

# Research on Operation Strategy of Ceramics Research Service Based on Experience Management

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**Absrtact:** This paper aims to explore the operation strategy of ceramics research services based on experience management, in order to provide useful reference and reference for ceramics research institutions. Through in-depth analysis of the characteristics and current situation of study services, this paper will focus on how to integrate the concept of experience management into the design, implementation, evaluation and improvement of study services, so as to build a complete pottery study service operation system. Through questionnaire surveys, interviews and case analysis, we can understand the views and experiences of students, teachers and ceramics education personnel on ceramics research services, explore potential problems and improvement directions, and demonstrate the specific application of experience management in the operation of research services. Effect, and summarize and refine replicable and generalizable experiences and practices. At the same time, the article will also conduct an in-depth analysis of issues such as industry competition and homogeneous competition, inadequate supervision and uneven service quality in the operation of research services, and propose to improve the professional literacy and teaching capabilities of research tutors and pay attention to curriculum design and teaching quality and integration and cooperation in multiple fields. Through the research in this paper, I hope to contribute to the high-quality development of ceramic research services.

**Keywords:** Experience Management; Ceramics Research; Peration Strategy

## 1. Introduction

Experience management is a management concept that combines management theory and practice. It is not only an individual's adaptability experience and ability test for professional

positions, but also a feasibility and operational test of policy implementation, system implementation, and process operation. Its core goal is to cultivate an individual's core competencies. <sup>[1]</sup>Research on customer experience in the field of management originated from the focus on customer satisfaction in the field of service marketing. With the emergence of the "management trap" in the 1970s, Granruth (Chtistain Gronroos, 1982) proposed the concept of customer perceived service quality (Customer Perceived Service Quality) introduces relevant theories of cognitive psychology into the research of service management and conducts a preliminary discussion on the connotation and nature of service quality. After that, Churchill and Suprent (1982), Lewis and Scholars such as Booms (1983), Parasuraman and Zeithaml, and Berry(1985)"conducted research from aspects such as structural models, influencing factors, service quality assessment, and customer satisfaction." Service experience "as a professional term has gradually emerged in researchers 'vision. <sup>[2]</sup>But in the early days of the research, experience was used more as an alternative to service perception. Since then, with the advancement of related research such as customer satisfaction and customer loyalty, customer experience has gradually developed into a branch of the field of service marketing. With the increasing popularization and application of the concept of experience management, it will surely play an increasingly important role in promoting the professionalization of job construction and accelerating the cultivation of core competitive talents in enterprises.

With the continuous deepening of educational reform, ceramic art study tours, as a new service model combining education and tourism, have gradually emerged in recent years both domestically and internationally. The term "study tour" did not exist in ancient times. In history, early study tours were often called "traveling studies." Since ancient times, China has had a tradition of traveling studies. The term "traveling

studies" first appeared in the "Records of the Grand Historian" in the biography of Lord Chunshen, which described "traveling and learning extensively." During the Spring and Autumn Period and the Warring States Period, Confucius traveled with his disciples to various states, initiating the tradition of traveling studies in ancient China. Abroad, the United Kingdom was one of the first countries to develop a similar educational model of study tours. Philosopher Francis Bacon expressed his views on travel in his "Essays," believing that travel is an important part of education for young people and a part of experience for older people. He advocated for travel with the purpose of seeking knowledge.<sup>[3]</sup>

In the 16th and 17th centuries, the "Grand Tour" was quite popular in Britain, which was actually one of the early forms of study travel. It was an important way for people to conduct social surveys, learn foreign cultures, and broaden their horizons. Not only did it allow participants to personally experience the joy of pottery creation, but it also enhanced their cultural literacy and aesthetic abilities. However, there are many problems in the current operation of pottery study services, such as poor service experience and unreasonable curriculum design, which have seriously affected the effectiveness of study travel. Therefore, this paper proposes pottery study service operation strategies based on experience management, aiming to improve the service quality of pottery study travel and students' learning experience. First, I will elaborate on the importance of study service experience management, pointing out its positive role in improving study quality, meeting students' personalized needs, and enhancing market competitiveness.

With the continuous renewal and upgrading of global education concepts, ceramic art study tours, as a new educational model integrating knowledge, practicality, and interest, are gradually becoming an important force in the field of education. Ceramic art study tours not only provide students with opportunities to step out of the classroom and get close to nature and society but also play an irreplaceable role in cultivating students' innovative spirit, practical abilities, and comprehensive qualities.

The study tour service market continues to grow: The market scale of study tours is expanding and is expected to continue growing in the coming years. For example, in 2023, the study tour market reached 146.9 billion yuan, and it is

expected to reach 242.2 billion yuan by 2026. Bella Town in Changsha, Hunan Province is a large-scale parent-child ecological town focusing on youth quality education, integrating multiple business formats. Taking Shaanxi Province as an example, the province's rich cultural heritage and natural landscapes provide unique conditions for developing immersive and situational study tour activities. By organizing students to visit historical sites such as the Terracotta Army and Dayan Pagoda, and using VR and AR technology to reproduce the prosperous scene of ancient Chang'an, students can deepen their understanding of historical and cultural knowledge through practical experience.

However, there are still some issues in the operation of current ceramic art study tour services, such as monotonous curriculum content and inconsistent service quality. Therefore, operation strategies for ceramic art study tour services based on experience management are particularly important. By introducing the concept of experience management, we can optimize the operation strategies of ceramic art study tour services and improve both service quality and students' learning experience. This not only promotes the healthy development of study tours but also holds profound significance for the education sector, providing valuable reference.

## 2. Research Objectives and Methods

This study focuses on pottery art research and learning service providers, as well as individuals who participate in pottery art training and workshops. The age group primarily consists of Gen Z and Gen Alpha. The main objectives of this study are as follows: (1) Identify the mainstream age group of pottery art training participants and analyze their motivations and related factors. (2) Conduct research on pottery art training participants through pottery workshops, focusing on user experience in pottery courses, supplemented by high-tech products. Follow-up one-on-one interviews will be conducted for in-depth communication and to summarize usage issues. This includes the rationality of course content, effectiveness of teaching methods, and richness of teaching resources. (3) Interview participants to gather their personal thoughts on pottery art experiences, desired services, and improvements, which will serve as future references. This includes the comfort of creative spaces, completeness of tools and materials, and adequacy of safety measures. (4) Design questions

related to pottery art research and learning processes, using large-scale data as reference.

In this study, we will primarily use questionnaire surveys, interview methods, and case analysis. Through questionnaire surveys and interviews, we will collect participants' overall evaluations and improvement suggestions for pottery art research and learning services. Meanwhile, case analysis will be used to comprehensively and deeply explore pottery art research and learning service operation strategies based on experience management, providing strong theoretical support and practical guidance for improving the quality and effectiveness of pottery art research and learning services.

### 3. Research Analysis

Through a combination of online questionnaires (using Wenjuanxing platform) and offline surveys, a total of 264 questionnaires were collected. After effective screening, 216 valid questionnaires were obtained. The respondents mainly consisted of pottery education service providers, pottery training participants, and pottery enthusiasts. Among them, pottery enthusiasts accounted for approximately 18.8%, mostly primary and secondary school students. Females accounted for 39%, while males accounted for 61%. Moreover, males generally received better pottery cultural education from an early age, indicating a higher probability of males pursuing pottery-related careers.

For those who just entered the pottery service industry, about 31.6% had only completed junior high school or even less, suggesting that many junior high school students might have lost interest in studying or were preparing for ideal high schools. Regarding the content and format of pottery education services, among pottery education providers, 57.6% reported encountering significant difficulties in curriculum design and teaching methods. The curriculum content is relatively monotonous, and the teaching model is somewhat simple. This indicates that pottery learners may not only lack theoretical knowledge of pottery culture but also face challenges related to the need for professional pottery teachers in education institutions. In descriptions of pottery learning experiences, frequent mentions were made of the shortage and loss of pottery tools and materials. Moreover, the learning environment is dusty every day, affecting 42.4% of pottery learners. This shows that pottery education providers have failed to provide complete pottery

tools and materials, as well as a safe and comfortable learning environment. Regarding satisfaction with pottery courses, approximately 37.6% of pottery research students are dissatisfied with the teaching quality, indicating that teachers' professional competence and teaching abilities need improvement, and there is insufficient interaction in the teaching process. When surveying whom pottery researchers would prefer to seek help from when encountering problems in learning and practice, most respondents indicated they would rather ask their classmates than pottery teachers, suggesting that most students prefer to confide in and communicate with peers when facing issues. When asked about student recruitment among pottery providers, they rely solely on offline enrollment and word-of-mouth referrals, indicating a limited and unstable promotional approach.

Through interviews and questionnaires conducted among relevant groups, we can see that pottery education in primary and secondary schools is gradually declining. According to the survey results, the main group that has learned about pottery research services is still among the post-00s and post-10s generations, accounting for 74.7% of our data. Participants in pottery research services mainly include students and adult enthusiasts, with student groups dominating. Participants are concerned about the quality of pottery research services and expect interesting and practical learning experiences. This shows that participants' feelings and needs during the learning process require timely adjustment of service strategies to meet their expectations.

### 4. Case Analysis

I will use my participation in the whole process of the ceramic art research service operation challenges at "Jiangxi Qu Nature Education Technology Co., Ltd." as the case study for this analysis. This paper discusses the necessity and feasibility of adjusting its operational strategies. In some ceramic research and study service programs, the company encountered issues such as non-standardized experience processes due to non-systematic operational strategies and profit pressures under high cost structures. For example, the 3D printing equipment purchased by the company is mostly idle during research and study sessions due to safety concerns. Staff operate and explain the equipment while students only observe, resulting in most equipment being unused and occupying significant space and

budget costs. Additionally, various machinery requires corresponding professionals for specialized explanations. Students are generally only interested in practical ceramic equipment and devices, while theoretical and complex equipment is rarely used or visited by students for several weeks, undoubtedly increasing the company's operational costs. Based on the analysis of survey data regarding our company's ceramic art education service operations, we found that the operational costs of our enterprise are significantly higher than those of other individual research institutions. The overall pricing is relatively high, and consumers have a low acceptance of the concept of "ceramic art training". For example, some research students who are not passionate about ceramics but only interested in ceramic equipment believe that the pricing for each set of ceramic art courses is too high when they don't want to experience every link in the course. These students may simply give up after learning about the course content. This has led to unstable factors in the source of research students, which is not conducive to the company's long-term stable development. These findings not only provide empirical support for this case study but also offer new perspectives for research in related fields.

Based on the above analysis, we propose the following solutions: (1) Localization adjustment. Adjust operational strategies and services according to local culture, such as developing multiple courses that meet Jingdezhen ceramic art study and experience needs, and adopting flexible pricing strategies. This includes adding multiple sets of theoretical courses related to ceramic art fields, various traditional ceramic techniques, and modern high-tech operable ceramic equipment. (2) Cost control through improving service quality and training efficiency while reducing unnecessary expenses. For example, optimize equipment usage and operational efficiency by introducing highly educated and skilled personnel, thereby reducing idle equipment and staff to cut monthly expenses. (3) Create a distinctive ceramic art study institution with quality as the priority. For example, develop customized ceramic art study routes based on children's interests, rather than blindly copying homogenized study routes. (4) Utilize professional self-media creation and promotion to launch online exclusive products and services. Increase public awareness of company and industry services to achieve

digital transformation. Implementation of these solutions ensures operability and effectiveness.

After the effective implementation of the solutions, students' selectivity for ceramic art research courses has increased, naturally leading to higher enrollment transaction success rates. Moreover, by introducing professional staff, the company has achieved orderliness in every link, and operational efficiency has been greatly improved. Meanwhile, customized ceramic art research itineraries have been developed for students, allowing enrollment from middle and high school students to kindergarten and elementary school students. Additionally, through the company's excellent operational quality and self-media promotion, more people have gained knowledge about ceramic art. Unconsciously, it can also enhance the public's cognitive level. Enterprises have addressed the challenges of ceramic art research service operation through localization adjustments and digital transformation. While implementing these strategies, continuous promotion of ceramic art research services, industry self-discipline, and long-term development must also be pursued.

Through the analysis of this case study, we can better improve the service quality of ceramic art study tours and enhance students' learning experience. While implementing these strategies, it is also necessary to continuously promote ceramic art study tour services, promote industry self-discipline, and focus on long-term development.

## 5. Conclusion

The research findings indicate that experience management is a crucial aspect in the operation of ceramic art education services. Effective experience management can enhance student satisfaction and engagement, thereby strengthening the competitiveness and influence of the services. Although there is strong market demand for ceramic art education services, the quality of these services varies significantly. In terms of curriculum design, courses should be developed based on students' needs and interests, ensuring that the content is both profound and engaging. Moreover, the courses should emphasize practical application. Regarding teaching methods, diverse approaches should be adopted, including lectures, demonstrations, practice, and interaction, to stimulate students' interest in learning and creativity. In terms of faculty, teacher training and management should

be strengthened to improve their professional competence and teaching abilities. Regarding facilities and materials, safe and comfortable facilities, as well as high-quality materials, should be provided to ensure students have a positive learning experience. In terms of operational strategies, modern technological means, such as digital museums and online courses, should be utilized to provide more convenient and efficient ceramic art education services. Additionally, promotion through social media and offline activities should be conducted to attract more potential students. Long-term cooperative relationships with schools, communities, and other partner institutions should be established to jointly promote the popularization and development of ceramic art education.

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