion:

- Compare your reflections
 - Identify one similar idea and one different idea
 - Help each other improve your understanding
1. Which factor in SWOT or PESTEL do you think is the most important? Why?
 2. What did you learn from today's lesson that can also apply in real life?

Complete the statements below:

Similar Idea/s	Different Idea/s	New Insight/s Learned from Partner

SHARE

Together with your partner, prepare one key realization to share with the class.

Use the statement below:

“One important thing we learned from SWOT and PESTEL Analysis is _____ because _____.”

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	3	Date	
Lesson Title/Topic:	Planning, Organizing and Delegating		
Name		Grade & Section	

Planning and organizing are essential management functions that help businesses achieve their goals efficiently and effectively.

In this Learning Activity Sheet, you will explore the nature and importance of planning, the different types and levels of plans, and the various tools and techniques used in decision-making.

You will also learn about organizing, including organizational structures, theories, formal and informal organizations, and the concept of delegation. Through the activities provided, you will develop a deeper understanding of how these management functions contribute to the success of an organization.

Learning Competency:

Analyze the different functions of Management

Learning Objectives:

At the end of this Learning Activity Sheet, you should be able to:

- Identify the essential characteristics of nature of planning
- Classify the different types of plans (strategic, tactical, operational)
- Summarize the roles of different management levels in the planning process
- Analyze the influence of various planning techniques and tools on managerial decision-making.
- Outline the integration of individual planning tools, such as SWOT, PESTEL, or Benchmarking, with overall organizational strategy
- Examine how the core elements of organizing (division of labor, span of control, and departmentalization) affect operational efficiency.
- Identify the different types of organizational structures.
- Relate to the evolution of Classical, Neoclassical, and Modern organization theories to shifts in management styles and the effect of human behavior on organizational structures.
- Assess the impact of formal and informal organizations and social networks on workplace productivity.
- Describe the relationship between authority, responsibility, and accountability in the context of delegation.

Activity: The Stranded Island Simulation (Real-Life Application)

Scenario: A group of 10 people are stranded on an island, including you. You must build shelter, find food, and create a signal fire.

1. **The Planning:** The group must perform a SWOT. Consider as Strength: one person is a doctor; Weaknesses: no tools

<i>Internal</i>	<i>Helpful</i> <u>STRENGTH</u> <ul style="list-style-type: none">• There is a doctor in the group	<i>Harmful</i> <u>WEAKNESS</u> <ul style="list-style-type: none">• No tools available
	<u>OPPORTUNITIES</u>	<u>THREATS</u>
<i>External</i>		

2. **The Organizing:** You must decide on Division of Labor. Assign individuals for the following tasks: building shelter, finding food, and creating a signal fire

Survivor 1	Survivor 2	Survivor 3	Survivor 4	Survivor 5
Survivor 6	Survivor 7	Survivor 8	Survivor 9	Survivor 10

3. **The Delegation:**

- **Selection:** Why did you choose your specific role? Was it based on skill or just to fill a gap?

- **Bottlenecks:** Did any team get stuck because they didn't have enough people? How did you move labor to fix it?

- **Trust:** As a Lead, was it harder to do the work yourself or to trust others to do it correctly? Why?

4. **The Conclusion:** Discuss how the Informal Organization (friendships) helped or hindered the work compared to the Formal roles assigned.

Activity: The Corporate Autopsy Challenge

Directions: Diagnose failure and design a solution using the concepts you are about to learn.

The Context: Think back to a group project or a workplace task that felt like a sinking ship. You were working long hours, but the goal felt further away every day. Stress was high, and morale was low.

The Management Fix (Group Discussion)

In small groups, share your scenario and apply the Management Trifecta to fix the past.

- **To fix Planning:** What S.M.A.R.T. goal should be set at the start?

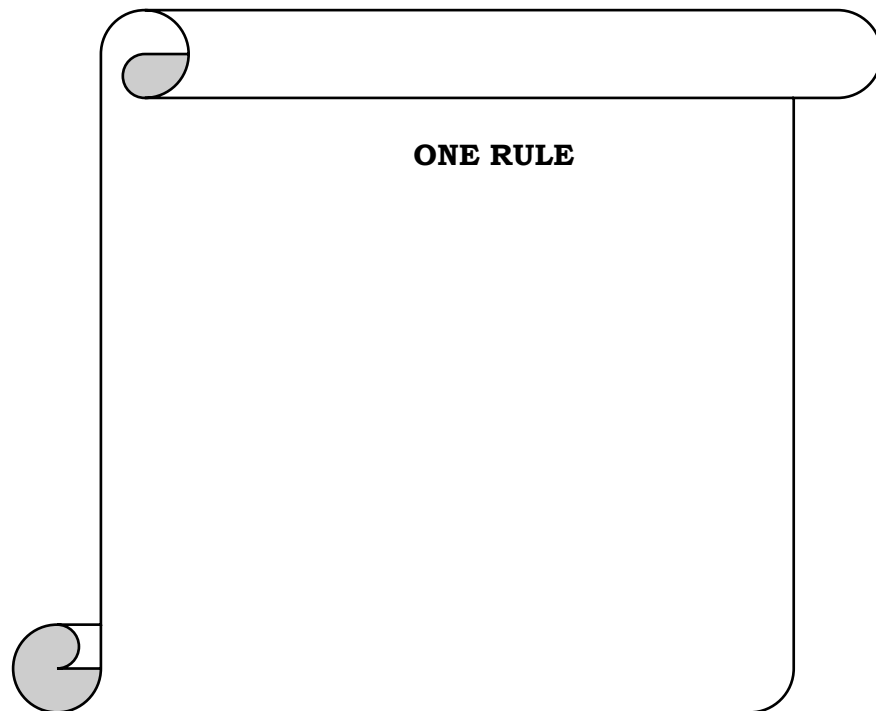
- **To fix Organizing:** How should the workload have been structured? (e.g., a shared calendar, a supply list).

- **To fix Delegating:** How could the leader have matched tasks to talents better?

The Golden Rule Takeaway

Instructions: Write down one rule for your next project based on the lessons learned from this experience.

Example: *My rule is to never start a task until everyone knows exactly who is responsible for the final 'Submit' button (Delegation).*



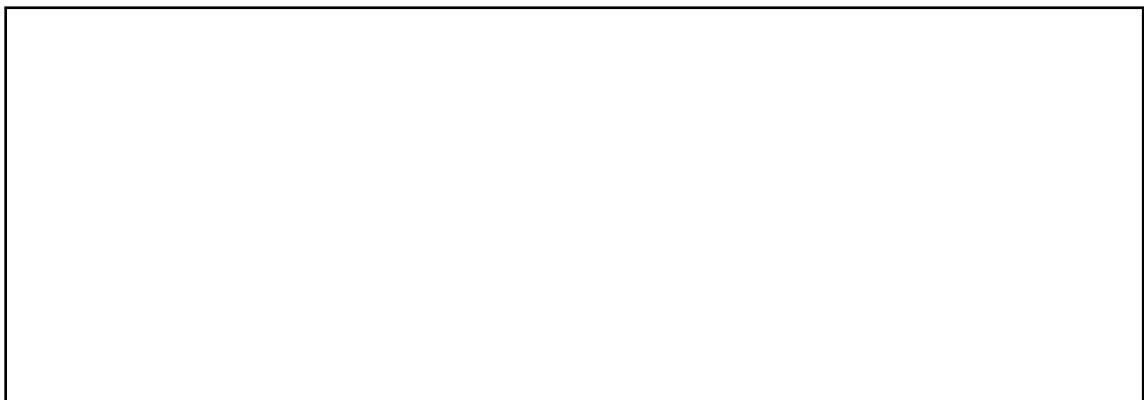
ONE RULE

Activity: The Architecture of Impact

Phase 1: The Theory Transformation

Each group is assigned a Management Era to solve the initial chaos:

- Group A (Classical):** You must organize *EcoDrive* like a machine. Create a strict hierarchy. Your goal is pure speed.
- Group B (Neoclassical)** You focus on the social side. How will you organize teams to ensure high morale and belonging?
- Group C (Modern)** You view the company as an organism. How will you make the structure fluid so it can adapt to changing solar technology?



Phase 2: The Drafting Table

Within your assigned theory, you must now draw your Organizational Chart and define:

1. Division of Labor

List three specialized roles (e.g., Battery Tech, Frame Welder).

- a. _____
- b. _____
- c. _____

2. Departmentalization

Will you group people by **Function** (Marketing vs. Engineering) or by **Product** (Mountain Bikes vs. City Commuters)? Why?

3. Span of Control

Will your managers oversee 3 people (Tall/Narrow) or 15 people (Flat/Wide)? Explain how this choice affects how fast a bike gets off the line.

Phase 3: The Delegation Contract

- Analyze this situation: A crisis hit as the shipment of faulty batteries arrived and was installed in 500 bikes. As a CEO, you must delegate the recall to a Safety Manager.
- **Task:** Write one-sentence contract for this manager that clearly defines their **Responsibility** (the task), their **Authority** (what budget/power they have), and their **Accountability** (what happens if the recall fails).

CONTRACT

Phase 4: The Shadow Org

The instructor reveals a Secret Fact: *The Head of Engineering and the Lead Salesperson are cousins and share information over lunch before the CEO even hears it.*

- **Analysis:** Does this **Informal Network** help or hurt productivity? How can your **Formal Structure** (the chart you drew in Phase 2) work *with* this relationship rather than fighting it?

Activity: Café de Oro Expansion Challenge

Café de Oro, a homegrown Pinoy coffee shop, is planning to open its newest branch right along the busy University Belt (U-Belt). The management team originally planned a standard, low-cost student hub with a traditional setup: 1 Store Manager, 2 full-time Baristas, and 4 working-student crew members on shifting schedules. However, before signing the lease, the team is hit with recent local trends and regulations. They must now critically evaluate these **PESTEL factors** to completely overhaul their business model:

THE PINOY U-BELT ECOSYSTEM (2026)	
POLITICAL & LEGAL (Batas) <ul style="list-style-type: none">• DOLE increases Metro Manila's daily minimum wage for workers.• City Hall strictly enforces a 100% "No Single-Use Plastic" ordinance.	ECONOMIC (Presyo at Kita) <ul style="list-style-type: none">• Benguet/Bukidnon bean prices skyrocket by 15% due to inflation.• Student daily "baon" shrinks; average budget is capped at ₱100 per visit.
TECHNOLOGICAL (Teknolohiya) <ul style="list-style-type: none">• Big rivals use GCash/Maya app-orders to completely eliminate lines.• High-speed Wi-Fi & charging ports are now standard student expectations.	SOCIAL & ENVIRONMENTAL (Kultura) <ul style="list-style-type: none">• "Vlog Culture": Students seek cozy, aesthetic spots to study for 4+ hrs.• Student activist groups campaign for ethical, local "Fair Trade" beans.
CAFÉ DE ORO: STRATEGIC DILEMMA	

Source: Infographic generated by Gemini (AI), May 21, 2026, based on local Philippine market data.

Task 1: Analyze the Contradictions

Deconstruct and explain the structural clash between consumer behavior and macroeconomic pressures.

- **The Core Conflict:** [S] Social Habits vs. [E] Economic Reality
- **Guide Question:** How can your business financially survive considering the following scenarios:
 - **[S] Social Trend:** students demand an aesthetic environment to occupy your tables for 4+ hours to use free Wi-Fi and electricity
 - **[E] Economic Constraint:** students daily allowance limits their spending to a strict ₱100 maximum per visit
 - **[E] Economic Pressure:** raw ingredient costs for Benguet/Bukidnon beans have skyrocketed by 15%?

How do you solve this slow table turnover dilemma?

Task 2: Evaluate the Trade-Offs

Your startup capital is strictly limited. You must deliberately choose to compromise on one macro-environmental (**PESTEL**) demand to successfully survive another.

Directions: Review the two strategic paths below. Choose **one** option by putting a check mark ✓ in the box provided and justify your decision on the lines below.

☐

Option A (The Tech-Efficient Route):

* **The Strategy:** Prioritize **[T] Technological** integration and bend to **[L] Legal/Political** constraints.

- Shift to an Express App-Only/GCash ordering system. Cut your service staff size in half to afford the mandatory DOLE minimum wage hike.
- *The Risk:* You completely ignore the **[S] Social** demands of the market. You lose the cozy, community-driven *Tambayan* vibe that Pinoy students look for, turning your cafe into a sterile, grab-and-go station.

☐

Option B (The Eco-Local Route):

* **The Strategy:** Prioritize **[E] Environmental** compliance and **[S] Social** alignment with student ethics.

- Commit 100% to zero-plastic packaging to satisfy the local City Hall ordinance and source exclusively from Cordillera farmers to win over student activist groups.
- *The Risk:* You completely break under **[E] Economic** constraints. Because sustainable operations are costly, you are forced to raise your minimum menu price to ₱150, completely alienating cash-strapped students whose budget cap is ₱100.

Task 3: Create the Strategic Blueprint

Design your new operational blueprint based on your choice in Task 2:

- **The Organizational Pivot:** How will your internal hiring and organizational chart change to handle external pressures?

- If you chose Option A:
 - How does eliminating traditional roles like cashiers change your management structure?
 - Do you need to hire an IT/Systems support student instead? Why or why not?

- If you chose Option B:
 - How do you structure your team to handle compliance?
 - Do you need to create a unique role, like a part-time student Sustainability & Supply Chain Officer, to monitor local city hall permits and manage direct relationships with Cordillera farmers? Explain your answer.

Task 4: Launch Schedule & Activity Planning

- The management team must decide on the launch schedule, delegate responsibilities, and choose an appropriate organizational structure.
 - a. **Establish the Critical Path:** Considering your answers in the activities above, identify baseline activities that must be completed before opening a new branch in a university district.

BASELINE ACTIVITIES BEFORE OPENING A NEW BRANCH

- e.g., securing municipal permits
- _____
- _____
- _____
- _____
- _____

- b. **Develop a Structured Activity Schedule:** Break down the base line of activities into phases—such as Pre-launch, Setup, and Go-Live. Assign explicit start dates and hard deadlines for every task.

LAUNCH PHASES	BASELINE ACTIVITIES	START DATES/DEADLINE
Pre-Launch	<i>e.g. securing municipal permits</i>	Start Date:
		Deadline:
		Start Date:
		Deadline:
		Start Date:
		Deadline:
Set-Up	<i>e.g. renovation</i>	Start Date:
		Deadline:
		Start Date:

		Deadline:
		Start Date:
		Deadline:
Go-Live	<i>e.g. staff training</i>	Start Date:
		Deadline:
		Start Date:
		Deadline:
		Start Date:
		Deadline:

- c. **Construct a Gantt Chart:** Map the finalized activity schedule into a visual Gantt Chart. Use this chart to highlight overlapping tasks and track real-time progress against the target launch date.

LAUNCH PHASES	BASELINE ACTIVITIES	MONTHS											
		JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Pre-Launch	<i>e.g. Securing municipal permits</i>												
Set-up	<i>e.g. renovation</i>												
Go-Live													

- d. **Organize and Delegate:** Choose whether the café will use a functional, line, or team-based structure. Explain why the chosen structure is suitable for a university-area branch. Decide who will handle marketing, operations, finance, staffing, and customer service.

LEARNING ACTIVITY SHEET (LAS)

Learning Exemplar	4	Date	
Lesson Title/Topic:	Staffing		
Name		Grade & Section	

I. Activity 1: Don't Get Me Wrong

II. Objective:

- To assess the learners' prior knowledge and skills in staffing as one of the functions of management.

III. Materials Needed

- Worksheet

IV. Instructions

1. The learners are required to answer the pre-assessment worksheet to determine their prior knowledge, identify their strengths and areas for improvement, and provide the teacher with a basis for planning appropriate learning activities and instruction.
2. After you submit the worksheet, you may now proceed to the succeeding activities as instructed by your teacher.

Multiple Choice. Choose the letter of the best answer.

1. **Recruitment** is best described as:
 - a) Training employees for new skills
 - b) Attracting candidates to join the organization
 - c) Evaluating performance reviews
 - d) Planning future workforce needs
2. **Selection** focuses on:
 - a) Advertising job openings.
 - b) Choosing the right candidate based on skills, experience, and values
 - c) Designing career paths
 - d) Welcoming new hires
3. **Workforce Planning** means:
 - a) Forecasting future staffing needs
 - b) Conducting interviews
 - c) Writing job descriptions
 - d) Reviewing employee performance
4. **Diversity and Inclusion** strengthens organizations by:
 - a) Building teams with varied backgrounds and perspectives
 - b) Focusing only on technical skills
 - c) Limiting external hiring
 - d) Reducing recruitment costs

5. Staffing is not just about filling vacancies — it is about:
 - a) Avoiding turnover
 - b) Cutting costs
 - c) Shaping a team that grows with the organization
 - d) Writing contracts

I. Activity 2: Debate

II. Objectives:

1. Explain the important role of inclusivity and gender equality in staffing in an organization.
2. Discuss the importance of recruitment in staffing.
3. Apply the principles of inclusivity and gender equality in the recruitment and selection process.
4. Explain the importance of training and development.

III. Materials Needed

Pen and paper

IV. Instructions

1. Analyze the given motion:

"Inclusivity and gender equality are essential in staffing, recruitment, selection, and training for organizational success."

2. Form a group of three for Affirmative Team, Negative Team, and Moderators/Judges
3. Below will serve as your guide in assigning the roles in debate.

Affirmative Team

- a. Argues that inclusivity and gender equality strengthen staffing, recruitment, and training.
- b. Presents evidence of fairness, diversity, and equal opportunities.

Negative Team

- c. Highlights challenges, biases, or limitations in applying inclusivity and equality.
- d. Raises issues such as unconscious bias, limited resources, or organizational resistance.

Moderators / Judges

- e. Suggest ways to improve inclusivity and equality in staffing and training.
- f. Highlight reforms, innovations, or future opportunities.

4. Debate Flow

Group Organization

- a. Assign responsibilities:
 1. Affirmative team prepares arguments on strengths.
 2. Negative team prepares arguments on weaknesses.
 3. Moderators/Judges prepare suggestions for improvement.

5. **Opening Statements (2 minutes each)**

- a. Affirmative Team: Present strengths of inclusivity and equality.
- b. Negative Team: Present weaknesses or challenges.
- c. Moderators/Judges: Present possible improvements.

6. **Rebuttals (3 minutes each)**
 - a. Affirmative team responds to Negative team's criticisms.
 - b. Negative team counters the affirmative team's arguments.
 - c. Moderators/Judges clarify and propose balanced solutions.
7. **Open Forum (5 minutes)**
 - a. Teams exchange ideas, demonstrate techniques, and challenge each other's strategies.
8. **Closing Statements (2 minutes each)**
 - a. Affirmative team summarizes why inclusivity and equality are essential.
 - b. Negative team summarizes why challenges must be addressed.
 - c. Moderators/Judges summarize how improvements can be applied.
9. Your performance will be evaluated based on:

Criteria	Description	Highest Possible Score
Clarity of idea	Arguments are logical, well-explained, and easy to follow.	15
Critical Thinking	Ability to rebut, refine arguments, and respond thoughtfully.	15
Collaboration	Team members work together effectively with balanced participation.	10
Presentation	Delivery is confident, clear, and engaging.	10

For the next activity, wait for the instructions of your teacher and further information.

I. Activity 3. Drawing Board

II. Objectives:

1. Explain the important role of inclusivity and gender equality in staffing in an organization.
2. Discuss the importance of recruitment in staffing.
3. Apply the principles of inclusivity and gender equality in the recruitment and selection process.
4. Explain the importance of training and development.

III. Materials Needed

Worksheet or a whole sheet of paper

IV. Instructions:

- I. Read the scenario carefully and complete the activity independently. Follow the instructions below.

As President of the Supreme Student Local Government (SSLG) of Class S Senior High School, your adviser has asked you to prepare a training plan based on the data gathered about areas that need improvement in the student community. In designing this plan, you must ensure that inclusivity and gender equality are central to every activity, so that all learners feel

valued and represented. Please present the plan to the School Head and clearly identify which issues should be considered High Priority, Medium Priority, and Low Priority. This prioritization will help address the most urgent concerns first, while still promoting fairness, equal opportunity, and respect for diversity across all student programs.

- II. Work independently for about 10–15 minutes.
- III. Accomplish a training plan based on the gathered data about student community needs.
- IV. The plan must identify which issues are High Priority, Medium Priority, and Low Priority, ensuring that inclusivity and gender equality are integrated into every recommendation.
- V. After preparation, present the plan in 2 minutes only, highlighting the priorities and how inclusivity and equality are addressed. You will be evaluated based on the following criteria below.

Indicator	Description	Highest Possible Score
Content Accuracy	Information presented is correct, relevant, and aligned with the topic.	10
Inclusivity and Equality	Ideas show respect, fairness, and consideration for diverse people and perspectives.	10
Organization of Ideas	Thoughts and information are arranged clearly and logically.	10
Presentation	Work is neat, creative, and effectively communicated to the audience.	10
Total		40

I. Activity 4. Let Me Hear From You

II. Objectives:

1. Differentiate compensation from wages.
2. Explain the significant role of performance evaluation in fostering employees' growth and development.
3. Analyze the differences between promotion, transfer, demotion, and separation.
4. Discuss how the reward systems influence employees' motivation and productivity regardless of inclusivity and gender.

III. Materials Needed

Interview guide questions, Notebook, Pen, recorder (cellphone)

IV. Instructions.

1. Read the scenario below.

As a Senior Research Specialist, you were asked by the President of the company to do research by conducting an interview with one government employee and one private employee to explore their present compensation, wages, performance evaluation, appraisal, reward systems, employee relations, and movement, then compare how these HR practices promote

fairness, inclusivity, and gender equality in their workplaces. And how it will be useful in your company. Your output will be assessed based on accuracy, clarity, reflection, and integration of inclusivity and equality.

2. Use the guide questions below in conducting an interview.
 1. How much compensation or wages do you receive?
 2. Do you think it is enough for your daily needs and your family? Why or why not?
 3. How does your organization ensure fair and equitable compensation among employees?
 4. What criteria are used to evaluate employee performance, and how do they promote inclusivity?
 5. How are employees recognized or rewarded for their achievements?
 6. How does your organization handle promotions, transfers, or employee concerns to ensure fairness and equality?
3. Your output will be evaluated based on the criteria below.

Indicator	Description	Points
Content Accuracy	Clear and relevant discussion of HR practices	10
Inclusivity and Gender Equality	Demonstrates understanding of fairness and equal opportunity	5
Organization and Clarity	Well-structured interview report or presentation	5
Reflection and Insight	Shows personal understanding and analysis of findings	5

I. Activity 5. Let's Figure It Out!

II. Objective:

1. Value positive inclusivity and gender equality in employer–employee relations for organizational harmony and productivity.

III. Materials:

Pen and notebook

IV. Instructions

1. Analyze the figure below.



Source: <https://www.dreamstime.com/inclusiveness-diversity-equality-concept-abstract-people-gender-symbol-equal-sign-vector-design-image260773407>

2. Share your insights about it, considering the inclusivity and gender equality in the workplace.

3. If you were a Human Resource Officer, how would you address inclusivity and gender equality in the company?

I. Activity 6. Let's Explore It!

II. Objectives:

1. Discuss the importance of recruitment in staffing.
2. Explain the importance of training and development.

III. Materials:

Worksheet and Pen

IV. Instructions

In your worksheet to be provided by your teacher, please answer the following:

1. What is staffing?
2. What is the difference between recruitment and selection?
3. How are staffing, recruitment, and selection interconnected?
4. Why is training necessary? How is it associated with development?

I. Activity 7. Show Me the Meaning

II. Objective

1. Apply the principles of inclusivity and gender equality in the recruitment and selection process.

III. Materials

Pen and paper

IV. Instructions

"Inclusive staffing, fair recruitment, mindful selection, and purposeful training build workplaces where equality thrives."

From the given statement, write your answer on a sheet of paper. Compose a short insight consisting of 2–3 sentences that expresses your understanding and personal perspective about the statement.

I. Activity 8. Connect the Lines

II. Objectives

1. Discuss what compensation and wages are.
2. Appreciate the importance of practicing fairness, inclusivity, and gender equality within the organization.
3. Synthesize the significant role of performance evaluation in fostering employees' growth and development

III. Materials

Manila paper, Permanent marker, Masking tape

IV. Instructions

1. Together with your group, prepare the summary of findings of your conducted research through interviews.
2. You will be given 15 minutes to write your findings and 2-3 minutes to present your output.
3. The presentation should highlight key insights on compensation and wages, performance evaluation and appraisal, reward systems, employee relations, and employee movement, while reflecting on how these practices promote fairness, inclusivity, and gender equality.

Indicator	Description	Highest Possible Score
Content	Accurate and relevant findings from both interviews	10
Delivery	Confident, clear, and within the 2–3 minute time frame	10
Clarity	Ideas are well-organized and easy to understand	10
Inclusivity and Insight	Shows thoughtful reflection on fairness, inclusivity, and gender equality	10

I. Activity 9. Graphic Organizer

II. Objectives

1. Explain the concept of compensation, wages, recruitment and selection process, and performance evaluation/appraisal.
2. Value the importance of reward systems as employees' motivation.
3. Illustrate the concept of compensation, wages, recruitment and selection process, and performance evaluation/appraisal.

III. Materials

Pen and paper, or Cellphone with internet connection (for digital graphical organizer option)

IV. Instructions:

1. Place the main idea. Write the central concept in the middle.
2. Add supporting points. Branch out with related themes or subtopics.
3. Show connections. Use arrows or lines to link ideas.
4. Include details. Add short notes, examples, or keywords.
5. Review for clarity. Ensure the map is complete, clear, and easy to follow.

Criteria	Description	Possible Score
Accuracy	Information is correct, precise, and free from errors.	10
Completeness	Covers all essential points without leaving gaps.	10
Clarity	Ideas are expressed simply and logically, and are easy to understand.	10
Total		30

I. Activity 10. Venn Diagram

II. Objectives

1. Differentiate the recruitment and selection process.
2. Appreciate the importance of promoting inclusivity and gender equality in the workplace in the recruitment and selection process.

III. Materials

Pen and paper
Cellphone with internet connection

IV. Instructions

Create a Venn Diagram to compare recruitment and selection. Show their differences, highlight what they share, and explain how both can promote inclusivity and gender equality in the workplace.

Procedures:

1. Draw two circles. Overlap them to form the diagram.
2. Label each circle. One for Recruitment, the other for Selection.
3. Write unique points. In each separate space, list the features that belong only to recruitment or only to selection.
4. Add similarities. In the overlapping middle, write what both processes have in common.
5. Include inclusivity and equality. Show how recruitment and selection can be fair, inclusive, and gender-sensitive.
6. Review your work. Make sure your diagram is neat, accurate, and easy to understand.

Criteria	Description	Possible Score
Content accuracy	Correct details about recruitment and selection.	10
Inclusivity and equality	Clear integration of fairness and gender equality.	5
Organization of ideas	Logical placement of differences, similarities, and equality points.	5
Presentation	Neatness, readability, and creativity.	5
Total		25

I. Activity 11. On The Lens

II. Objectives

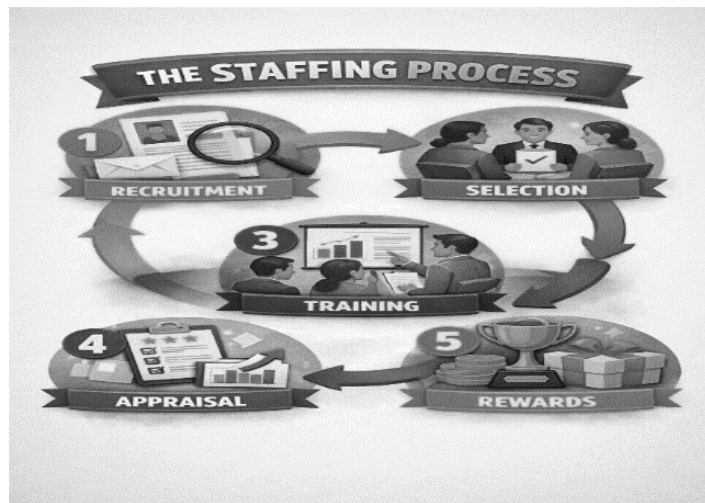
1. Analyze the staffing process.
2. Recognize the role of staffing in organizational success.
3. Write the importance of fair, inclusive, and effective staffing practices.

III. Materials

Pen and paper

IV. Instructions.

1. On a whole sheet of paper, do the activity in 30 minutes.
2. Analyze the visual infographic on staffing below.



Source: Microsoft Copilot AI-generated

3. In three sentences, explain the staffing process by first defining what it is, then giving a simple example to illustrate how it works, and finally concluding with why it is important for organizational success.

Your output will be evaluated based on:

Criteria	Description	Possible Score
Accuracy	Information is correct, precise, and free from errors.	10
Content	Ideas are relevant, complete, and clearly explained.	5
Coherence	Thoughts are organized and connected in a logical flow.	5
Neatness	Work is clean, orderly, and visually presentable.	5
Total		25

I. Activity 12. Roses, Thorns, Buds

II. Objectives

1. Analyze the recruitment and the selection process.
2. Recognize the importance of the selection process in achieving the organizational goals.
3. Present the recruitment and selection process collaboratively.

III. Materials

Scissors, colored paper (pink, blue, and green), masking tape

IV. Instructions:

1. Form a Group – Work in teams with 10-12 members.
2. Task – As HR Directors, analyze the recruitment and selection process:
3. Roses (Pink Paper): Good aspects of the current process.
4. Thorns (Blue Paper): Challenges or problems encountered.
5. Buds (Green Paper): Areas you wish to improve.
6. Time Limit – 20 minutes to complete the task.
7. Output – Write ideas (words or phrases) on colored paper and post them on the assigned wall.
8. Presentation – Each group has 5 minutes to present their output.

Criteria

Indicator	Description	Highest Possible Score
Teamwork	Cooperation, equal participation, and smooth coordination among members.	15
Organization of ideas	Logical flow, clarity, and well-structured arrangement of concepts.	15
Presentation	Confidence, clarity of delivery, creativity, and audience engagement.	10
Timeliness	Task completed within the given time frame, showing efficiency.	10
Total		50

I. Activity 13. Show Time

II. Objective

1. Synthesize the role of staffing in the organization and management.
2. Value the role of staffing in the success of one's organization.
3. Illustrate staffing using various forms of performance.

III. Materials

Materials vary on the chosen form of performance for the learners.

IV. Instructions

1. Together with your groupmates, conceptualize a 5-7-minute performance assigned to your group:
 - Business Class – Dancing
 - Investors – Singing
 - Broker – Mini-Skit
 - Advertisers – Infomercial
2. Groups are encouraged to use props creatively to enhance their presentation.
3. Performances must highlight teamwork, creativity, and clarity of message.

Criteria	Description	Possible Score
Creativity & Props	Effective and imaginative use of props to support the performance	10
Content & Relevance	Clear alignment of performance with assigned theme	10
Teamwork & Participation	Equal involvement of members and smooth coordination	10
Presentation Skills	Confidence, clarity, and audience engagement	10
Total		40

Assessment: Advocacy Campaign Activity

Create an advocacy campaign that highlights the importance of inclusivity and gender equality in staffing.

Instructions:

1. Choose your format. Decide whether to make a poster, slogan, song, poem, or video.
2. Focus on the theme. Your work should clearly show how inclusivity and gender equality matter in staffing, recruitment, selection, and training and development.
3. Be creative. Use visuals, words, or performance to make your message engaging and memorable.
4. Present your campaign. Share your finished product with the class, explaining how it promotes fairness and equality.

5. Your output will be evaluated based on the following:

Criteria	Description	Possible Score
Content accuracy	Information presented is correct, clear, and reliable	<i>10</i>
Inclusivity and equality	Ideas promote fairness, respect, and equal representation of all individuals.	<i>10</i>
Organization of ideas	Output shows originality and effectively captures attention or delivers the message.	<i>10</i>
Presentation	Work is organized, neat, and visually appealing.	<i>10</i>
Total		40

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	5	Date	
Lesson Title/Topic:	Leading <ul style="list-style-type: none"> • Nature of Leadership and Leadership Style • Leader versus Manager 		
Name		Grade & Section	

Every organization, team, or group needs people who can guide others toward success. This is where leadership becomes important. Leadership is the ability to influence, motivate, and inspire people to work toward a common goal. However, not all leaders lead in the same way. Different situations call for different leadership styles, each affecting how people work and interact with one another.

In this learning activity sheet, you will explore the nature of leadership, the various leadership styles, and the differences between a leader and a manager. Through engaging activities and real-life examples, you will discover how both roles contribute to achieving goals and why effective organizations need both strong leadership and sound management.

I. **Objective(s):**

After this session, you will be able to:

1. Define Leadership, Leadership style, Leader, and Manager
2. Explain the different purposes of leadership and management within a specific organizational context, such as a corporate merger or a startup.
3. Categorize specific actions as either Leadership or Management to solve a departmental problem in a real-world business scenario.

II. **Materials Needed:**

Pen and paper

Activity: Mental Filing: Boss vs. Mentor (Individual)

Instructions

- Think of two different authority figures or entrepreneurs you have encountered, read about, or observed:
 - ✓ *One who was exceptionally good at getting things done (Manager)*
 - ✓ *One who was highly effective at inspiring people to change and grow (Leader)*
- Then draw a T-chart. Label the left column Manager and the right column Leader.
- List five specific actions, behaviors, or traits that best describe each person based on your own observations or experiences.

The Manager vs. The Leader

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Guide Questions

Looking at your T-chart, did the person you identified as a leader ever act like a manager? If yes, at what point and in what situation?

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Rubric for Individual Activity

Criteria	Proficient (5)	Developing (3)	Beginning (1)
Recall Quality	Lists 5 distinct, relevant traits for both roles.	Lists 3-4 traits; some overlap.	Lists 1-2 traits; vague descriptions.
Relevance	Traits clearly align with management/leadership.	Most traits align.	Traits are unrelated to authority roles.

Activity: The Leadership Autopsy (Group)

Instructions:

Analyze the provided case study. Create a T-Chart that breaks down the Functions (what they do) and Characteristics (how they act) of the organization's heads. Present your findings to the class.

Case Study

In the late 2010s and early 2020s, PayMaya (now Maya) was fighting a fierce war for digital wallet supremacy in the Philippines. While its iconic founder provided the telecom-backed tech vision to bridge the unbanked sector, the company needed an international master of operations to scale its payment processing networks, navigate intense regulatory frameworks, and launch a full digital bank.

The Players:

- Orlando Vea (Founder & CEO): The "Chief Visionary." A legendary pioneer of the Philippine tech and telecom landscape (having also co-founded Smart Communications), Vea saw a future where cash was obsolete, and financial inclusion was driven by the mobile phone. He built the foundational partnerships and laid out the *what* and the *why*.
- Shailesh Baidwan (Group President): The "Operations Genius." An internationally seasoned executive, Baidwan was brought in to handle the intense *how* and *when*. He structured the company's aggressive pivot from a simple e-wallet into an all-in-one money app and digital bank, scaling merchant ecosystem acquisitions, and driving corporate execution to turn it into a multi-billion-dollar unicorn.

T-Chart: Functions vs. Characteristics

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Guide Questions

1. How did the strategic partnership between a 'Chief Visionary' (Orlando Veja) and a 'How does 'Operations Genius' (Shailesh Baidwan) successfully navigate the friction between high-level vision and rigid execution to transform a basic e-wallet into a multi-billion-dollar digital banking ecosystem?

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Group Activity Rubric

Criteria	Excellent (10)	Satisfactory (7)	Needs Improvement (4)
Analysis Depth	Deeply analyzes how characteristics influenced outcomes.	Identifies roles but lacks connection to outcomes.	Simply lists facts without analysis.
Presentation	Clear, organized, and uses correct terminology.	Mostly clear but some terms used incorrectly.	Disorganized and confusing.

Activity: Role-Play Scenario: The Tight Deadline

Instructions:

The learners will perform the same scenario three times. This mastery exercise highlights how the approach changes the outcome, even when the problem remains the same.

The Situation: It is Thursday afternoon. A high-priority client just moved a project deadline up from next Wednesday to Monday morning. The team is already tired, and this change requires everyone to work over the weekend.

Character Roles:

1. **The Manager:** Must deliver the news and organize the weekend work.
2. **The Skeptical Veteran:** Has plans this weekend and is tired of last-minute fire drills.
3. **The Enthusiastic Junior:** Wants to help but is already overwhelmed with their current tasks.

Script Variations (The Mastery Exercise)

Learners should act out the same scene three times, applying a different leadership style each time.

Option A: The Autocratic Approach (Command & Control)

- **The Manager's Script:** The deadline moved. I have already assigned your shifts for Saturday and Sunday. Veteran, you are on technical review; Junior, you are on formatting. I need the draft by 5:00 PM on Sunday. No exceptions.
- **Key Focus:** Efficiency and clear direction during a crisis.
- **Risk:** High resentment and burnout.

Option B: The Democratic Approach (Participative)

- **The Manager's Script:** We have been hit by a Monday deadline. I know this is a huge ask. Let us look at the remaining tasks together and how

can we split this up so we can all still have some time off? Does anyone have a more efficient way to finish this?

- **Key Focus:** Collaboration and "buy-in" from the team.
- **Risk:** Can be slow; may lead to consensus issues if no one wants to work.

Option C: The Laissez-Faire Approach (Delegative)

- **The Manager's Script:** The client wants this by Monday. You guys know the project better than anyone. I will leave it to you to figure out how to get it done by then. Just let me know if you need any resources or budget for food.
- **Key Focus:** Trust and autonomy for highly skilled teams.
- **Risk:** Total chaos if the team is not initiative-taking or organized.

Guide Questions

After the performances, use these questions to facilitate a "debrief" and assess learner understanding:

A. For the "Manager":

1. Which style felt most comfortable to you?



2. Which felt the most 'in control,' and which felt the most 'risky'?



B. For the "Employees":

1. In which scenario did you feel most valued?

2. In which scenario did you feel the most stressed?

3. Did any style make you *want* to work harder?

C. For the Purpose:

1. If the building were on fire, which leadership style would you want?

2. If we were trying to invent a brand-new product, which would be best?
Why?

D. For Management vs. Leadership:

1. Which of these interactions felt more like *managing* a task (getting the work done) versus *leading* people (keeping them motivated despite the bad news)?

Activity Rubric: Leadership vs. Management Role-Play

Criteria	Exemplary (4 pts)	Proficient (3 pts)	Needs Work (2 pts)
The "Difference"	It is crystal clear who is the Manager (how to do it) and who is the Leader (why we do it).	You can tell the difference, but they overlap a little too much.	It is hard to tell which style is being performed.
The "Act"	Used great details (like checklists for managers or "big dreams" for leaders).	Used basic changes in tone of voice or body language.	Acted the same way for both roles.
Realism	The "Employees" reacted naturally (e.g., looked stressed or felt inspired).	The group followed the script but felt a bit stiff.	It felt like they were just reading lines without emotion.
The "Why"	Could explain deeply how the styles felt and why they chose them.	Answered the debrief questions correctly.	Could only give short or "yes/no" answers during the debrief.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	6	Date	
Lesson Title/Topic:	Leading <ul style="list-style-type: none">• Nature of Leadership and Leadership Style• Leader versus Manager		
Name		Grade & Section	

Leadership plays a vital role in achieving goals and inspiring people to work together effectively. In every organization, school, or community, leaders influence others through their vision, decisions, and actions.

This Learning Activity Sheet will help you understand the nature of leadership, different leadership styles, and the important distinctions between a leader and a manager. Through the activities, you will develop a deeper appreciation of effective leadership and how it contributes to organizational success and positive relationships within a team.

I. Objective(s):

After this session, you will be able to:

1. Identify the core theories of motivation, types of communication, and models of change management used in organizational leadership.
2. Explain how cultural diversity influences decision-making processes and interpersonal dynamics within a professional team.
3. Compare how different leadership approaches succeed or fail when managing culturally diverse teams during periods of organizational change.

II. Materials Needed: Pen and paper

Activity: The Leadership Alphabet Brainstorm (Individual)

Instructions:

1. In your activity notebook, create a vertical list of the alphabet.
2. Fill in as many letters as possible with terms related to how leaders talk to people or handle different cultures.
3. Circle the three words you think are most important for a leader today.

Processing Questions:

1. Looking at your *Top 3* circled words, what specific experiences or observations led you to choose those as the most important?

2. Which letter was the hardest to fill in? If this (___) letter is a barrier, how will this affect leadership communication?

3. Which word on your list represents your greatest strength as a communicator right now?

Rubric for Individual Activity

Criteria	Excellent (5)	Developing (3)	Needs Improvement (1)
Quantity	Filled 20+ letters.	Filled 10–19 letters.	Filled fewer than 10.
Relevance	All terms strictly relate to leadership/diversity.	Most terms relate.	Terms are generic or unrelated.

Activity: The Leadership Word Cloud (Individual)

Instructions:

- Think of one leader you know. In the four quadrants provided, list 2-3 keywords or short phrases that describe how that leader handles those specific areas. For example, under 'Motivation,' you might write 'Gives high-fives' or 'Offers extra credit.'

Guide Questions

1. For which of the four pillars was the easiest to find an example? Why?

2. Can a leader be successful if they are only good at one of these four areas?

Individual Activity Rubric

Criteria	Excellent (5)	Developing (3)	Needs Improvement (1)
Recall	Lists clear examples for all 4 pillars.	Lists examples for 2-3 pillars.	Only 1 pillar was addressed.
Relevance	Examples relate to pillars.	Examples are vague.	Examples are unrelated.

Activity: Rank and Yank Committee (The Collapse of Enron Corporation)

III. Materials Needed: Costume/Laptop/Pen and paper

Instructions:

1. You are an Enron leader in 2000. You are the smartest guy in the room. Vulnerability is a liability.
2. You have five minutes to decide which of your colleagues (fictional employees) to fire. If you do not fire 15%, you risk being fired for lack of toughness.
3. Pay attention to how you communicate (or hide) sad news and what motivates your decision-making.

Sample Activity: The Strategy Session

Role	Personality/Conflict	Impact Area
The Enforcer (Senior VP)	Demands "results" and aggressive accounting.	Change Management: Forcing rapid growth at any cost.
The Skeptic (Middle Manager)	Noticed "mark-to-market" holes in the profits.	Communication: Afraid to speak up due to retaliation.
The Star Trader	Initiative-taking by the multi-million-dollar bonus.	Motivation: Extrinsic rewards overriding ethical values.
The International Rep	Dealing with the failed "Dabhol" project in India.	Cultural Diversity: Ignoring local political/cultural warnings.

Processing Questions

1. How did the Smartest Guys in the Room mentality prevent leaders from asking clarifying questions about the company's actual debt?

2. When a bonus is tied solely to short-term stock price, how does that change a leader's willingness to manage risk?

3. In a hyper-growth environment, why do internal controls (like HR and Accounting) usually fail first?

4. How did Enron's arrogance (corporate culture) lead them to ignore the diverse perspectives of their own internal auditors and external stakeholders?

Rubric for Reflection Activity

Criteria	Proficiency (5 pts)	Developing (3 pts)	Beginning (1 pt)
Pillar Integration	Connects all 4 pillars (Comm, Motive, Change, Diversity) clearly.	Connects 2 or 3 pillars; connections are a bit weak.	It only mentions 1 pillar or misses the connections entirely.
Depth of Analysis	Goes beyond what happened to explain <i>why</i> it happened using theory.	Describes what happened but lacks theoretical depth.	Summary of events only; no real analysis.
Personal Growth	Identifies specific areas for personal leadership improvement.	Mentions general improvements but lack specific examples.	No reflection on personal leadership style.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	7	Date	
Lesson Title/Topic:	Controlling <ul style="list-style-type: none"> • Nature of Management Control • Connection of Planning and Controlling • Control Methods and Systems • Application of Management Control in Accounting and Marketing Concepts and Techniques • Importance of Budgets in Planning and Control 		
Name		Grade & Section	

I. Activity #1: The Plan Was Good... So, What Went Wrong?

II. Objectives:

1. explain the relationship between planning and controlling in daily situations;
2. identify the importance of monitoring plans and budgets; and
3. suggest simple actions to improve monitoring and control in classroom and home situations.

III. Materials Used:

Printed activity sheet, pen, and paper

IV. Directions:

Read and analyze the following situations carefully. Write your answers briefly on the space provided.

Situation A – Classroom Setting

A group planned to finish a poster within 30 minutes. Tasks were already assigned, but some members became distracted and used their phones during the activity. The poster was not finished on time.

Situation B – Home Setting

A parent prepared a ₱1,000 weekly allowance budget for school expenses and transportation. However, the child spent too much money on snacks and online games during the first few days.

V. Synthesis Questions:

A. What plans were made in the two situations?

B. Why do you think the plans or budgets were not followed properly?

C. What should the leader or parent do to make sure the plan or budget is followed?

D. Why is controlling important after planning?

I. Activity #2: Milk Tea Shop Problem

II. Objectives:

1. define management control based on a real-life business situation;
2. identify examples of monitoring and checking in a business; and
3. explain the importance of controlling in preventing business problems and unethical practices.

III. Materials Used:

Printed activity sheet, pen, and paper

IV. Directions: Read the situation carefully. Analyze the actions of the milk tea shop manager. Answer the synthesis questions individually and write your answers on the space provided.

Situation:

A manager of a small milk tea shop near the school regularly checks if ingredients are complete, monitors daily sales, reviews employee attendance, and compares daily expenses with the planned budget.

One day, the manager noticed that some ingredients were missing and the daily sales report did not match the money inside the cash box. The manager later discovered that the new employee was giving free drinks to friends without properly recording the orders.

Because of this, the manager checked the inventory records, reviewed the sales receipts, reminded the employee about proper business rules, and monitored the shop operations more carefully to prevent future problems.

V. Synthesis Questions:

A. What actions did the manager do to monitor the business?

B. What problem happened in the milk tea shop?

C. Why is monitoring and checking important in businesses?

D. How did the manager correct the problem?

E. If you were the manager, what additional action would you do to prevent similar problems from happening again? Explain your answer.

I. Activity #3: Create Your Own Planning and Controlling Flowchart

II. Objectives:

At the end of the activity, learners are expected to:

1. explain the relationship between planning and controlling in a simple business activity;
2. identify planned tasks, monitoring points, and corrective actions; and
3. apply the planning and controlling process in a school-based business situation.

III. Materials Used:

Printed activity sheet, monitoring flowchart template, pen, and paper

IV. Directions:

Read and analyze the situation carefully. Use the guide questions to help you complete the monitoring flowchart template. Write your answers in the correct parts of the flowchart.

Situation: Burger Booth Challenge

Foundation Day is coming, and your section will manage a Burger Booth. During the class meeting, the officers set one clear goal: **sell 50 burgers before the event ends** to help raise funds for the class.

To reach this goal, the class divided the work into two groups. The **Production Group** will prepare and sell the burgers, while the **Promotion Group** will invite 1, announce the booth in the class chat, and encourage buyers to visit.

By lunchtime, the class officers will check and monitor the booth's progress. For the Production Group, they will count if at least **30 burgers** have already been sold. For the Promotion Group, they will check if at least **20 s** have visited the booth after seeing the announcements, signs, or invitations.

If fewer than 30 burgers are sold or fewer than 20 students visit the booth by lunchtime, what corrective actions would you recommend to improve the booth before the event ends?

V. Monitoring Flowchart Template: Use the provided flowchart template.

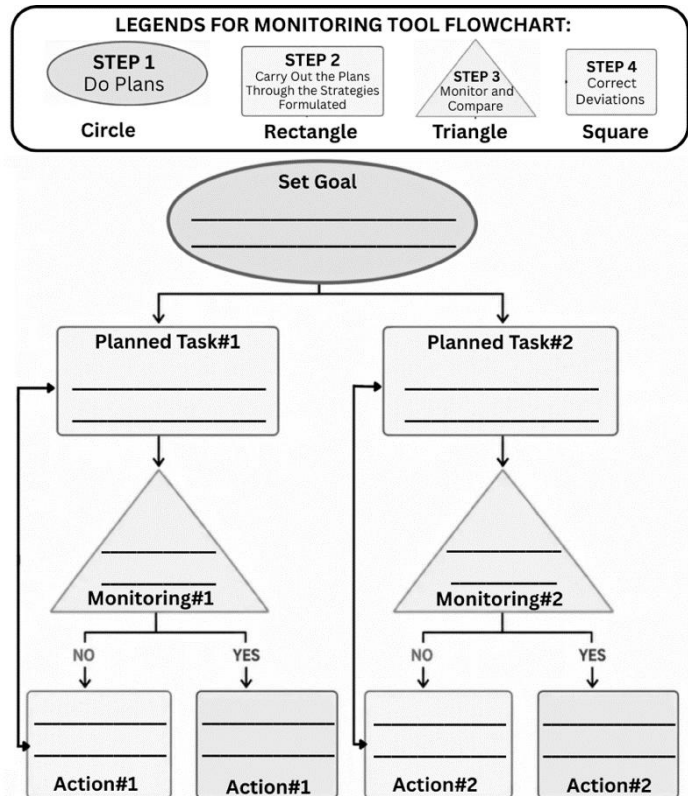
VI. Guide Questions for Completing the Flowchart:

A. Do the Plans: What goal did the class set for the Burger Booth activity?

B. Carry Out the Plans Through the Strategies Formulated: What tasks or strategies did the two groups use to reach the goal?

C. Monitor and Compare Actual Performance with Plans: How did the class officers monitor the burger booth's progress by lunchtime?

D. Correct Deviations and Return to No. 2 or Improve Future Plan Going Back to No. 1: What corrective action would you suggest if the booth did not meet the expected progress?



VII. Evaluative Question:

By lunchtime, the booth had already sold 30 burgers, but the class officers noticed that the remaining ingredients might not be enough for the rest of the event. If you were one of the class officers, what would you check first, and what action would you take to keep the booth operating until the end of the event?

Rubric

Criteria	5 Points	3 Points	1 Point
A. Goal Setting	Clearly states the Burger Booth goal	States the goal but incomplete	Goal is unclear or incorrect
B. Planned Tasks/Strategies	Correctly identifies the tasks of both groups	Identifies only one group or gives incomplete tasks	Tasks are unclear or not based on the situation
C. Monitoring and Comparing	Clearly explains how officers checked sales and student visits by lunchtime	Partly explains the monitoring process	Monitoring is unclear or missing
D. Corrective Action	Gives practical actions to improve booth performance	Gives a general action	Action is unclear or unrealistic
E. Evaluative Decision-Making	Identifies what to check first and gives a practical action to continue selling	Gives a partly correct answer but lacks detail	Answer is unclear or does not address the problem

I. Activity #4: What Can Organizations Learn from the Tainted Milk Scandal in China?

II. Objectives:

1. identify management and operational problems experienced by organizations;
2. explain the importance of monitoring and quality control systems in business operations;
3. analyze unethical business practices shown in the case scenario; and
4. suggest responsible and ethical management practices to ensure consumer safety and business sustainability.

III. Materials Used:

Printed activity sheet, pen, and paper

IV. Directions:

1. Read and analyze the case scenario individually.
2. Pair with a classmate and discuss the processing questions.
3. Write your final answers briefly on a 1 whole sheet of paper.

Case Scenario: “What Can Organizations Learn from the Tainted Milk Scandal in China?”

In 2008, China’s milk industry faced a major scandal involving toxic substances added to infant milk powder. The Sanlu Group, one of China’s largest dairy producers, was identified as the main company involved. Tests revealed that the milk products contained melamine, a toxic industrial chemical used in plastics. Further investigations showed that around 20 dairy companies in China were also affected by the contamination.

The scandal began after reports of infants becoming sick from drinking contaminated milk. Thousands of infants were hospitalized with kidney stones, and several deaths were reported. As the crisis worsened, dairy companies recalled milk products from the market. Since Chinese dairy companies supplied products to international

businesses such as Cadbury, Nestle, and Unilever, the issue also caused worldwide recalls of milk products containing melamine.

Investigations revealed that some dairy farmers watered milk to reduce costs and added melamine to make the milk appear high in protein during testing. At the same time, dairy companies failed to establish proper monitoring and quality control systems to ensure product safety. The Chinese government was also criticized for weak food safety regulations and delayed response to the crisis.

Because of the scandal, the Chinese government implemented stronger food safety measures. In 2009, China introduced the Food Safety Law, which prohibited unsafe food additives and strengthened food safety monitoring. In 2013, the China Food and Drug Administration was established to oversee food and drug safety regulations across the country.

Despite these reforms, many people still question the safety and transparency of China's dairy industry. Experts pointed out that secrecy, corruption, and weak enforcement of regulations continue to affect public trust. To improve confidence in the industry, the Chinese government later proposed stricter food safety laws and stronger monitoring systems.

Adapted from: Zarate, Cynthia A. Organization and Management for Senior High School. Quezon City: C & E Publishing, Inc., 2016.

V. Synthesis Questions:

A. What problems happened in the milk industry during the scandal?

B. What actions should the dairy companies have done to check the safety and quality of their milk products?

C. Why is monitoring and checking important in food-related businesses?

D. What irresponsible or unethical practices were shown in the case scenario?

E. If you were the manager of a dairy company, what responsible actions would you do to protect customers and improve the company's operations?

Rubric:

Criteria	5 Points	3 Points	1 Point
Q1. Management and Operational Problems	Clearly identifies the problems in the case	Partly identifies the problems	Shows limited understanding
Q2. Monitoring and Control Systems	Correctly explains proper monitoring and control practices	Gives partially correct answers	Gives unclear answers
Q3. Importance of Monitoring	Clearly explains the importance of monitoring and checking	Gives partial explanation	Gives unclear explanation
Q4. Ethical Business Practices	Clearly identifies unethical business practices	Identifies some unethical practices	Shows limited understanding
Q5. Ethical Management Decisions	Gives realistic and ethical management solutions	Gives partially correct solutions	Gives unclear or unrealistic solutions

I. Activity #5: My Weekly Student Budget**II. Objectives:**

1. Explain the importance of budgeting in planning and controlling;
2. Monitor and compare planned and actual expenses; and
3. Suggest practical ways to control spending responsibly as a student.

III. Materials Used:

Printed activity sheet, pen, calculator, and notebook

IV. Directions:

1. Prepare your own one-week student budget based on your expected daily expenses.
2. Monitor and record your actual spending for one week.
3. Complete the table below honestly and accurately.
4. Answer the guide questions briefly after completing the table.

Weekly Student Budget

Category	Planned Budget	Actual Amount	Difference
Allowance			
Food/Snacks			
Transportation			
School Supplies			
Other Expenses			
Total			

V. Synthesis Questions:

A. What did you realize about your weekly spending?

B. Was your planned budget enough for your actual expenses? Why or why not?

C. What should you do if your actual expenses become higher than your budget?

E. Why is monitoring your budget important in managing your daily expenses?

I. Activity #6: Control in Action: Applying Management Control in Business Situations

II. Objectives:

1. identify basic concepts, purposes, and types of management control;
2. apply management control concepts in simple business situations; and
3. analyze ethical actions in monitoring business operations and records.

III. Materials Used:

Printed activity sheet, pen, and paper

IV. Directions:

Read each part carefully and answer as instructed. This activity includes multiple choice, true or false, short answers, scenario-based applications, and ethical decision-making questions.

Part A. Multiple Choice — 1 point each

Directions: Read each question carefully and choose the letter of the correct answer.

1. Which management function focuses on checking and correcting performance?
A. Planning
B. Staffing
C. Leading
D. Controlling
2. What is the main purpose of management control?
A. To assign work and roles
B. To monitor work and goals
C. To promote goods online
D. To prepare office supplies
3. What is the relationship between planning and controlling?
A. Planning removes controlling
B. Controlling checks planning
C. Controlling replaces planning
D. Planning avoids monitoring
4. A store owner checks supplies before opening to avoid shortages. What type of control is shown?
A. Feedforward control
B. Feedback control
C. Concurrent control
D. Budgetary control
5. A manager checks employees while they are serving customers. What type of control is used?
A. Feedforward control
B. Concurrent control
C. Feedback control
D. Financial control
6. After an event, the treasurer reviews the sales report and cash collected. What type of control is shown?
A. Feedforward control
B. Concurrent control
C. Feedback control
D. Staffing control

7. Which is an example of management control in accounting?
 - A. Checking customer reviews
 - B. Posting product updates
 - C. Monitoring cash expenses
 - D. Designing advertisements
8. A small online shop noticed that many customers asked questions about a product, but only a few bought it. What marketing control action should the owner do?
 - A. Review customer feedback and improve the product promotion
 - B. Stop answering customer questions and remove the product
 - C. Ignore customer reactions and continue the same strategy
 - D. Focus only on expenses and stop checking promotions
9. A school club prepared a budget for an outreach project, but the actual expenses became higher than planned. What is the best control action?
 - A. Review the expenses and reduce unnecessary spending
 - B. Ignore the overspending because the project is important
 - C. Stop recording expenses to avoid confusion in reports
 - D. Remove the budget plan and continue spending freely
10. A food business received complaints about delayed service and wrong orders. What should the manager do first to improve operations?
 - A. Monitor service performance and identify the main problem
 - B. Blame the employees immediately without checking records
 - C. Stop accepting customers to avoid additional complaints
 - D. Continue the same process and wait for results later

Part B. True or False — 1 point each

Directions: Write **True** if the statement is correct and **False** if it is incorrect.

11. Controlling helps organizations identify problems and correct mistakes.
12. Budgeting is only used after business operations are finished.
13. Marketing control may include checking customer feedback and sales performance.
14. Ethical management control promotes honesty, accountability, and responsible use of resources.
15. Concurrent control happens only after work, or business activity is finished.

Part C. Short Answer — 2 points each

Directions: Answer each question briefly in 1–2 sentences.

16. Why should managers compare actual performance with planned goals?

17. Give one example of management control in marketing.

18. Give one example of responsible or ethical controlling in a business.

Part D. Scenario-Based Application — 2 points

Directions: Read the situation and answer the question briefly.

Scenario:

A school supply store planned to prepare enough notebooks and pens for the opening of classes. After one week, the owner noticed that several items were already out of stock, while other supplies were not sold. The owner also found out that inventory records were not updated properly.

19. What management control problem can you identify in the situation?

Part E. Ethical Decision-Making Question — 3 points

Directions: Answer the question in 2–3 sentences.

20. A cashier in a small store noticed that a co-worker was not recording some sales and was keeping part of the money. If you were the manager, what ethical action would you take to address the situation?

Scoring Guide

Total: 30 points

- Part A: 10 points, 1 point each
- Part B: 5 points, 1 point each
- Part C: 6 points, 2 points each
- Part D: 2 points
- Part E: 7 points

Rubric for Item 20

Criteria	Points
Gives a clear ethical action to address the problem	3 points
Explains honesty, accountability, or proper recording	2 points
Provides a realistic corrective measure to prevent the problem again	2 points
Total	7 points

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	8	Date	
Lesson Title/Topic:	Functional Areas of Management in Relation to Controlling		
Name		Grade & Section	

I. Activity: What Do You Know?

II. Objectives:

At the end of the activity, you should be able to:

- identify concepts related to management; and
- categorize them into five functional areas of management.

III. Materials Needed:

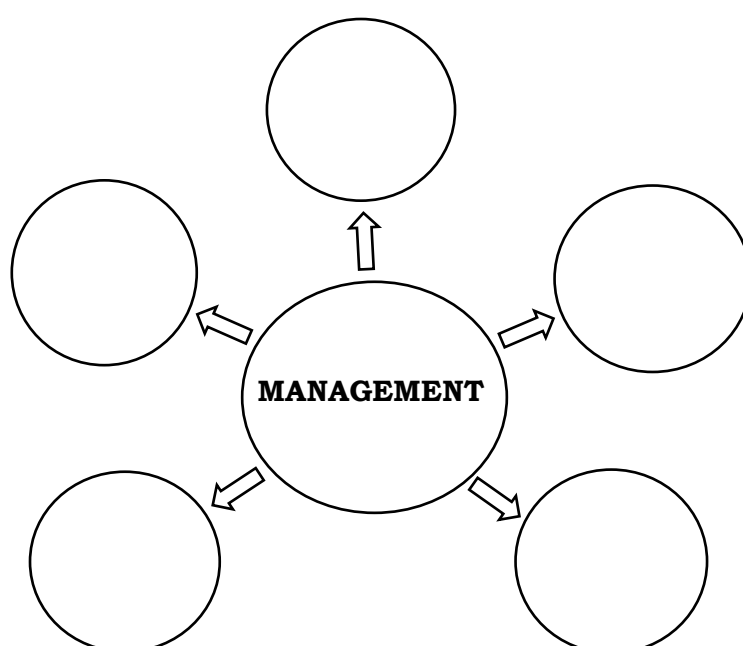
Pen and paper

IV. Instructions:

Look at the word "MANAGEMENT" written on the paper. Spend 3–5 minutes thinking about any words, ideas, or tasks you associate with this term. Write your ideas in the "Word Web" circles on your worksheet. After the time is up, be prepared to share your responses when called upon.

Guide questions:

- What comes to your mind when you hear the word 'management'?
- What departments or offices have you observed in a business or school?



I. Activity Title: Management at Work

II. Objectives:

At the end of the activity, you should be able to:

- a. identify the departments or areas that keep an organization running; and
- b. categorize them under the five functional areas of management.

III. Materials Needed: Pen, Paper, and Learning Activity Sheets

IV. Instructions:

Think of a real or familiar organization, such as a School, Barangay Office, coffee shop, or small business. Identify the different departments, offices, or work areas that help keep the organization running. Write your answers inside the boxes below. Find a partner and discuss your answers. Together, answer the guide questions. Be ready to share your answers with the class.

Organization: _____

Guide Questions:

1. What departments or offices did you identify?

2. Which department handles employees or personnel?

3. Which department manages money or budgeting?

4. Which department handles products, services, or promotion?

5. Why is coordination among departments important in an organization?

I. Activity: What Matters Most

II. Objective:

At the end of the activity, you should be able to:

- identify the different functional areas of management in an organization;
- explain the different functional areas of management in an organization; and
- appreciate the different functional areas of management in an organization.

III. Materials Needed:

Pen, Paper, and Learning activity sheets

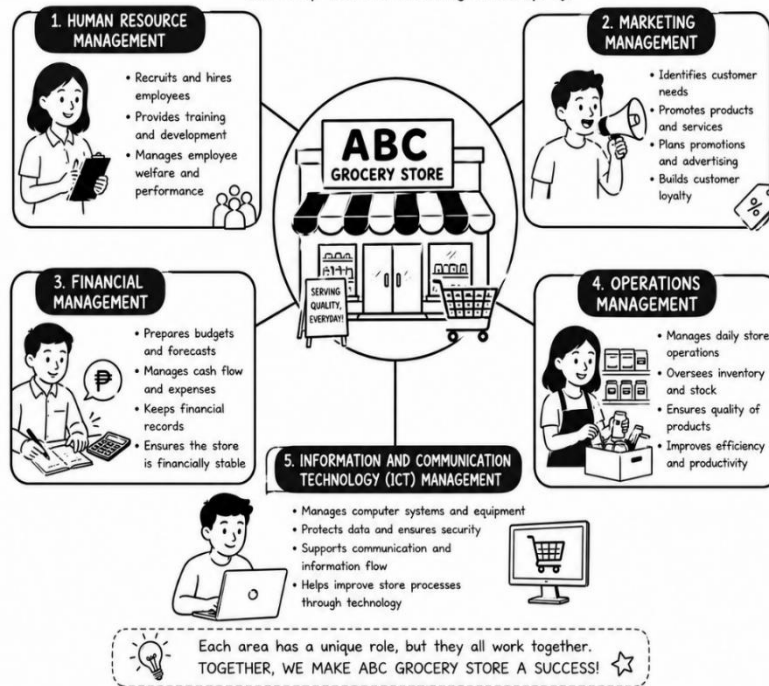
IV. Instructions:

Observe the infographic or picture presented by your teacher showing the functional areas of a company. Study the different departments or work areas shown in the illustration. Think about the guide question below. Write your answer in the space provided. Be ready to share your answer during the class discussion. Listen to your classmates' responses and reflect on how different areas of management contribute to the success of an organization. Answer the reflection question at the end of the activity

FUNCTIONAL AREAS OF MANAGEMENT

OF ABC GROCERY STORE

Different areas. One goal: To serve customers better and keep the store running smoothly. ♥



Guide Question

Which area do you think matters the most and why?

Reflection Question

Why is it important for all functional areas to work together in an organization?

I. Activity: Who Makes It Happen? - Group Activity

II. Objectives:

At the end of the activity, you should be able to:

- a. identify the different functional areas of management;
- b. match workplace tasks to the appropriate functional area; and
- c. explain how different functional areas contribute to organizational success.

III. Materials Needed:

Pen, Paper, and Learning Activity Sheets

IV. Instructions:

Read each workplace task of ABC grocery store carefully. Match the task with the functional area responsible for handling it. Write the letter of your answer in the blank before each number. After completing the activity, discuss your answers with your group. Be ready to explain your answers during the class discussion.

Workplace Tasks:

- ___ 1. Hiring and interviewing new employees
- ___ 2. Creating posters and advertisements for products
- ___ 3. Monitoring the quality of products before selling
- ___ 4. Preparing the organization's budget
- ___ 5. Repairing and maintaining computer systems
- ___ 6. Conducting employee training seminars
- ___ 7. Promoting products through social media
- ___ 8. Checking inventory and delivery of supplies
- ___ 9. Recording company expenses and income
- ___ 10. Installing software and managing online systems

Functional area:

- A. Human Resource Management
- B. Marketing Management,
- C. Operations Management,
- D. Financial Management,
- E. ICT Management.

Guide Questions

1. Why is it important for organizations to divide responsibilities into different functional areas?
2. What problems might happen if one functional area fails to perform its role?
3. How do these areas support organizational goals?

Reflection

1. Why is cooperation among functional areas important in schools, businesses, and organizations?

I. Activity: Functional Area Scenario Cards-Group Activity

II. Objectives:

At the end of the activity, you should be able to:

- a. identify the different functional areas of management;
- b. analyze workplace situations;
- c. determine the functional area involved; and
- d. explain how different functional areas contribute to organizational success.

III. Materials Needed:

Pen, Learning Activity Sheet, Scenario Cards, Pictures or illustrations of Filipino businesses and organizations

IV. Instructions:

Read each scenario card carefully. Analyze the workplace situation described. Identify which functional area of management is represented in each scenario. Write your answer in the space provided. Answer the questions below. Discuss your answers with your group members before sharing the class. Be ready to explain the reason for your answer.

Choices:

- A. Human Resource Management
- B. Marketing Management
- C. Operations Management
- D. Financial Management

E. ICT Management

Scenario Card	Workplace Situation	Answer
Card 1	A sari-sari store owner interviews and hires a new helper to assist customers during busy hours.	_____
Card 2	A shopping mall releases promotional flyers and social media advertisements for an upcoming sale event.	_____
Card 3	Workers in a bakery carefully inspect baked products before selling them to customers.	_____
Card 4	The cashier of a small business reviews daily sales and compares expenses with the available budget.	_____
Card 5	An employee updates and monitors the company's computer system to prevent technical problems and data loss.	_____
Card 6	A restaurant manager schedules training sessions to improve employees' customer service skills.	_____
Card 7	A clothing shop creates online promotions and discount announcements to attract more buyers.	_____
Card 8	Warehouse staff check inventory and organize product deliveries to different store branches.	_____
Card 9	The accounting staff records the company's income, expenses, and monthly financial reports.	_____
Card 10	The ICT staff installs new software and manages the organization's online payment system.	_____

Guide Questions

1. Which scenario was easiest to identify? Why?
2. Why do organizations need different functional areas?
3. How do different functional areas help organizations become successful?

Reflection

1. What did you learn about the importance of coordination among functional areas of management?

I. Activity: The Control Compass

II. Objective:

At the end of the activity, you should be able to:

- a. summarize the five functional areas of management;
- b. identify key activities performed in each area; and
- c. explain the controlling mechanisms used in every functional area.

III. Materials Needed:

Learning Activity Sheet, Pen and Graphic Organizer

IV. Instructions:

Review the discussion about the five functional areas of management. Complete the graphic organizer below. For each functional area, write the definition, two key activities, and one controlling mechanism used. Think critically when answering the “controlling mechanism” section. Answer the guide and reflection questions. Complete the activity independently within the allotted time. Be ready to share one row of your organizers during the class discussion.



Functional Area	Definition	Two Key Activities	One Controlling Mechanism Used
 Human Resource Management	_____	1. _____ 2. _____	_____
 Marketing Management	_____	1. _____ 2. _____	_____
 Operations Management	_____	1. _____ 2. _____	_____
 Financial Management	_____	1. _____ 2. _____	_____
 ICT Management	_____	1. _____ 2. _____	_____

Guide Questions

1. Which functional area was easiest to complete? Why?
2. Why are controlling mechanisms important in organizations?
3. How do different functional areas work together?

Reflection

1. What did you realize about the role of controlling in management?

I. Activity: Real-Life Case Analysis-Group Activity

II. Objective:

At the end of the activity, you should be able to:

- a. identify management problems in organizations;
- b. determine which functional area is affected;
- c. explain the importance of controlling in management; and
- d. recommend corrective actions for organizational problems.

III. Materials Needed:

Learning Activity Sheet, Pen and Case Problem Cards

IV. Instructions:

Read the assigned short case study carefully. Analyze the management problem presented. Answer the guide questions. Discuss your answers with your group members. Be ready to share your group's analysis during class discussion.

CASE PROBLEM 1

Situation:

A small food business started receiving customer complaints because some products were spoiled before reaching out to buyers. Employees were not regularly checking expiration dates and product quality before selling items.

CASE PROBLEM 2

Situation:

A local clothing shop spent too much money on decorations and unnecessary materials. At the end of the month, the business struggled to pay utility bills and employee salaries.

CASE PROBLEM 3

Situation:

A milk tea shop launched an online promotion, but the advertisement contained incorrect prices and incomplete information. Many customers became confused and complained about social media.

CASE PROBLEM 4

Situation:

A computer shop lost important customer files after employees failed to update the antivirus software and security system of the computers.

CASE PROBLEM 5

Situation:

A small bakery experienced delays in customer orders because workers were not following proper production schedules. Some bread products were incomplete or delivered late.

Guide Questions

1. Which functional area failed?
2. What controlling mechanism is missing?
3. What should management do?

I. Activity: Exit Reflection – The 3-2-1 Chart

II. Objective:

At the end of the activity, you should be able to:

- a. reflect on your learning about the functional areas of management;
- b. identify connections between management functions and controlling;
and
- c. express questions or ideas that still need clarification.

III. Materials Needed:

Learning Activity Sheet and Pen

IV. Instructions:

Complete the 3-2-1 Reflection Chart below. Write three (3) things you learned about the functional areas of management, two (2) connections you observed between functional areas and controlling, and one (1)

question you still have about the lesson. Answer honestly and clearly. Work independently and silently. Submit your completed worksheet.

3-2-1 CHART

3 THINGS I LEARNED

1. _____

2. _____

3. _____

2 CONNECTIONS TO CONTROLLING

1. _____

2. _____

1 QUESTION I STILL HAVE

1. _____

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	9	Date	
Lesson Title/Topic:	Managing Small and Medium Enterprises (SMEs) and Legal Foundations in Business Enterprise		
Name		Grade & Section	

1. Activating Prior Knowledge

Suggested Activity 1: Barangay Business Mapping

Activity Instructions

1. Task
 - List three (3) local businesses you know in your community (examples: sari-sari store, bakery, small restaurant, printing shop, etc.).
2. Classification
 - For each business, classify it as a Micro, Small, or Medium Enterprise (MSME).
 - Use the following criteria:
 - Number of employees
 - Estimated capital or assets

(Tip: Micro = 1–9 employees, Small = 10–99 employees, Medium = 100–199 employees)
3. Output
 - Organize your answers in a simple table in your notebook.
 - Example format:
4. Sharing
 - Be ready to present your table.
 - A few students will be called to share their answers and explain why they classified each business as Micro, Small, or Medium.

Suggested Activity 2: Case Study Comparison

1. Task
 - Read the two short case studies provided:
 - Case 1: Local Bakery Store
 - Case 2: Sari-Sari Store
2. Comparison
 - Compare the two businesses based on the following aspects:
 - Number of employees
 - Capital/Assets
 - Operations
3. Output
 - Create a simple comparison table in your notebook.
 - Use the format below as a guide:

Aspect	Local Bakery Store	Sari-Sari Store

4. Sharing

- Be ready to present your table in class.
- A few students will be asked to share their answers and explain how they compared the two businesses.

2. Establishing the Purpose of the Lesson

Suggested Activity 1: Business Around Us

1. Think (Individual Work)
 - Write down one business you passed by or bought this week.
 - Examples: sari-sari store, bakery, laundry shop, fast-food chain.
2. Pair (Partner Work)
 - Find a classmate and share your chosen business.
 - Together, discuss:
 - Do you think it is small, big, or in-between?
 - Why do you think so?
3. Share (Class Discussion)
 - Volunteers will share their answers with the class.
 - Listen carefully to others' examples.
4. Board Activity

Micro Enterprises (≤ ₱3M assets, few employees)	Small Enterprises (₱3M – ₱15M assets, 10–99 employees)	Medium Enterprises (₱15M – ₱100M assets, 100–199 employees)
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- A. Add 2–3 micro businesses from your barangay (e.g., cellphone repair stall, street food vendor).
- B. Add 2–3 small businesses from your barangay (e.g., printing shop, poultry supply store).
- C. Add 1–2 medium businesses from your barangay or nearby city (e.g., construction firm, local retail chain).

Suggested Activity 2: Business Bingo

1. Get Your Bingo Sheet
 - Each of you will receive a sheet with a grid of business types (like sari-sari store, bakery, laundry shop, etc.).
2. Find and Match
 - Walk around the classroom and ask your classmates:
 - “Do you know a sari-sari store near your home?”
 - If your classmate says yes, they sign that box on your sheet.
3. Fill a Line
 - Keep asking until you complete a row, column, or diagonal with signatures.
4. Shout “Business Bingo!”
 - The first few students to finish a line should shout “Business Bingo!”
 - Then, share one business you listed with the class.
5. Wrap-up Question: “Which of these businesses do you think are micro, small, or medium enterprises?”

1. Presenting Examples

Suggested Activity 1: Applying Business Laws to Real-Life Scenarios

1. Listen to the Overview
 - Your teacher will explain the key points of:
 - RA 9178 (Barangay Micro Business Enterprises Act of 2002)
 - RA 9501 (Magna Carta for MSMEs of 2008)
2. Read the Case Scenario
 - Scenario 1 (RA 9178): Maria starts a sari-sari store with assets below ₱3 million.
 - Scenario 2 (RA 9501): Juan owns a small furniture manufacturing business with 25 employees and ₱10 million in assets.
3. Think Individually
 - Reflect on how each law applies to the given situation.
 - Write down your ideas (e.g., tax exemptions, loans, training, job creation).
4. Pair or Small Group Discussion
 - Share your answers with a partner or group.
 - Compare your ideas and add new insights from your classmates.
5. Class Sharing
 - Volunteers present their answers.
 - The teacher will highlight key applications for each law.
6. Connect and Conclude
 - Together, discuss how these laws help entrepreneurs and communities.
 - Think about how these benefits can encourage more people to start businesses.

Suggested Activity 2: Guess the Business

1. Look and Listen
 - The teacher will show pictures or describe businesses in your community (e.g., sari-sari store, fish ball vendor, homemade kakanin seller).
2. Answer the Question
 - Decide: “Is this a small barangay business?”
 - Example Answer: ✓ Yes → qualifies for RA 9178.
3. Class Discussion
 - Share your answers with the class.
 - Listen to how others explain their choices.
4. Processing Questions (Teacher-led)
 - Think about and discuss:
 - Why do you think the government gives different support for small vs. growing businesses?
 - How can a simple street business become bigger over time?
 - What challenges might a business face as it grows?

2. Discussing New Concept

Suggested Activity 1: The Barangay Business Pitch & Policy Match

Small Group Collaboration (4–5 students per group)

Phase 1: Build a Local Business Profile

Each group creates a business profile with:

1. Business Name
2. Product/Service
3. The Scale Setup (based on assets & employees)

Category	Asset Size	Employees	Vehicle Analogy
Micro	Up to ₱3,000,000	1–9	 Tricycle
Small	₱3,000,001 – ₱15,000,000	10–99	 Jeepney
Medium	₱15,000,001 – ₱100,000,000	100–199	 Bus

Phase 2: The Policy Match-Up (15 minutes)

- Your business wants to grow but faces hurdles (examples: high taxes, lack of capital, workforce training needs).
- Match your challenge with the right policy support:
 - RA 9178 → Tax incentives & easier registration for micro businesses.
 - RA 9501 → Access to financing, training, and government support for SMEs.

Phase 3: The 2-Minute Marketplace Pitch (15–20 minutes)

- The classroom becomes a Barangay Business Summit.
- Each group delivers a 2-minute pitch:
 - Introduce your business.
 - Explain its category (Micro, Small, Medium).
 - Present the challenge and the policy solution.
 - Convince the “summit audience” why your business deserves support.

Suggested Activity 2: Build a Business Profile

Group Activity

Step 1 – Simple Business Profile

Your teacher will give short scenarios. Examples:

- “A food stall with 2 workers and small capital.”
- “A bakery with 20 workers and moderate income.”
- “A clothing brand with 120 employees and multiple stores.”

Step 2 – Guided Questions (Teacher-led)

Think carefully:

- How many workers does the business have?
- Is the capital small, medium, or big?
- Is it just starting or already expanding?

Step 3 – Classification

Decide the category:

- Micro → Up to ₱3,000,000 assets, 1–9 employees
- Small → ₱3,000,001 – ₱15,000,000 assets, 10–99 employees
- Medium → ₱15,000,001 – ₱100,000,000 assets, 100–199 employees

Then connect:

- Micro → RA 9178
- Growing (Micro–Medium) → RA 9501

Step 4 – Teacher Clarifies

The teacher will confirm the answers and explain reasoning clearly.



Quick Reference: Laws

- RA 9178 (Barangay Micro Business Enterprises Act of 2002)
 - Encourage micro-business in barangays.
 - Provides tax exemptions and easier registration.
 - Promotes grassroots entrepreneurship and poverty reduction.
- RA 9501 (Magna Carta for MSMEs)
 - Supports micro, small, and medium enterprises.
 - Provides financing, training, and government support.
 - Helps businesses expand and grow sustainably.

2. Developing Mastery

Suggested Activity 1: Debate – Which Needs More Support?

1. Listen to the Introduction
 - The teacher will explain that you will join a structured debate about government support for businesses.
2. Form Two Groups
 - Group 1: Defend small businesses.
 - Group 2: Defend growing businesses.
3. Understand the Debate Question
 - “*Who needs more government support?*”
4. Prepare Your Arguments
 - Work with your group to list reasons and examples.
 - Use real businesses you know in your community.
 - Connect your points to the laws:
 - RA 9178 → support for micro/small businesses.
 - RA 9501 → support for growing MSMEs.
5. Present Your Side
 - Each group will take turns presenting their arguments.
 - Listen respectfully when the other group speaks.
6. Engage in Discussion
 - Be ready to answer questions like:
 - Why should small businesses be prioritized?
 - Why should growing businesses receive more resources?
 - Can both be equally important? Why?

Suggested Activity 2: Problem–Solution Matching

1. Listen to the Introduction
 - The teacher will explain that you will match business problems with the right government support law.
2. Study the Table
 - Look at the list of business problems and possible solutions provided.
 - Think carefully about which law applies best.
3. Work on the Task
 - Individually or with a partner, match each problem with either:
 - RA 9178 → support for very small businesses (micro enterprises).
 - RA 9501 → support for growing MSMEs (small and medium enterprises).
 - Write a short justification (1–2 sentences) for each answer.
4. Share Your Answers
 - Selected students will present their matches and explanations.
 - Listen respectfully and compare your responses with others.
5. Reflect Through Discussion
 - Be ready to answer deeper questions like:
 - Why is RA 9178 best for very small businesses?
 - Why does RA 9501 focus on loans and expansion?
 - What might happen if government support were not given?

Suggested Activity 3: Start-to-Scale Business Plan

1. Listen to the Introduction
 - The teacher will explain that you will design a business growth plan, starting from a micro enterprise and imagining how it can expand.
2. Understand the Task Requirements
 - Your plan should include:
 - Business name and type
 - Starting stage (Micro – RA 9178)
 - Growth stage (RA 9501)
 - Planned expansion (how the business will grow bigger)
3. Plan Your Business
 - Choose a realistic or familiar business (examples: food stall, sari-sari store, small shop).
 - Think about how it can grow step by step—from micro to small, then to medium.
4. Write Your Business Plan
 - Complete the format or sample provided by the teacher.
 - Be clear and specific about how your business will expand.
5. Present Your Work
 - Selected students will share their business plans with the class.
 - Listen to others and give respectful feedback.
6. Reflect Through Questions
 - Be ready to answer:
 - How will your business grow over time?
 - At what stage will RA 9501 apply?
 - What challenges might you face while growing?

1. Finding Practical Application

Suggested Activity 1: Community Helper Activity

1. List at least three (3) businesses near your home or barangay.
Examples: Sari-sari store, *Karinderia*, Small café, Barber shop, Online/local shop
2. For each business, complete the following:
 - a. Name of the Business - Write the name or type of business
 - b. Classification - Identify if it is: Micro, Small, Medium
 - c. Applicable Law
 - Choose the law that supports the business:
 - RA 9178 (Barangay Micro Business Enterprises Act)
 - RA 9501 (Magna Carta for MSMEs)
 - d. Suggested Government Support
Give possible assistance the government can provide, such as:
 - Loans or financial support
 - Skills training
 - Tax exemptions or incentives
 - Business registration assistance

Suggested Activity 2: Solve the Business Problem

Student Instructions:

Step 1 – Read the Situation

Your teacher will give a short scenario. Examples:

1. “A street vendor is paying taxes and earning very little.”
2. “A small bakery wants to expand but has no capital.”

Step 2 – Identify the Problem

Ask yourself:

- What challenge is the business facing?
- Is it about taxes, capital, or workforce training?

Step 3 – Match the Law

Decide which law applies:

- RA 9178 (Barangay Micro Business Enterprises Act) → Helps very small businesses with tax exemptions and easier registration.
- RA 9501 (Magna Carta for MSMEs) → Helps growing businesses (micro, small, medium) with financing, training, and government support.
-

Step 4 – Suggest a Solution

Step 5 – Share & Discuss

Each group presents their answers.

- State the problem.
- Identify the law.
- Explain the solution.

Making Generalization

Suggested Activity 1: Complete the Statement Activity

Copy the following sentence stems into your notebook and complete each one:

1. "RA 9178 helps _____."
2. "RA 9501 helps _____."
3. "A micro business is _____."
4. "As a business grows, it _____."

Guidelines

- Write your answers clearly and in your own words.
- Base your answers on what you learned about:
 - Micro, Small, and Medium Enterprises (MSMEs)
 - Government support laws (RA 9178 and RA 9501)
- Make sure your answers are complete and meaningful, not just one-word responses.

Sharing

- Be ready to share your answers with the class.
- Explain your ideas if you are called.

Suggested Activity 2:

Activity Instructions

1. Listen to the teacher's quick review of RA 9178 and RA 9501.
2. Think about the main purpose of each law:
 - RA 9178 → Supports very small barangay businesses.
 - RA 9501 → Supports growing micro, small, and medium enterprises.
3. Write or give your explanation in one clear sentence.
4. Share your one-sentence summary with the class.
5. Reflect on how these laws connect to real businesses in your barangay.

Suggested Activity 3: Thumbs Up or Thumbs Down

1. What to Do

- Listen carefully as your teacher reads each statement.
- After each statement, show your answer:
 - 👍 Thumbs Up – if the statement is correct
 - 🙅 Thumbs Down – if the statement is incorrect

2. Guidelines

- Think before answering.
- Use what you learned about:
 - MSMEs (Micro, Small, and Medium Enterprises)
 - RA 9178 and RA 9501

3. Be Ready

- Be prepared to explain your answer when called.
- Listen to the correct explanation after each question.

ASSESSMENT:

1. Which law supports micro businesses in the barangay?
A. RA 9501 B. RA 9178 C. Both D. None
2. A business with 5 workers and small capital is classified as:
A. Medium B. Small C. Micro D. Large
3. What is the main purpose of RA 9501?
A. To tax all businesses C. To support growing enterprises
B. To close small businesses D. To reduce employees
4. Which category does a business with 120 workers belong to?
A. Micro B. Small C. Medium D. Large
5. Which benefit is given under RA 9178?
A. Export incentives B. Tax exemption C. Import permits D. Business closure support

Part II: Identification (5 items – 1 point each)

Direction: Identify the correct answer.

1. Small businesses at the barangay level are called _____.
2. The law that supports MSMEs is _____.
3. Businesses with 10–99 workers are classified as _____.
4. A business with assets up to ₱3,000,000 is a _____ enterprise.
5. The term used for businesses that are growing and expanding is _____.

Part III: Essay: Direction: Answer the following questions

1. What is the difference between RA 9178 and RA 9501?
2. Why is it important to support micro businesses?
3. How can a micro business grow into a small business?
4. Give one example of a micro business in your community.
5. What kind of support do growing businesses need? [1.1]

Rubric Essay

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content Accuracy	Answers are correct, complete, and show a clear understanding of RA 9178, RA 9501, and SME concepts.	Mostly correct answers with minor errors or gaps.	Some correct ideas but with noticeable errors or missing details.	Answers show little understanding; mostly incorrect or irrelevant.
Clarity & Organization	Responses are well-structured, easy to follow, and concise.	Generally clear but may lack smooth flow or have minor repetition.	Somewhat unclear or disorganized; ideas not fully connected.	Very unclear, disorganized, or incomplete.
Application to Real-Life	Provides strong, relevant examples from the community and connects them to laws.	Gives examples, but connection to laws is somewhat weak.	Examples are vague or not clearly linked to laws.	No real-life examples or connections are provided.
Critical Thinking	Shows insight by explaining importance, growth process, and support needs thoughtfully.	Some explanation and reasoning, but limited depth.	Minimal reasoning; answers are mostly surface level.	No reasoning; answers are copied or too short.

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	10	Date	
Lesson Title/Topic:	Social Responsibility of Business Enterprises <ul style="list-style-type: none"> Responsibilities and Accountabilities of Entrepreneurs to Stakeholders (included: Importance of Establishing and Sustaining Business Enterprises: Source of Job Opportunities and Financial Freedom) Key Aspects of an Entrepreneur's Social Responsibility Ethical Issues in a Business Enterprise: Accountability, Fairness & Transparency Different Models and Frameworks of Social Responsibility 		
Name		Grade & Section	

Activity 1: SME Quiz Ladder

Objective:

Learners review SME concepts step by step, building confidence as they climb the “ladder” of questions.

Material:

- Printed worksheet or simple notebook page.

Directions:

- Start at the bottom rung (Question 1).
 - Each correct answer allows you to “climb” to the next rung.
 - If you answer incorrectly, pause, review the correct answer, and write a short reflection: *“What did I miss? How does this apply to SMEs?”*
 - The goal is to reach the top rung (Question 5).
- Which of the following is a common challenge faced by SMEs?
 - Limited access to capital
 - Unlimited workforce supply
 - Excessive government subsidies
 - Guaranteed market dominance
 - SMEs contribute to the economy primarily by:
 - Reducing competition
 - Creating job opportunities
 - Eliminating large corporations
 - Limiting innovation

3. Effective management of SMEs requires:
 - a) Ignoring customer feedback
 - b) Strong financial control and planning
 - c) Avoiding partnerships
 - d) Focusing only on short-term gains
4. An SME that hires local workers, uses eco-friendly packaging, and supports community events is practicing:
 - a) Purely economic responsibility
 - b) Social responsibility and sustainable business practices
 - c) Competitive monopoly
 - d) Financial irresponsibility
5. When SMEs integrate social responsibility, they:
 - a) Strengthen stakeholder trust and long-term sustainability
 - b) Reduce their competitiveness
 - c) Focus only on profit margins
 - d) Avoid innovation

Activity 2: “Decision Point: Teen Edition”

(Think-Pair-Share)

Objectives: Learners will evaluate ethical issues in SMEs, identify affected stakeholders, and reflect on socially responsible business decisions. They will practice fairness, accountability, and transparency by analyzing real-life dilemmas and sharing their reasoning with a partner.

Materials

- Printed copies of the real-life dilemma cards (Supplier Secret, Packaging Problem, Transparency Test, Community Support Choice).
- Guide questions sheet (What is the ethical issue? Who are the stakeholders? etc.).
- Pen and paper for notes.

Instructions:

1. Work in pairs, read your chosen real-life dilemma.

Guide Questions: Each pair answers:

- a. What is the ethical issue?
 - b. Who are the stakeholders affected by?
 - c. What options does the business have?
 - d. Which option best reflects **social responsibility** (fairness, accountability, transparency)?
 - e. How would you decide if you were an entrepreneur?
3. Present your decision and reasoning to the class.

Real-life Dilemmas 1: The Supplier Secret

A local SME discovers that its supplier uses child labor in another country.

Guiding Question: Should the SME continue the partnership for cheaper costs, or cut ties and find a responsible supplier?

Real-life Dilemmas 2: Packaging Problem

A bakery must choose between cheaper plastic packaging or eco-friendly alternatives that cost more.

Guiding Question: Should the bakery prioritize cost savings or invest in eco-friendly solutions?

Real-life Dilemmas 3: Transparency Test

An SME faces a product defect that could harm customers if not disclosed.

- Guiding Question: Should the SME hide the defect to protect its reputation, or disclose it and risk losing sales?

Real-life Dilemmas 4: Community Support Choice

A small tech start-up is invited to sponsor a local school event, but funds are tight.

- Guiding Question: Should the start-up invest in community support despite limited resources?

Activity 3: “Stakeholder’s Map”

(Groupings)

Objective: Learners will create a stakeholder map to identify key stakeholders of an SME and explain the business’s responsibilities toward them based on fairness, accountability, and transparency.

Materials:

- Bond paper or cartolina (for drawing the stakeholder map).
- Markers, pens, or pencils for labeling and designing.
- Copies of the real-life dilemmas (Supplier Secret, Packaging Problem, Transparency Test, Community Support Choice).
- Guide sheet with ethical principles (Fairness, Accountability, Transparency) for reference.

Instructions:

1. Identify Stakeholders

- Based on the real-life dilemmas (supplier, bakery, SME owner, small tech start-up), list the **key stakeholders** of the business.
- Examples: Employees, Customers, Suppliers, Community, Government, Environment, Investors.

2. Draw the Stakeholder Map

- Place the SME at the center of your paper.

- Draw circles or branches around it for each stakeholder.
- Label each stakeholder clearly.

3. Responsibilities Analysis

- For each stakeholder on your map, write down the **specific responsibilities of the business** toward them.
- Focus on the ethical principles of:
 - **Fairness** → Treating stakeholders justly (e.g., fair wages, fair contracts).
 - **Accountability** → Owning up to decisions and honoring commitments (e.g., product safety, compliance with laws).
 - **Transparency** → Honest communication and clear reporting (e.g., truthful advertising, financial disclosures).

Example:

- **Employees** → Responsibility: Provide fair wages and safe working conditions.

4. Presentation

- Present your **Stakeholder Map** and your **responsibility analysis** to the class (3 minutes).

Activity 4: “Mapping Business Responsibilities: Stakeholders, Ethics, and Accountability” (Individual or in pairs)

Objective: Learners will complete a table to identify the responsibilities, ethical issues, and accountability of business enterprises toward different stakeholders.

Materials:

- Worksheet or bond paper with the table format (columns: Stakeholder | Responsibilities | Ethical Issues | Accountability).
- Pen or pencil.
- Copies of real-life dilemmas for reference.

Instructions:

Using the given stakeholders, fill in the table by writing about the responsibilities of the business toward each stakeholder, the possible ethical issues that may arise, and how accountability should be shown. Be clear and specific in your answers. After completing the table, share your work with the class for discussion.

Activity 5: “When Responsibility is Ignored: Consequences in Business”

Objective: Learners will analyze and write about the possible consequences when business responsibilities, ethical issues, and accountability are ignored, highlighting the importance of fairness, accountability, and transparency in sustaining enterprises.

Materials:

- Worksheet or bond paper with a table format (Stakeholder | Responsibility | Ethical Issue | Possible Consequence).
- Pen or pencil.
- Copies of real-life dilemmas for reference.

Instructions:

- Work individually. Using the given stakeholders, write the responsibilities of the business toward them, the ethical issues that may arise, and the possible consequences if these responsibilities and accountability are ignored. Be specific in your answers. After completing the table, share your work with the class for discussion and reflection.

Activity 6: “My Two-Sentence Takeaway”

Objective: Learners will reflect on the lesson and express their key insights or realizations in two concise sentences.

Materials:

- One-fourth sheet of intermediate paper
- Pen or pencil

Instructions:

On a quarter sheet of intermediate paper, write two sentences that capture your most important learning or realization from today’s lesson. Keep your sentences clear and meaningful, as they will serve as your personal takeaway. Submit your paper at the end of the session.

Activity 7: “Ethics First: Advocacy Campaign for Responsible Business”

Objective: Learners will design an advocacy campaign material (poster, flyer, or media post) that promotes ethical business practices, highlighting fairness, accountability, and transparency, and explain how their work encourages responsible entrepreneurship.

Materials:

- Bond paper, cartolina, or digital design tools (e.g., Canva, MS PowerPoint, Word, or any social media template)
- Markers, pens, or coloring materials (for paper-based outputs)
- Copies of ethical principles and sample dilemmas for reference

LEARNING ACTIVITY SHEET (LAS)

Lesson Exemplar	11	Date	
Lesson Title/Topic:	Sustainable Development Goals (SDGs)		
Name		Grade & Section	

In today's rapidly changing world, businesses are expected not only to earn profit but also to contribute positively to society and the environment. This learning activity sheet will introduce you to the concept of the United Nations Sustainable Development Goals (SDGs) and their relevance to businesses and communities. You will explore how businesses can practice sustainability and social responsibility by addressing issues related to the environment, economic growth, health, education, equality, and community welfare.

Through the activities in this lesson, you will examine real-life business situations, analyze business practices connected to SDGs, and reflect on how small and local businesses can contribute to sustainable development. You will also develop critical thinking, decision-making, and problem-solving skills by evaluating how responsible business practices can create positive impacts on society and the environment.

Learning Competency:

Analyze issues and implications of the United Nations Sustainable Development Goals (SDGs) to small and business enterprises

Learning Objectives:

At the end of this Learning Activity Sheet, you should be able to:

1. *explain the concepts of the United Nations Sustainable Development Goals (SDGs);*
2. *explain the relevance of selected SDGs to small and business enterprises;*
3. *apply SDGs to real-life examples of small or local businesses;*
4. *examine the issues encountered by small and business enterprises in aligning with SDGs;*
5. *assess the implications of SDGs on the operations, sustainability, and growth of small and business enterprises; and*
6. *reflect on the practical ways small businesses can align with selected SDGs.*

Activity 1: "Decode the Picture"

Instructions:

- a) Study the pictures presented and identify the common issues shown in each picture. Connect issues to business ethics and social responsibility.
- b) Share your insights with the class by answering the questions given.
 - o Which issue is common in your community?
 - o Should businesses care about these concerns? Why or why not?



Activity 2: “Business Reality Check”

Instructions:

- Think of a small business found in your community such as a sari-sari store, bakery, or local shop.
- Answer the guide questions by explaining how businesses help society and what responsibilities they have aside from earning profit.
- Complete the graphic organizer provided by your teacher by identifying the contributions and responsibilities of your chosen business.
- Share your answers with a partner or group and compare your ideas and insights.
- Participate in the class discussion and listen to the different perspectives shared by your classmates.
- Write a short reflection by completing the statement:
“If I were an entrepreneur, my top responsibility would be...”
 - How can businesses positively affect society?*
 - What responsibilities do businesses have aside from earning a profit?*

Activity 3: “Why Does It Matter?”

Instructions:

- Read the Jollibee case story carefully and identify the environmental issues presented in the scenario.
- Answer the guide questions by explaining the problem, the people affected, and the responsibilities of businesses toward society and the environment.
 - What problem is shown in the situation?
 - Who are the people affected by the problem?
 - Do you think businesses should be responsible for their actions? Why or why not?
 - In what ways can learning about SDGs benefit you as a student?

- c) Analyze how responsible business practices contribute to sustainability and explain how learning about SDGs may help you as a student.
- d) Discuss your answers with your classmates or group members and compare your perspectives and insights.
- e) Reflect on the possible effects of ignoring sustainability issues, particularly on customer trust, community welfare, and the environment.
- f) Participate actively in the class discussion and listen to the different viewpoints shared by your classmates.
- g) Write a short reflection about the importance of responsible and sustainable business practices.

Business Story: Jollibee *has faced public criticism in recent years regarding the large number of single-use plastics used in takeout and delivery transactions, particularly plastic utensils, cups, straws, and packaging materials. Many customers and environmental advocates raised concerns online about how fast-food packaging contributes to plastic pollution and clogged waterways in the Philippines.*

Because of increasing environmental concerns, Jollibee Foods Corporation later partnered with government agencies and private organizations to reduce plastic waste and support sustainability initiatives. The company introduced campaigns encouraging customers to decline plastic utensils during takeout and delivery orders and began supporting plastic waste recovery programs.

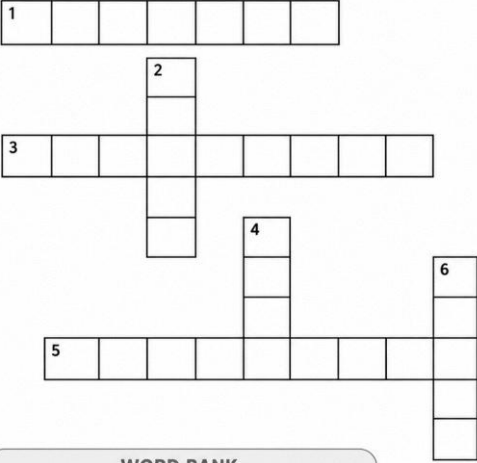
Activity 4: “Business Crossword Challenge”

Instructions:

- a) Read each clue thoughtfully and identify the word being described.
- b) Write the correct answer in the appropriate boxes of the crossword puzzle.
- c) Use the word bank provided to help you complete the puzzle.
- d) Review your answers and make sure that the words fit correctly both across and down.
- e) Be prepared to participate in the class discussion after completing the activity.
 - What words or ideas did you discover from the crossword puzzle?
 - How are the words connected to businesses and communities?
 - Why is it important for businesses to act responsibly?

Activity 4: Business Crossword

 **Directions:** Complete the crossword puzzle using the clues below.



ACROSS

1. Businesses provide _____ for people.

3. Proper waste _____ helps keep communities clean.

5. Customers expect businesses to act _____ and fairly.

DOWN

2. Small businesses help the local _____.

4. Clean _____ is important for health and sanitation.

6. Businesses should care for the _____.

WORD BANK

Environment	Responsibly	Management
Community	Water	Jobs



Activity 5: “SDG and Business Match-Up”

Instructions:

- a) Read each business practice in Column A and identify the Sustainable Development Goal (SDG) that best matches it from Column B. Write the correct letter on the space provided before each number.
- b) Be prepared to share insights regarding the activity.
 - What did you learn from the activity?
 - What do all these SDGs have in common?
 - How can businesses contribute to sustainable development?

Column A: Business Practices	Column B: Sustainable Development Goals (SDGs)
1. ____ Recycling plastic bottles	A. Decent Work and Economic Growth
2. ____ Giving fair salaries	B. Responsible Consumption and Production
3. ____ Providing clean drinking water	C. Clean Water and Sanitation
4. ____ Using solar panels in business establishments	D. Affordable and Clean Energy
5. ____ Offering equal job opportunities	E. Gender Equality
6. ____ Supporting local farmers and suppliers	F. No Poverty
7. ____ Conducting tree-planting activities	
8. ____ Donating excess food to communities	

9. ____ Providing quality employee training	G. Climate Action
10. ____ Creating safe and healthy workplaces	H. Zero Hunger
	I. Quality Education
	J. Good Health and Well-Being

Activity 6: “Local Business Spotlight”

Instructions:

- Read and analyze each Philippine business example presented in the table.
- Identify the Sustainable Development Goal (SDG) that best matches the business practice shown.
- Write a short explanation in the last column describing why the business practice is connected to the chosen SDG.
- Be prepared to share and explain your answers during the class discussion.
- Write a short reflection relative to this question: “Which SDG do you think is most important for SMEs in your community, and why?”

Philippine Business	Business Practice	SDG Connected	Why is it connected?
<i>Jollibee</i>	<i>Encourages customers to lessen plastic utensil requests in deliveries.</i>		
<i>SM Supermalls</i>	<i>Conducts recycling and waste segregation programs</i>		
<i>Mercury Drug</i>	<i>Provides affordable medicines and health products</i>		
<i>Globe Telecom</i>	<i>Supports digital learning programs for students</i>		
<i>Mang Inasal</i>	<i>Provides jobs to local community members</i>		

Activity 7: “Map Your Understanding”

Instructions:

Create a concept map showing your understanding of Sustainability, Social Responsibility, and Sustainable Development Goals (SDGs). Include words, ideas, examples, or practices connected to each concept and show how the three terms are related.

Activity 8: “Cause and Effect Analysis”

Instructions:

Analyze each business practice presented in the table. Identify and explain the possible positive effects of practicing it and the negative consequences if it is ignored. Write your answers clearly in the appropriate columns and be prepared to share your insights during the discussion.

<i>Business Practice</i>	<i>Positive Effect</i>	<i>Negative Effect if Ignored</i>
<i>Proper Waste Disposal</i>		
<i>Energy Conservation</i>		

Activity 9: “Business Issue Explorer”

Instructions:

- Read and analyze the business scenario carefully, paying close attention to the issues and concerns presented.
- Working in groups, identify the Sustainable Development Goal (SDG) related to the issue and examine how the situation affects the environment, the community, and the business.
- Complete the Case Analysis Worksheet by answering the guide questions clearly and using evidence from the scenario to support your answers.
- Be prepared to share and explain your insights during the class discussion.

Case Analysis Worksheet Template

Name: _____

Section: _____

Date: _____

Business Scenario

Read the business scenario thoughtfully before answering the questions.

Electronic Waste and Gadget Upgrades”

In recent years, Globe Telecom and other telecommunications companies in the Philippines promoted frequent gadget upgrades and device replacement programs as part of their mobile and internet services. While these programs provided customers

with access to newer technology, environmental groups raised concerns about the growing amount of electronic waste or e-waste generated from discarded mobile phones, chargers, batteries, and electronic accessories.

Improper disposal of electronic waste may release harmful chemicals into the environment and pose risks to public health and nearby communities. In response, Globe Telecom launched sustainability initiatives such as electronic waste collection drives and recycling programs to encourage proper disposal of old gadgets and electronic devices.

Despite these efforts, the company still faced challenges in encouraging customers to participate consistently in proper e-waste disposal and recycling practices.

Guide Questions

1. What environmental issue is presented in the scenario?

2. Which Sustainable Development Goal (SDG) is related to the issue?

3. How does the issue affect the environment and the community?

4. What challenges does the company face in aligning with SDGs?

5. What actions can the business take to support sustainability while maintaining good customer service?

Reflection:

If you were the business owner, what would you do to address the issue responsibly?

Criteria	5 Points	4 Points	3 Points	2 Points
Understanding of the Issue	Clearly explains the business issue and demonstrates a deep understanding of the case.	Explains the issue clearly with minor lapses in understanding .	Explain the issue but lacks depth and clarity.	Shows limited understanding of the issue.
Connection to SDGs	Correctly identifies and thoroughly explains the related SDG.	Correctly identifies the SDG with adequate explanation.	Identifies the SDG but explanation is unclear or incomplete.	Incorrect or weak connection to the SDG.
Analysis and Proposed Solutions	Provides insightful analysis and realistic, well-supported solutions.	Provides logical analysis and acceptable solutions.	Analysis and solutions are somewhat limited or unclear.	Analysis and solutions lack relevance or clarity.
Presentation and Collaboration	Ideas are presented clearly and confidently; all members participate actively.	Presentation is organized with most members participating.	Presentation is somewhat organized with limited participation .	Presentation lacks organization and participation.

Activity 10: “Problem and Solution Organizer”

Instructions:

- Work with your group in accomplishing the grid organizer provided.
- Analyze the different business challenges presented and identify the related Sustainable Development Goals (SDGs).
- Discuss and agree on your answers before completing the organizer with possible business actions that can address the identified challenges.
- Be prepared to answer questions related to this activity.

Business Problem	Related SDG	Possible Business Action
Excessive use of plastic		
Low wages of employees		
Water Wastage		

Activity 11: “SDG Community Inspection”

Instructions:

- a) Identify one nearby business found in your school or community.
- b) Examine the business practices using the checklist provided and mark either Yes or No for each observation by writing a checkmark.
- c) Answer the reflection questions based on your observations and identify the SDG-related practice that the business may improve on.
- d) Be prepared to share your answers and insights during the class discussion.

Questions for Reflection:

- Which Sustainable Development Goal (SDG) do you think the business supports the most? Explain your answer.
- How do the business practices you observed contribute to the well-being of the community?
- If you were the owner of the business, what additional SDG-related initiative would you implement and why?

Name of the business		
Observation	Yes	No
Uses environmentally friendly practices		
Treats their employees fairly		
Supports programs in the community		

Activity 12: “Create to Advocate”

Instructions:

- Create an advocacy slogan that encourages businesses to practice social responsibility and support Sustainable Development Goals (SDGs). Ensure that your work is guided by the given rubric.
- Present your slogan to the class and explain its meaning in 3–5 sentences to highlight the message of your advocacy. Be prepared to answer questions during the discussion.

Criteria	5 points	4 points	3 points	2 points
Relevance to SDGs	Slogan is clearly and strongly connected to SDGs and business responsibility	Slogan is connected to SDGs but needs slight improvement in focus.	Slogan shows limited connection to SDGs.	Slogan is unclear or does not connection to SDGs.
Creativity and Originality	Slogan is very creative, catchy, and original.	Slogan is creative but could be more memorable.	Slogan has some creativity but is common or predictable.	Slogan lacks creativity or originality.
Clarity of Message	Message is very clear, meaningful, and easy to understand.	Message is clear but may need stronger wording.	Message is somewhat clear but needs explanation	Message is confusing or difficult to understand.
Presentation	Presentation clearly and completely explains the meaning in 3-5 sentences.	Presentation provides the meaning but lacks some details	Presentation is very brief and partly unclear	Presentation is vague.

Activity 13: “Finish What Matters”

Instructions:

- Recall the important concepts discussed about SDGs and business responsibility and use these ideas in completing the given statements.
- Complete the unfinished statements by relating SDG concepts to business practices and ensure that your answers reflect meaningful understanding of the lesson.
- Be prepared to share and explain your responses during the class discussion.

- I learned that SDGs are _____.
- Small businesses contribute to society by _____.
Therefore, _____.
- One important SDG for businesses is _____ because _____.

Activity 14: “Learning Snapshot”

Instructions:

- a) Analyze the reflection of question by relating the role of small businesses to sustainability, social responsibility, and community development.
- b) Write a brief reflection paragraph on the Learning Snapshot card expressing your insights and understanding of how businesses can contribute to a more sustainable and responsible community.
- c) Be prepared to share and explain your responses during the class discussion.

LEARNING SNAPSHOT

REFLECTION QUESTION

**‘HOW CAN SMALL BUSINESSES
HELP CREATE A MORE
SUSTAINABLE AND
RESPONSIBLE
COMMUNITY?’**

WRITE THE YOUR ANSWERS

*MY REFLECTIONS & IDEAS

NAME/DATE