

## Effect of Experiencing Characteristics of Preparatory Business Starters on the Formation of Dynamics for Launching into the Society

MI-Hye Chung, Key-Yoon Park, Young-Ae Moon, Chan-Mee Park<sup>†</sup>,  
Sun-Ui Park and Suk-Hee Han

Dept. of Clothing Design, Bucheon University, Bucheon, Korea

(Received September 19, 2010 : Accepted October 31, 2010)

### Abstract

*The purpose of this study is to find out the effect of on-the-job experiencing program on the formation of dynamics such as creativity, organizing, and clarity necessary for launching into the society through a cause-and-effect analysis to determine the priority of resources investments and improvements of educational courses. As a result, the selling experience and planned workshop were found to have effect on the creative dynamic that preparatory business starters must secure without fail. This means that e-Fashion Lab(<http://www.bc2d.com>) which is an experiencing program, is fully accomplishing its initial objective set up at the time of the system design. In addition, the selling experience and the mini-homepage experience were found to have effect on the formation of organizing dynamic of preparatory business starters. This shows that the system design to realize the database of personal friendships and personal information is being used fully as an educational practice instruments. Lastly, the selling experience and planned workshops were found to have effect on the formation of clarity dynamic of preparatory business starters as experiencing characteristic has effect on creativity. However, the community (work room) experience was found to have no effect on the formation of dynamics necessary for preparatory business starters to advance into the society at this study. This signifies that the system input resources should be pushed back in priority and that curriculums and system design should be concentrated on strengthening the selling experience and planned workshop in general.*

*Key words : experiencing characteristics, experiencing program, selling experience, e-Fashion Lab.*

### I. Introduction

If you look at the recent trend of fashion industry, business-level competitiveness is tending to be secured through 「re-engineering of working procedures」 and 「re-structuring of business structure」 as well as shift of the pivot from 「manufacturing」 to 「selling」 and becomes visualized through securing distribution channels and outsourcing.

Also the internet which has been utilized for

data searching means of communication not only provides cyber space creating new added-value due to rapid distribution of personal computer and technical advance in network but exerts influence on all divisions through convergence with wireless communications.

Owing to social change based on such IT environment, it gets harder to keep up with consumers' speed collecting fashion information in real time as fashion design industry also faces IT environment including the internet. Especially,

<sup>†</sup> Corresponding author E-mail : [pem@bc.ac.kr](mailto:pem@bc.ac.kr)

fashion design education system which has been applied to existing off-line sectors reaches uppermost limit to meet taste of end consumers on time.

Environmental change in fashion industry and society demands segmentation of employment field and talents with expertise in pertinent fields, and brings paradigm shifts seeking specialized education and on-the-job training contrary to conventional education method with theory and practices.

At this point, the Clothes design department of Bucheon University launched the fashion brand bc2d.com and changed its curricula into on-the-job curricula to support substantial experience-based training for foundation. And various systems including e-fashion Lab (<http://www.bc2d.com>) and work room are developed to support experiential education and used to training equipments and materials and foundation education for substantial foundation education.

On-line foundation has competitive structure of perfect competition market and entry into easy to be launched, so it has an advantage to bring creation and spread of foundation opportunity compared to off-line foundation. According to the spread of on-line foundation, relevant researches are well underway. But a few researches are for on-line foundation and education.

The purpose of this study is to check the achievement of operation of the experiencing practical program, e-Fashion Lab (<http://www.bc2d.com>), which has been implemented by the Design Department of Bucheon University since 2001, understand the extent of effect of an experiencing practical program for preparatory business starters on the developing capability for launching into the society, and set a priority of resource investments thereby.

## II. Theoretical Background

### 1. Paradigm Shift in Experiential Education

Fashion industry consists of emotional technology, information, culture and marketing. It cannot be formed with just one factor. Especially in terms of change of consumers, as fashion industry

meets with IT environment such as internet, it gets harder to catch up with consumers' speed collecting fashion information in real time, and fashion design education system which has been applied to existing off-line sectors reaches uppermost limit to meet taste of end consumers on time. Under the knowledge-based society in the 21<sup>st</sup> century, change in social consciousness including change in fashion industry environment, change in propensity to work and get a job, and growing foundation atmosphere of venture business in university enforce transformation of paradigm itself enough to say 'destruction period', and demand a change education method into one for nurturing talents with ability about manufacturing and distribution.

That is, environmental change in fashion industry, rapid distribution of personal computer and technical advance in network demand paradigm shifts from conventional education method focusing on theory and practices to specialized education and on-the-job training.

That is, due to social change based on IT environment fashion design industry is also related to fashion design education and forced to be transformed into new paradigm based on knowledge and information, so if IT environment which creates a high price is able to be converged with education system under digital economy, it will be a chance to plan induction of students' learning motivation and enhancement of graduates' follow-up service. Therefore advanced countries such as USA, Japan and EC make an all-out efforts including providing national support to automated technology and developing talents for securing technological advantage purpose to protect their own fashion industry. Especially each of such advanced countries chose to nurture talents as their top priority policy to have national industrial competitiveness against the spate of imported clothes. More than ever, Korean curricular need to largely reorganized focusing on utilization technology suitable to industries, and actual joint educational-industrial system and talents with competence need to be developed. In addition, caused by the effect of recession decrease in the opportunity

for employment and disappearance of the general idea called lifelong job form an environment that makes students select new alternative 'foundation', so it is urgent to prepare a countermeasure plan to support it.

The Clothes design department of Bucheon College provided new educational method to experience what companies think -adjusted its curricula greatly and reflected them to each grade and made students experience sales not just exhibiting their works at graduation exhibition to grasp such trend and prepare actual education system focusing on industry for students. And it developed and kept in place 「New education model through On · Off-Line channel integration」 called 「e-Incubator System」 applying IT environment actively apart from existing education and has pushed forward the education focusing on developing talents with both theory and various working experiences consistently.

For the achievement of specialized project called 「Realization of responsible education through 'employment' and 'foundation」, 「e-Incubator System」 is the project name driven by the Clothes design department of Bucheon College since 1997. Especially 'on-line shopping mall' is firstly built and managed in the academic world through convergence between 'conventional education' and 'business model (B2C)' on-line and plays the role to support off-line sales and become a place for practice. And 'Work Room' and 'Brain Community' were built and managed to trigger students' learning motivation and to be used for follow-up service of graduates.

## 2. Foundation & Learning Support

For practical foundation education and support, systematic curricula and experiential education and emphasis on industry-centered business mind is important. This can be realized only if a place for sufficient time and experience, and human resources with working experience and expertise are secured, and the actual organization satisfying such conditions is university. Recently the government actively has led and encouraged foundation in university or research institutions for enhancement

of national competitiveness, cultivation of new enterprise, and stabilization of job market, and it is proven that 98% out of the state-run business incubating centers were established by universities and systematic management and support is given to them (Kim & Lee, 2005). However business incubating center approves move-in on the basis of business item and capital. Approval of move-in after determination of business item does not support preliminary founders but does founders, so the beneficiaries are only a fraction. If it is related to economic growth, the need to extend beneficiaries arises and from a long-term point of view finding preliminary founders and providing foundation opportunities consistently is important.

Above all, for finding and support of preliminary founders in university practical scientific curricula and management skills are required and system to measure the effect for feedback is essential.

Specially, the most important thing is the qualities and competencies of professors to deliver their knowledge to preliminary founders directly and providing teaching method for developing various teaching methods and motivation is essential (Kim, 2003).

Internet foundation means to pursue profits through the standardization of business model to create the new added value in cyber space formed by combination of computer and network. The preliminary founders, who strongly recognizes the relative advantages compared to the risk from off-line foundation and are willing to establish in internet shopping mall, can have confidence and feasibility on foundation through their experience in the structure and system of internet shopping mall in advance, and such confidence will draw preliminary founders' own experience for actual foundation and own trial to raise their competence.

The Clothes design department of Bucheon University with its education program 「e-Incubator System」 established and manages its brand to realize actual experiential education. To train students with the same method done in the department's fashion company it has curricula reflecting the demand of the company, and the students

accumulate knowledge and experience through their voluntary participation for their entry in public affairs. 「e-Incubator System」 is for support of two-way communication process among team members, work information share in each team, and internet sales experience to support the formation a point of contact for sales with consumers. Also with individual team management team members try to communicate other team members and participate in decision making about working schedule and design to learn regulations and adaptability in an organization and have talent as a preliminary founders. Therefore learning support through systematic experience-oriented education will raise preliminary founders' perception level on the importance and feasibility of foundation and their competence.

Based on the theoretical background, this study established three research hypotheses fitting for the purpose of the study.

- H1. Experiencing characteristics will have a positive effect on the formation of creativity of preparatory business starters.
- H2. Experiencing characteristics will have a positive effect on the formation of organizing ability of preparatory business starters.
- H3. Experiencing characteristics will have a

positive effect on the formation of clarifying ability of preparatory business starters.

### III. Research Method

#### 1. Research Questions

This study conducted a questionnaire survey again on the same sampled group (Clothing Design Department of Bucheon University) to secure a continuity of study based on the results of the preceding study (Han et al., 2006) for more than a half month from October 2 to 27, 2006. The same group was sampled because they were beneficiaries of the experience-centered new program and at the same time preparatory business starters preparing for launching into the society so that they could fully reflect the purpose of the study.

To acquire a high reliability of the response ratio and achievement of the survey, e-mail letters were sent to the sampled group and the copies of the questionnaire were directly collected as a supplementary explanation was given. A total of 127 copies were mailed. 125 copies of them, 98.4%, were collected. 117 copies of these (92.1%) were used in the analysis. The composition of the questionnaire was like <Table 1>. The sampled group was as the same as that of the preceding study,

<Table 1> Composition of Questionnaire

Item	Division	Major Contents	Number of Questions
Level of Respondents	A	[A-1] Technical Level	4
		[A-2] Internet Use Level	2
		[A-3] Internet Shopping Experience Level	8
		[A-4] Business Start-up Perception Level	4
		[A-5] Business Start-up Education Participation Level	4
Evaluation Factor (Theoretical Variables)	B	[B-1] Selling Experience	5
		[B-2] Pre-workshop Experience	5
		[B-3] Community(Workroom) Experience	5
		[B-4] Mini Website Experience	5
		[B-5] Creativity	5
		[B-6] Organizing Ability	5
		[B-7] Clarifying Ability	5

〈Table 2〉 Operational Definitions of Variables

Type of Variable	Variable	Operational Definitions of Variables
Sale Experience	X1	Experiencing characteristic: Sold products displayed as graduation exhibits up-loaded on an e-Fashion Lab
Pre-workshop Experience	X2	Experiencing characteristic: Operated a Pre-workshop corner by uploading products displayed as graduation exhibits on an e-Fashion Lab.
Community (Workroom) Experience	X3	Experiencing characteristic: Shared needed information among teams or team members to participate in graduation exhibition
Mini Website Experience	X4	Experiencing characteristic: Built relationships with team members and private database to participate in graduation exhibition
Creativity	Y1	Ability: To make items in the state of having perceived on-line characteristics
Organizing Ability	Y2	Ability: To make an organization and start a business in the state of having perceived on-line characteristics
Clarifying Ability	Y3	Ability: To maintain confidence in starting a business in the state of having perceived on-line characteristics

there was needed no revision of the level of the respondents when distributing copies of the questionnaire.

## 2. Operational Definition of Variables

The operational definition of variables used to achieve the purpose of the study based on the theoretical background as stated above is like In 〈Table 2〉.

## 3. Data Analysis

This study selected samples, distributed copies of a questionnaire, obtained needed data therefrom so as to achieve the purpose, and tried to make a multiple regressive analysis by using SPSS 10.0. The analysis, especially excluded variables which do not affect the subordinate variables and used a backward method by making a cause and effect analysis between variables.

# IV. Results

## 1. Demonstrative Analysis

As a result of the survey, it was found that 95 persons (93.1%) of the respondents had their own computer. As in 〈Table 3〉, 55 persons (53.9%) of them were using their computer for more than three hours a day, which shows not only prepa-

ratory business starters but also others are using computers. However, 48 persons (47.5%) answered that they had a strong feeling of rejection about computer, showing they are not using computer fully and lacking in the knowledge of office automation and computer-using skills. This also supports that male college students have a higher information mind than female college students.

To the question about the computer education, 60 persons (58.8%) answered that they 'have not received computer education'. Concerning information about the use of computer and method of acquiring computer using skills, 24 persons (23.5%) answered that they were acquiring information through 'acquaintances and friends', and 26 persons (25.5%) answered that they were acquiring computer using skills through the Internet information searches, showing that they need systematic and technical computer education. To the question about the communication method with acquaintances and team members, 73 persons (71.6%) answered that they communicate with them by cellular phone and 28 persons (27.5%) answered that they do so by 'Internet messenger' while only 1 person (1.0%) answered that he does so by 'e-mail'. This all shows that they share information by using immediate and on-the-spot interacting methods.

The respondents' internet using time was similar in structure to their use time of computer, showing that their main purpose of using computer is to work on the Internet. To the question about the purpose of using the Internet, especially, 31 persons (30.4%) answered that they

have access to 'Community (Cyworld, etc.)', 30 persons (29.4%) answered 'Information Acquisition (including fashion information)', and 22 persons (21.6%) answered 'Shopping (purchasing products)', showing that their main use of computer was for recreation and education. To the question about

<Table 3> Characteristics of Samples

	Content				
Computer Using Time	Question	1-2 Hours	3-4 Hours	6 Hours or More	4-6 Hours
	Respondents (Ratio)	40 Persons (39.2%)	40 Persons (39.2%)	8 Persons (7.8%)	7 Persons (6.9%)
Total Respondents = 102 / No Response = 7					
Internet Using Time	Question	1-2 Hours	3-4 Hours	6 Hours or More	4-6 Hours
	Respondents (Ratio)	45 Persons (44.1%)	45 Persons (44.1%)	10 Persons (9.8%)	7 Persons (6.9%)
Total Respondents = 102 / No Response = 1					
Computer Using Education	Question	No		Yes	
	Respondents (Ratio)	60 Persons (58.8%)		41 Persons (40.2%)	
Total Respondents = 102 / No Response = 0					
Internet Using	Question	Yes		No	
	Respondents (Ratio)	100 Persons (98.0%)		2 Persons (2.0%)	
Total Respondents = 102 / No Response = 0					
Product Purchasing	Question	Yes		No	
	Respondents (Ratio)	93 Persons (91.2%)		9 Persons (8.8%)	
Total Respondents = 102 / No Response = 0					
Product Selling Experience	Question	No		Yes	
	Respondents (Ratio)	78 Persons (76.5%)		22 Persons (21.6%)	
Total Respondents = 102 / No Response = 2					
On-site Business Start-up Experience	Question	No		Yes	
	Respondents (Ratio)	71 Persons (69.6%)		31 Persons (30.4%)	
Total Respondents = 102 / No Response = 0					
Actual Consideration of Starting Business	Question	Yes		No	
	Respondents (Ratio)	54 Persons (52.9%)		48 Persons (47.1%)	
Total Respondents = 102 / No Response = 0					

\* Computer use time and Internet use time are daily averages.

the use of computer for obtaining pay contents, 62 persons (60.8%) answered that they had used computer to do so, showing that they are fully familiar with electronic commercial transactions. They, especially, spent 10,716 won for pay contents on average.

To the question about the experience of having purchased products through the Internet, 93 persons (91.2%) answered that they had done so, and 55 persons (53.9%) answered that they had considered about starting a business at the time of purchasing products, showing they had a relatively strong desire for starting a business. On the contrary, 78 persons (76.5%) answered that they had no experience of selling products, and only 8 persons (7.8%) answered that they had considered about starting a business at the time of selling products. The amount of money they spent on Internet shopping malls a month, especially, was 46,529 won.

To the question about the need of starting a business in consideration of their circumstances, 80 persons (78.4%) answered that the need was 'over the ordinary'. 47 persons (46.1%) answered 3 (ordinary), 24 persons (23.5%) answered 4, and 9 persons (8.8%) answered 5 (very important), suggesting that the level of recognition of the need of starting a business was very high. However, as shown in <Table 3>, to the question about the education experience or on-site experience for starting a business, 71 persons (69.6%) felt the necessity, but had a feeling of rejection about a direct experience of starting a business or having an on-site experience. And only 54 persons

(52.9%) answered that they were considering about starting a business. 21 persons (20.6%) and 33 persons (32.4%) of them decided to start a business at the time of entering college and at the time of graduating from college respectively.

<Table 4> shows the average and average deviation and dispersion of 7 variables. The pre-workshop experience (X2) of the measurement variables to be used as independent variables has an average of 3.5392, the highest, and 'Sale Experience' (X1), 'Community (Workroom) Experience' (X3) were 3.3824 and 3.2157 respectively, the next highest in descending order. And 'Clarifying Ability' (Y3) was 3.3137 as a subordinate variable, the highest average, 'Creativity' (Y1) and 'Organizing Ability' (Y2) were 3.2941 and 3.0980 respectively in order. The dispersion variables of 'Mini Web site Experience' (X4) and 'Clarifying Ability' (Y3) were 0.871 and 0.831 respectively, showing a little lower than others in average. This means that there are big differences in the degree of satisfaction of the respondents.

<Table 5> shows the correlation coefficients by measurement variable. The highest measurement variable in the relationship between 'Creativity' (Y1) and other six measurement variables was 'Sale Experience' (X1) which had a correlation coefficient of 0.434, and the lowest measurement variables were 'Creativity' and 'Community (Workroom) Experience', showing a correlation coefficient of 0.233. As for the correlations between subordinate variables, 'Creativity' (Y1) showed a relatively high correlation of 0.630 with 'Organizing Ability' (Y2).

<Table 4> Technical Statistics by Measuring Variables

	Average	Average Deviation	Dispersion
Selling Experience (X1)	3.3824	0.8680	0.753
Pre-workshop Experience (X2)	3.5392	0.8043	0.647
Community (Workroom) Experience (X3)	3.2157	0.8746	0.765
Mini Website Experience (X4)	3.0000	0.9334	0.871
Creativity (Y1)	3.2941	0.8033	0.645
Organizing Ability (Y2)	3.0980	0.8618	0.743
Clarifying Ability (Y3)	3.3137	0.9118	0.831

'Clarifying Ability' (Y3) showed a correlation coefficient of 0.460 with 'Sale Experience' (X1) and a correlation coefficient of 0.225 with 'Community (Workroom) Experience', a low correlation coefficient. Looking at correlations based on subordinate variables, 'Clarifying Ability' (Y3) showed a correlation coefficient of 0.641 with 'Creativity', a relatively high strong correlation. Lastly, 'Organizing Ability' (Y2) showed a correlation coefficient of 0.439 with 'Sale Experience' (X1). Looking at correlations based on subordinate variables, it showed a correlation coefficient of 0.641 with 'Clarifying Ability' (Y3), a relatively high strong correlation. Looking at correlation coefficients based on measurement variables which are used as subordinate variables, 'Creativity' (Y1) showed a noticeable level of less than 0.01, a statistical significance in 'Sale Experience' and 'Pre-workshop Experience', but 'Community (Workroom) Experience' and 'Mini Website Experience' showed a statistical significance at a noticeable level of less than 0.05. And

'Clarifying Ability' (Y2) showed a statistical significance in 'Sale Experience' and 'Pre-workshop Experience' at the level of less than 0.01, but 'Community (Workroom) Experience' showed a statistical significance at the level of less than 0.05. However, 'Organizing Ability' (Y3) showed a statistical significance at the level of less than 0.01 in all of 'Sale Experience', 'Pre-workshop Experience', 'Community (Workroom) Experience', and 'Mini Website Experience'. 'Pre-workshop Experience' and 'Mini Website Experience', especially, showed no statistical significance. 'Clarifying Ability' and 'Mini Website Experience' showed no statistical significance, either. When taking the level of reliability as 99%, the variables which affect 'Creativity' and 'Clarifying Ability' were 'Sale Experience', 'Pre-workshop Experience', and 'Organizing Ability', and the variables which affect 'Organizing Ability' were 'Sale Experience', 'Pre-workshop Experience', 'Community (Workroom) Experience', and 'Mini Website Experience'.

<Table 5> Result of Relative Analysis

		Selling Experience	Pre-workshop Experience	Community (Workroom) Experience	Mini Website Experience	Creativity	Organizing Ability	Clarifying Ability
		X1	X2	X3	X4	Y1	Y2	Y3
Selling Experience	X1	1.000 (-)	0.468** (0.000)	0.425** (0.000)	0.379** (0.000)	0.434** (0.000)	0.439** (0.000)	0.460** (0.000)
Pre-workshop Experience	X2	0.468** (0.000)	1.000 (-)	0.297** (0.002)	0.145 (0.146)	0.365** (0.000)	0.337** (0.001)	0.429** (0.000)
Community (Workroom) Experience	X3	0.425** (0.000)	0.297** (0.002)	1.000 (-)	0.558** (0.000)	0.233* (0.018)	0.326** (0.001)	0.225* (0.023)
Mini Website Experience	X4	0.379** (0.000)	0.145 (0.146)	0.558** (0.000)	1.000 (-)	0.238* (0.016)	0.345** (0.000)	0.151 (0.129)
Creativity	Y1	0.434** (0.000)	0.365** (0.000)	0.233* (0.018)	0.238* (0.016)	1.000 (-)	0.630** (0.000)	0.562** (0.000)
Organizing Ability	Y2	0.439** (0.000)	0.337** (0.001)	0.326** (0.001)	0.345** (0.000)	0.630** (0.000)	1.000 (-)	0.641** (0.000)
Clarifying Ability	Y3	0.460** (0.000)	0.429** (0.000)	0.225* (0.023)	0.151 (0.129)	0.562** (0.000)	0.641** (0.000)	1.000 (-)

Note 1. ( ) means noticeable probability (both sides).

Note 2. \*\*relative coefficients are noticeable at the level of 0.01 (both sides)./\*Relative coefficients are noticeable at the level of 0.05.

**1) The Effect of Experiencing Characteristics on the Formation of Creativity of Preparatory Business Starters**

<Table 6> shows the summary of the results of the multiple regressive analysis of the effects of experiencing characteristics on the creativity of preparatory business starters after variables are used by a backward method. The study model is the study model which was presented in the study hypothesis, and 'Sale Experience' (X1), 'Pre-workshop Experience' (X2), 'Community (Workroom) Experience' (X3), and 'Mini Web site Experience' (X4) were used as independent variables, and 'Creativity' (Y1) was used as an subordinate variable.

In the case of Study Model 1 where all the independent variables were used, looking at the total of non-standardized independent variables by assuming the reliability as 95%, 'Sale Experience' (X1) and 'Pre-workshop Experience' (X2) had a positive effect on subordinate variables, but 'Community (Workroom) Experience' (X3) and 'Mini Web

site Experience' (X4) showed a statistical insignificance as they showed  $-1.4E-02$  ( $t$ -value= $-0.134 < 1.65$ ,  $p=0.894 > 0.05$ ) and  $8.674E-02$  ( $t$ -value= $0.916 < 1.65$ ,  $p=0.362 > 0.05$ ) respectively. As a result of the analysis, in the case of making a prediction through the multiple regressive model which includes measurement variables that do not affect subordinate variables, the accuracy of prediction become poor, so another regressive analysis should be made to enhance the accuracy of prediction after getting rid of such variables. This study removed 'Community (Workroom) Experience' (X3) which is the poorest in the correlation with subordinate variables to build Study Model 2 and used 'Sale Experience' (X1), 'Pre-workshop Experience' (X2), and 'Mini Web site Experience' (X4) as independent variables. As a result of the analysis, 'Sale Experience' (X1) and 'Pre-workshop Experience' (X2) as in Study Model 1 affected subordinate variables, but 'Mini Website Experience' (X4) showed a statistical insignificance as its non-

<Table 6> Results of Regressive Analysis of the Effect of Experiencing Characteristics on Creativity of Preparatory Business Starters

Study Model	Independent Variables	Subordinate Variables	Non-standardized Coefficients	Standardized Coefficients	T-value	P-value	Collinearity Statistics (Tolerance)
1	Constants	Creativity	1.378	-	3.527	0.001	-
	Selling Experience		0.279	0.302	2.749	0.007	0.659
	Pre-workshop Experience		0.214	0.214	2.091	0.039	0.760
	Community (Workroom) Experience		-1.4E-02	-0.015	-0.134	0.894	0.619
	Mini Website Experience		8.674E-02	0.101	0.916	0.362	0.656
$R^2 : 0.229 / \text{Adjusted } R^2 : 0.198 / F : 7.216 / \text{Sig. } F : 0.000$							
2	Constants	Creativity	1.368	-	3.587	0.001	-
	Selling Experience		0.277	0.299	2.786	0.006	0.683
	Pre-workshop Experience		0.211	0.212	2.108	0.038	0.780
	Mini Website Experience		8.061E-02	0.094	0.977	0.331	0.855
$R^2 : 0.229 / \text{Adjusted } R^2 : 0.206 / F : 9.712 / \text{Sig. } F : 0.000$							
3	Constants	Creativity	1.507	-	4.258	0.000	-
	Selling Experience		0.311	0.336	3.353	0.001	0.781
	Workshop Experience		0.208	0.208	2.071	0.041	0.781
$R^2 : 0.222 / \text{Adjusted } R^2 : 0.206 / F : 14.098 / \text{Sig. } F : 0.000 / \text{Durbin-Watson} : 2.055 (> 1.72)$							

standardized coefficient was 8.061E-02 ( $t$ -value=0.977<1.65,  $p$ -0.331>0.05). Thus, 'Mini Web site Experience' (X4) was dropped off, and finally 'Sale Experience' (X1) and 'Pre-workshop Experience' (X2) were used as independent variables to build Study Model 3, thereby making the final regressive analysis.

As a result of the analysis, the variables which affect the creativity of preparatory business starters were 'Sale Experience' (0.311) and 'Pre-workshop Experience' (0.208). As a result of verifying the suitability of the study model through ANOVA analysis, the value of  $F$  became bigger as moving from Study Model 1 ( $F=7.216$ , Sig.  $F=0.000$ ) to Study Model 3 ( $F=14.098$ , Sig.  $F=0.000$ ), maintaining a certain level as the noticeable level of the value of  $F$  was 0.000, showing the suitability of the study model was fully persuasive. As a result of confirming the possibility of multi collinearity to confirm the independence between independent variables, the tolerance showed the level of 0.3 or higher from Study Model 1 to Study

Model 3, showing that the independence between independent variables was maintained when the variables were used.

## 2) The Effect of Experiencing Characteristics on the Formation of Organizing Ability of Preparatory Business Starters

〈Table 7〉 shows the summary of the results of the multiple regressive analysis of the effects of experiencing characteristics on the organizing ability of preparatory business starters after variables are used by a backward method. The study model is the study model which was presented in the study hypothesis, and 'Sale Experience' (X1), 'Pre-workshop Experience' (X2), 'Community (Workroom) Experience' (X3), and 'Mini Web-site Experience' (X4) were used as independent variables, and 'Creativity' (Y1) was used as an subordinate variable.

In the case of Study Model 1 where all the independent variables were used, looking at the to-

〈Table 7〉 Results of Regressive Analysis of the Effect of Experiencing Characteristics on Organizing Ability of Preparatory Business Starters

Study Model	Independent Variables	Subordinate Variables	Non-standardized Coefficients	Standardized Coefficients	$T$ -value	$P$ -value	Collinearity Statistics (Tolerance)
1	Constants	Organizing Ability	0.864	-	2.100	0.038	-
	Selling Experience		0.262	0.264	2.449	0.016	0.659
	Pre-workshop Experience		0.181	0.169	1.682	0.096	0.760
	Community (Workroom) Experience		5.877E-02	0.060	0.536	0.593	0.619
	Mini Web site Experience		0.172	0.187	1.728	0.087	0.656
$R^2 : 0.257 / \text{Adjusted } R^2 : 0.226 / F : 8.376 / \text{Sig. } F : 0.000$							
2	Constants	Organizing Ability	0.907	-	2.254	0.026	-
	Selling Experience		0.273	0.275	2.602	0.011	0.683
	Pre-workshop Experience		0.190	0.178	1.798	0.075	0.780
	Mini Web site Experience		0.198	0.215	2.277	0.025	0.855
$R^2 : 0.255 / \text{Adjusted } R^2 : 0.232 / F : 11.153 / \text{Sig. } F : 0.000$							
3	Constants	Organizing Ability	1.312	-	3.887	0.000	-
	Selling Experience		0.358	0.360	3.780	0.000	0.856
	Mini Web site Experience		0.192	0.208	2.184	0.031	0.856
$R^2 : 0.230 / \text{Adjusted } R^2 : 0.214 / F : 14.779 / \text{Sig. } F : 0.000 / \text{Durbin-Watson} : 1.819(>1.72)$							

tal of non-standardized independent variables by assuming the reliability as 95%, 'Sale Experience' (X1) and 'Pre-workshop Experience' (X2) had a positive effect on subordinate variables, but 'Community (Workroom) Experience' (X3) and 'Mini Web site Experience' (X4) showed a statistical insignificance as they showed 5.877 ( $t\text{-value}=0.536 < 1.65$ ,  $p=0.593 > 0.05$ ), 0.172 ( $t\text{-value}=1.728 > 1.65$ ,  $p=0.087 > 0.05$ ) respectively. This study removed 'Community (Workroom) Experience' (X3) which is the poorest in the correlation with subordinate variables to build Study Model 2 and used 'Sale Experience' (X1), 'Pre-workshop Experience' (X2), and 'Mini Web site Experience' (X4) as independent variables.

As a result of the analysis, 'Sale Experience' (X1) and 'Mini Web site Experience' (X4) as in Study Model 1 affected subordinate variables, but 'Pre-workshop Experience' (X2) showed a statistical insignificance as its non-standardized coefficient was 0.190 ( $t\text{-value}=1.798 > 1.65$ ,  $p=0.075 > 0.05$ ). Thus, 'Pre-workshop Experience' (X2) was dropped off, and finally 'Sale Experience' (X1) and 'Mini Web site Experience' (X4) were used as final independent variables to build Study Model 3, thereby making the final regressive analysis. As a result of the analysis, the variables which affect the creativity of preparatory business starters were 'Sale Experience' (0.358) and 'Mini Web site Experience' (0.192). As a result of verifying the suitability of the study model through ANOVA analysis, the value of  $F$  became bigger as moving from Study Model 1 ( $F=8.376$ , Sig.  $F=0.000$ ) to Study Model 3 ( $F=14.779$ , Sig.  $F=0.000$ ), maintaining a certain level as the noticeable level of the value of  $F$  was 0.000, showing the suitability of the study model was fully persuasive. As a result of confirming the possibility of multi collinearity, the tolerance showed the level of 0.3 or higher from Study Model 1 to Study Model 3.

### 3) The Effect of Experiencing Characteristics on the Formation of Clarifying Ability of Preparatory Business Starters

<Table 8> shows the summary of the results of the multiple regressive analysis of the effects

of experiencing characteristics on the clarifying ability of preparatory business starters after variables are used by a backward method. The study model is the study model which was presented in the study hypothesis, and 'Sale Experience' (X1), 'Pre-workshop Experience' (X2), 'Community (Workroom) Experience' (X3), and 'Mini Website Experience' (X4) were used as independent variables, and 'Creativity' (Y1) was used as an subordinate variable.

In the case of Study Model 1 where all the independent variables were used, looking at the total of non-standardized independent variables by assuming the reliability as 95%, 'Sale Experience' (X1) and 'Pre-workshop Experience' (X2) had a positive effect on subordinate variables, but 'Community (Workroom) Experience' (X3) and 'Mini Website Experience' (X4) showed a statistical insignificance as they showed 1.499E-02 ( $t\text{-value}=0.130 < 1.65$ ,  $p=0.896 > 0.05$ ) and -2.3E-02 ( $t\text{-value}=-0.219 < 1.65$ ,  $p=0.827 > 0.05$ ) respectively. This study removed 'Community (Workroom) Experience' (X3) which is the poorest in the correlation with subordinate variables to build Study Model 2 and used 'Sale Experience' (X1), 'Pre-workshop Experience' (X2), and 'Mini Website Experience' (X4) as independent variables. As a result of the analysis, 'Sale Experience' (X1) and 'Pre-workshop Experience' (X2) as in Study Model 1 affected subordinate variables, but 'Mini Website Experience' (X4) showed a statistical insignificance as its non-standardized coefficient was -1.6E-02 ( $t\text{-value}=-0.179 > 1.65$ ,  $p=0.859 > 0.05$ ). Thus, 'Mini Website Experience' (X4) was dropped off, and finally 'Sale Experience' (X1) and 'Pre-workshop Experience' (X2) were used as final independent variables to build Study Model 3, thereby making the final regressive analysis.

As a result of the analysis, the variables which affect the creativity of preparatory business starters were 'Sale Experience' (0.349) and 'Pre-workshop Experience' (0.310). As a result of verifying the suitability of the study model through ANOVA analysis, the value of  $F$  became bigger as moving from Study Model 1 ( $F=8.982$ , Sig.  $F=0.000$ ) to Study Model 3 ( $F=18.301$ , Sig.  $F=0.000$ ), main-

(Table 8) Results of Regressive Analysis of the Effect of Experiencing Characteristics on Clarifying Ability of Preparatory Business Starters

Study Model	Independent Variables	Subordinate Variables	Non-standardized Coefficients	Standardized Coefficients	T-value	P-value	Collinearity Statistics (Tolerance)
1	Constants	Clarifying Ability	1.054	-	2.443	0.016	-
	Selling Experience		0.353	0.336	3.148	0.002	0.659
	Pre-workshop Experience		0.307	0.270	2.718	0.008	0.760
	Community (Workroom) Experience		1.499E-02	0.014	0.130	0.896	0.619
	Mini Website Experience		-2.3E-02	-0.023	-0.219	0.827	0.656
$R^2 : 0.270 / \text{Adjusted } R^2 : 0.240 / F : 8.982 / \text{Sig. } F : 0.000$							
2	Constants	Clarifying Ability	1.065	-	2.529	0.013	-
	Selling Experience		0.356	0.339	3.244	0.002	0.683
	Pre-workshop Experience		0.309	0.273	2.790	0.006	0.780
	Mini Website Experience		-1.6E-02	-0.017	-0.179	0.859	0.855
$R^2 : 0.270 / \text{Adjusted } R^2 : 0.248 / F : 12.092 / \text{Sig. } F : 0.000$							
3	Constants	Clarifying Ability	1.037	-	2.666	0.009	-
	Selling Experience		0.349	0.332	3.420	0.001	0.781
	Pre-workshop Experience		0.310	0.273	2.813	0.006	0.781
$R^2 : 0.270 / \text{Adjusted } R^2 : 0.255 / F : 18.301 / \text{Sig. } F : 0.000 / \text{Durbin-Watson} : 1.923(>1.72)$							

taining a certain level as the noticeable level of the value of F was 0.000, showing the suitability of the study model was fully persuasive. As a result of confirming the possibility of multi collinearity, the tolerance showed the level of 0.3 or higher from Study Model 1 to Study Model 3, showing that independence was maintained.

## V. Conclusion & Discussion

The purpose of this study is to find out the effect of on-the-job experiencing program on the formation of dynamics such as creativity, organizing, and clarity necessary for launching into the society through a cause-and-effect analysis to determine the priority of resources investments and improvements of educational courses.

As a result, the selling experience (0.311) and planned workshop (0.208) were found to have effect on the creative dynamic that preparatory business starters must secure without fail. This

means that e-Fashion Lab (<http://www.bc2d.com>) which is an experiencing program, is fully accomplishing its initial objective set up at the time of the system design.

In addition, the selling experience (0.358) and the mini-homepage experience (0.192) were found to have effect on the formation of organizing dynamic of preparatory business starters. This shows that the system design to realize the database of personal friendships and personal information is being used fully as an educational practice instruments.

Lastly, the selling experience (0.349) and planned workshops (0.310) were found to have effect on the formation of clarity dynamic of preparatory business starters as experiencing characteristic has effect on creativity.

However, the community (work room) experience was found to have no effect on the formation of dynamics necessary for preparatory business starters to advance into the society at this study.

This signifies that the system input resources should be pushed back in priority and that curriculums and system design should be concentrated on strengthening the selling experience and planned workshop in general.

However, the community (work room) experience was found to have no effect on the formation of dynamics necessary for preparatory business starters to advance into the society at this study. This signifies that the system input resources should be pushed back in priority and that curriculums and system design should be concentrated on strengthening the selling experience and planned workshop in general. Although this study came up with a road-map and improvement issues for experiencing programs, the regression coefficient and  $R^2$  values were generally in low.

Therefore, it is important to secure more data through continual interviews with preparatory business starters rather than applying the results of this study to reality immediately.

It is necessary to produce more realistic improvement issues by detailing experience - characteristic variables more and grasping the structural cause -and- effect relationship between variables.

## References

- Bae, young-ju (2010). A qualitative study on self-directed learning in cyber space. *The Journal of Curriculum Studies*, 28(2).
- Chang, dae-sung (2000). The impact of venture creation education on entrepreneurship. *Journal of Korea Society of Computer and Information*, 5(3).
- Chun, bang-gee, & Han, mee-ra (2008). Path to entrepreneurship: The role of human capital in women's start up of IT business. *Korean Industrial Economic Association*, 21(6).
- Chung, myung-sun, & Ju, seong-rae (2007). An exploratory study on university student's service complaint and recovery perception toward internet fashion shopping mall. *The Research Journal of the Costume Culture*, 15(4).
- Gerzina, T., Brew, A., & Sachs, J. (2007). Competency-based curriculum: Permanent transition in dentistry. *Transforming a University: The Scholarship of Teaching and Learning in Practice*. Sidney University Press.
- Hahn, ju-hee, & Ko, un-jung (2007). Comparative study of entrepreneurship programs in the graduate schools of Korea and the US. *The Journal of Vocational Education Research*, 26(2).
- Han, Suk-Hee, Chung, Mi-Hye, Park, Key-Yoon, Moon, Young-Ae, Park, Chan-Mee, & Park, Sun-Ui (2006). The impacts of field-oriented curriculum operation and system support for the internet startup support on self-efficacy - Focused on the operation of department's shopping mall (<http://www.bc2d.com>). *The Research Journal of the Costume Culture*, 14(6).
- Hyun, young-sub, Pyun, chong-hyun, Hur, sun-joo, Kim, so-yi, & Seo, sung-jin (2008). Competency modeling applied CBC and the case of CS training program development: Focused on sales and service employees. *The Korean Journal for Human Resource Development*, 10(1).
- Ju, young-joo, Kim, so-na, Kim, eun-kyun, & Park, soo-young (2008). The effects of academic self-efficacy, self-regulated learning and on-line task value on academic achievement and learning transfer in corporate cyber education. *Knowledge Management Research*, 9(4).
- Jung, doo-sig, & Kim, han-dok (2009). An empirical study on source of the starting enterprise chance in a small capital business founders. *Korean Industrial Economic Association*, 22(1).
- Kim, hye-young (2003). A study on the strategy for course evaluation at cyber university. *The e-Business Studies*, 14(1).
- Kim, young-in, & Kim, young-hwan (2008). Principles of experiential learning instructional design using web. *The Journal of Educational Information and Media*, 12(5).
- Kim, young-moon, & Cho, hyen-suk (2004). A comparative study on the characteristics of venture companies by the experiences of business start-up. *Journal of Korean Association*

- of Business Education, 33.
- Lee, suk-hyeon, Yun, seong-cheol, & Jeong, don-guk (2008). The effect on learning ability according to the input time of self-regulated learning promotional strategy in web-based project learning. *Journal of Learner-Centered Curriculum and Instruction*, 8(1).
- Lee, snag-suk (2006). A study on the relationship of the motivation, critical success factors and performance in women owned business. *The Korean Small Business Review*, 28(4).
- Lim, woo-scop (2004). Study of core competency-based curriculum development: Squadron officer course and command & staff course in air university. *CNU Journal of Educational Studies*, 25(2).
- Park, hye-jung, & Jung, so-jin (2008). Determinants of store loyalty for the internet fashion shopping malls: Self-image, perceived risk, and conformity. *The Research Journal of the Costume Culture*, 16(6).
- Park, jae-hwan, & Kim, yong-tac (2009). An empirical study of effect and improvement of entrepreneurship education. *Korean Industrial Economic Association*, 22(2).
- Revs, R. (1983). *The ABC of Action Learning*. London: Chartwell-Brett Ltd.
- Shin, su-yun, & Kim, min-jung (2004). A study on the marketing strategies of internet fashion shopping malls -Focused on the case study of internet fashion shopping malls-. *The Research Journal of the Costume Culture*, 12(1).
- Shin, su-yun, & Cho, jeong-ah (2007). A study on the factor and performance of e-supply chain management for internet fashion shopping malls. *Journal of the Korean Society of Clothing and Textiles*, 31(1).
- Song, myung-hwa, & Hwang, jin-sook (2008). The effect of fashion leadership on fashion products purchase in surrogate internet shopping mall. *Journal of the Korean Society of Clothing and Textiles*, 32(2).
- Won, jee-young, & Han, seung-lock (2009). Effect of Wiki-based online collaborative learning strategies on university student's group coursework performance and attitude toward the use of Wiki. *Journal of Learner-Centered Curriculum and Instruction*, 9(2).
- Yang, yong, & Lee, mi-sook (2006). A study on the activation of the internet apparel shopping mall -Focused on the contents of web-site-. *Journal of Korean Home Economics Association*, 44(5).
- Yoon, ha-young, & Hong, keum-hee (2007). Fashion product addictive buying tendencies on internet shopping mall. *Journal of the Korean Society of Clothing and Textiles*, 31(4).
- You, ho-jong (2008). A research on the consumer satisfaction and repurchase intension of university students on the internet shopping mall. *The e-Business Studies*, 9(2).