IQTISODIY TARAQQIYOT VA TAHLIL ILMIY ELEKTRON JURNAL

UO‘K: 004.8:331.108:159.944

CONSTRUCTION OF A USER CONTINUOUS GROWTH GUIDANCE MODEL IN INTELLIGENT TALENT ASSESSMENT PLATFORMS: AN INTEGRATED STUDY BASED ON BEHAVIORAL DECISION-MAKING AND CONSUMER PSYCHOLOGY

Wang Biao
"Silk Road" International University of Tourism and Cultural Heritage,
Zibo Housing Provident Fund Management Center
ORCID: 0009-0001-6151-8001
wangbiao1717@gmail.com,
3152190955@qq.com

Abstract. *Against the backdrop of rapid development in the knowledge payment industry and intelligent talent assessment platforms, the challenges of rising customer acquisition costs coupled with low user retention and repurchase rates have become critical constraints on sustainable platform development. Current practices often treat the one-time assessment and report delivery as the service endpoint, neglecting the systematic guidance of users' subsequent behavioral decisions and long-term growth paths, leading to a massive exodus of users after the assessment. In response to this practical dilemma, this study systematically integrates consumer psychology and behavioral decision-making theories, employing a conceptual modeling approach within the design science research paradigm to construct a "User Continuous Growth Guidance Model". The model delineates the user behavioral path into five interconnected stages—"Cognitive Trust Building," "Emotional Identification and Value Alignment," "Low-Threshold Behavior Initiation," "Value Solution Presentation," and "Growth Outcome Feedback and Reinforcement" and explicates the underlying psychological mechanisms and decision-making logic at each stage. Conceptually, the model suggests that by systematically embedding corresponding mechanisms into product design, platforms can transform one-time assessment relationships into long-term, growth-oriented partnerships, thereby significantly enhancing user lifetime value. This study not only provides an integrated framework for understanding user behavior in the assessment context but also formulates actionable guidelines for platform content structure design and operational strategy.*

Keywords: *intelligent talent assessment, user continuous growth guidance model, behavioral decision-making, consumer psychology, user loyalty.*

INTELLEKTUAL TALENTLARNI BAHOLASH PLATFORMALARIDA FOYDALANUVCHILARNING DOIMIY O‘SISHINI BOSHQARISH MODELINI QURISH: XULQ-ATVORIY QARORLAR VA ISTE’MOLCHI PSIXOLOGIYASIGA ASOSLANGAN INTEGRATSIYALASHGAN TADQIQOT

Wang Biao
“Ipak yo‘li” turizm va madaniy meros xalqaro universiteti,
Zibo uy-joy ta'minoti jamg'armasini boshqarish markazi

Annotatsiya. *Bilim uchun to‘lov sanoati va intellektual talentlarni baholash platformalarining tez rivojlanishi sharoitida mijozlarni jalb qilish xarajatlarining oshishi bilan birga foydalanuvchilarni ushlab qolish va qayta xarid darajasining pastligi platformalarning*

barqaror rivojlanishi uchun hal qiluvchi cheklovga aylanmoqda. Amaldagi tajriba ko‘pincha bir martalik baholash va hisobotni taqdim etishni xizmatning yakuniy nuqtasi sifatida ko‘rib, foydalanuvchilarning keyingi xulq-atvori qarorlari va uzoq muddatli o‘sish trayektoriyalarini tizimli boshqarishni e’tibordan chetda qoldiradi, bu esa baholashdan keyin ularning ommaviy chiqib ketishiga olib keladi. Ushbu amaliy muammoga javoban, mazkur tadqiqot iste’molchi psixologiyasi va xulq-atvori qaror qabul qilish nazariyalarini tizimli ravishda integratsiyalab, dizayn ilmiy tadqiqotlari paradigmasida kontseptual modellashtirish yondashuvini qo‘llagan holda «Foydalanuvchining doimiy o‘sishini boshqarish modeli»ni quradi. Model foydalanuvchi xulq-atvori yo‘lini beshta o‘zaro bog‘liq bosqichga ajratadi: «Kognitiv ishonchni shakllantirish», «Emotsional identifikatsiya va qadriyatlar muvofiqlashuvi», «Past kirish chegarasidagi harakatlarni boshlash», «Qadriyat yechimlarini taqdim etish» va «O‘sish natijalari bo‘yicha teskari aloqa va mustahkamlash», hamda har bir bosqichda psixologik mexanizmlar va qaror qabul qilish mantiqini ochib beradi. Nazariy tahlil shuni anglatadiki, mahsulot dizaynida mos mexanizmlarni tizimli joylashtirish orqali platformalar bir martalik baholash munosabatlarini uzoq muddatli, o‘sishga yo‘naltirilgan hamkorlikka aylantirishi mumkin, bu esa foydalanuvchining butun hayoti davomida yaratadigan qiymatini sezilarli darajada oshiradi. Ushbu tadqiqot nafaqat baholash kontekstida foydalanuvchi xulq-atvorini tushunish uchun integratsiyalashgan kontseptual modelni taqdim etadi, balki platforma kontent tuzilmasini loyihalash va operatsion strategiyani ishlab chiqish uchun amaliy ko‘rsatmalarni ham taklif etadi.

Kalit so‘zlar: *intellektual talentlarni baholash, foydalanuvchining doimiy o‘sishini boshqarish modeli, xulq-atvori qaror qabul qilish, iste’molchi psixologiyasi, foydalanuvchi sadoqati.*

СОЗДАНИЕ МОДЕЛИ ПОСТОЯННОГО СОПРОВОЖДЕНИЯ РАЗВИТИЯ ПОЛЬЗОВАТЕЛЕЙ НА ПЛАТФОРМАХ ИНТЕЛЛЕКТУАЛЬНОЙ ОЦЕНКИ ТАЛАНТОВ: КОМПЛЕКСНОЕ ИССЛЕДОВАНИЕ НА ОСНОВЕ ПОВЕДЕНЧЕСКИХ РЕШЕНИЙ И ПСИХОЛОГИИ ПОТРЕБЛЕНИЯ

Ван Бяо
Международный университет туризма
и культурного наследия «Шёлковый путь»,
Центр управления жилищным пенсионным фондом Зибо

Аннотация. *В условиях быстрого развития индустрии платных знаний и платформ интеллектуальной оценки талантов проблемы роста затрат на привлечение клиентов в сочетании с низким уровнем удержания пользователей и повторных покупок становятся критическим ограничением для устойчивого развития платформ. Современная практика часто рассматривает разовую оценку и выдачу отчёта как конечную точку услуги, игнорируя систематическое сопровождение последующих поведенческих решений пользователей и их долгосрочных траекторий роста, что приводит к массовому оттоку пользователей после прохождения оценки. В ответ на данную практическую дилемму настоящее исследование систематически интегрирует психологию потребления и теории поведенческого принятия решений, используя подход концептуального моделирования в парадигме design science для построения «Модели постоянного сопровождения развития пользователей». Модель разделяет поведенческий путь пользователя на пять взаимосвязанных этапов: «Формирование когнитивного доверия», «Эмоциональная идентификация и ценностное соответствие», «Запуск низкопороговых действий», «Представление ценностных решений» и «Обратная связь и подкрепление результатов роста», раскрывая лежащие в их основе психологические механизмы и логику принятия решений на каждом этапе. Выполненный концептуальный анализ позволяет сделать вывод о том, что при*

систематическом внедрении соответствующих механизмов в дизайн продукта платформы способны трансформировать разовые оценочные отношения в долгосрочное партнёрство, ориентированное на рост, тем самым значительно повышая пожизненную ценность пользователя. Настоящее исследование не только предлагает целостную концептуальную рамку для понимания поведения пользователей в контексте оценки, но и формулирует практические рекомендации по проектированию структуры контента платформы и операционной стратегии.

Ключевые слова: *интеллектуальная оценка талантов, модель постоянного сопровождения развития пользователей, поведенческое принятие решений, психология потребления, приверженность пользователей.*

Introduction.

Against the backdrop of the digital economy and the rapid expansion of online education, the sector of paid knowledge services—particularly intelligent talent assessment—has emerged as a high-growth segment within modern service industries. However, a stark contradiction has become increasingly visible: platforms incur high and rising customer acquisition costs, while many users disengage after a single assessment and report, failing to establish stable, long-term paid relationships with the platform (Bush, 2019). This unsustainable pattern of "high-cost acquisition, one-time use, rapid churn" not only threatens the commercial viability of platforms but also severely curtails the potential long-term value of intelligent assessment in users' career development.

From the user's perspective, many assessment products remain confined to the functional role of "providing a results manual," mistakenly treating report delivery as the conclusion of service rather than the commencement of an individual's professional growth journey. After reading their report, users who lack clear guidance on next steps, discernible pathways for continuous development, or a sense of the platform as a long-term partner are likely to perceive the experience as a discrete event that satisfies momentary curiosity and then quickly fades. In practice, it is not uncommon for users to briefly skim the feedback on their mobile phone, share a screenshot with a friend, and then never return to the platform. Consequently, the key to unlocking the true potential of intelligent talent assessment lies not in the assessment itself, but in the design of a scientific and systematic user continuous growth guidance mechanism capable of influencing user cognition, emotion, and behavioral decisions over an extended timeframe.

While some platforms have begun exploratory efforts—such as sending follow-up messages, bundling courses with assessments, or building simple communities—these initiatives often remain at the level of scattered technical attempts or fragmented operational tactics. They lack the foundation of a comprehensive, generalizable theoretical model. The practical need for user retention and growth after assessment is undeniable, and constructing a corresponding theoretical model does not depend on the specifics of any single report, but on relatively universal regularities of user behavior. Therefore, this paper addresses a fundamental theoretical question: How can a systematic model be designed to guide users to continuously engage with the platform and invest time and resources after the assessment, thereby achieving their career development goals?

Based on this practical context and theoretical need, this study aims to achieve the following objective: to construct an explanatory and actionable "User Continuous Growth Guidance Model" by employing rigorous design science research methodology grounded in a solid theoretical foundation. The expectation is that this model can, at the theoretical level, address the research gap concerning long-term user behavior mechanisms in the context of intelligent talent assessment, while simultaneously providing a systematic solution for platforms seeking to enhance user lifetime value and genuinely accompany user growth.

Literature review.

Research on user stickiness in knowledge payment platforms has intensified in recent years. Many studies have noted the "high churn rate" characteristic of user lifecycles in online education and paid knowledge services, where reliance on one-off content transactions makes it difficult to establish stable relationships (Li and Wang, 2021). In the vertical field of intelligent talent assessment, existing research primarily focuses on the reliability and validity of the assessment tools themselves, or their cross-sectional relationship with indicators such as career decision-making self-efficacy. In contrast, systematic investigation into the long-term behavioral mechanisms and retention pathways of users after completing an assessment remains limited (Nauta, 2010). This research gap provides a clear rationale for constructing a model centered specifically on continuous growth guidance.

Consumer psychology offers a deep motivational explanation for why users remain engaged with a platform over the the long term. Self-determination theory (Ryan va Deci, 2000) posits that intrinsic motivation and sustained engagement reach their highest levels when three basic psychological needs—autonomy, competence, and relatedness—are satisfied. In digital platform contexts, when users feel that their growth is "self-directed," believe they can "improve with the platform's help," and experience being understood and accepted by a meaningful community, both their loyalty and their willingness to pay increase significantly (Kang et al., 2015). Affective commitment theory (Morgan and Hunt, 1994) further emphasizes that enduring user relationships are often built on emotional attachment and value alignment rather than purely utilitarian calculation. Users remain with a platform not only because it is "useful," but because they feel "this platform is part of my story," and because its values resonate with their own aspirations and self-identity. This highlights the importance of moving from functional satisfaction to emotional identification.

Behavioral economics sheds light on how individuals make decisions under uncertainty. The notion of "choice architecture" proposed by Thaler and Sunstein (2008) demonstrates that by carefully designing how options are presented and sequenced, organizations can significantly guide behavioral paths while preserving users' formal freedom of choice. Within this framework, the commitment and consistency principle (Cialdini, 2016) is particularly crucial. It shows that once individuals make a small initial commitment, they are more likely to perform subsequent, more demanding behaviors in order to maintain a coherent self-image. At the same time, research on the goal-gradient effect (Kivetz et al., 2006) indicates that action motivation intensifies as individuals perceive themselves drawing closer to a goal. These principles collectively suggest that by decomposing complex goals into a series of small, manageable steps, providing clear progress feedback, and designing appropriate default options, platforms can effectively guide users from single interactions to long-term engagement.

In an era of information overload, narrative has become a powerful tool for capturing user attention and emotion. Narrative transportation theory (Green and Brock, 2000) argues that when individuals are immersed in a story they can relate to, they become more receptive to changes in beliefs and behavioral intentions. Translating cold assessment data into a compelling story about "self-growth" has been shown to effectively enhance learning motivation and persistence (Oyserman, 2015). At the same time, the social identity and peer encouragement generated by online communities are key mechanisms for increasing user stickiness. Research on virtual communities (Dholakia et al., 2004) shows that users are more likely to remain active when they perceive shared identity, receive emotional support, and experience reciprocal help. Complementing this, the progress principle (Amabile and Kramer, 2011) indicates that the visible sense of "small wins" is itself a core driver of sustained effort. And when individuals can clearly see that they are making progress, even in small increments, their willingness to continue investing time and energy increases significantly.

In summary, existing theories explain the drivers of long-term user engagement from various perspectives—motivation, behavior, emotion, and feedback—but remain largely fragmented across different research contexts. A coherent and actionable systematic framework that integrates these theoretical strands and guides platforms in steering users through the complete journey from cognition to action, from emotion to feedback, within the specific context of intelligent talent assessment, is still lacking. This study aims to fill this void by constructing a contextualized "User Continuous Growth Guidance Model."

Research methodology.

The core objective of this research is to construct an "artifact"—the "User Continuous Growth Guidance Model"—to address a complex, practice-oriented problem. Accordingly, the study adopts the design science research paradigm (Hevner et al., 2004), which is particularly suitable for the early exploratory stage of such work. This paradigm emphasizes the creation and justification of innovative artifacts that generate both practical and theoretical value, and it allows for iterative refinement of the model as understanding deepens.

The research follows a structured procedure. First, problem identification. Based on industry reports, platform observations, and practical experience, the study identifies and precisely defines the core contradiction of "high acquisition cost versus low user retention." In my own platform practice, I have to admit that this contradiction does not stay on paper; it appears every time I look at the dashboards and see how quickly many first-time users disappear after reading a single report. Second, theoretical integration. Through a systematic literature review, key constructs are extracted from consumer psychology, behavioral decision theory, narrative research, and studies on online communities and feedback. Third, model construction. Using these key constructs as conceptual building blocks, the staged structure of user continuous growth guidance is designed, and the interrelations between stages are specified. Fourth, mechanism elucidation. The stages are integrated into a closed-loop model, and the underlying psychological and behavioral mechanisms at each stage are analyzed in depth, linking them back to the theoretical foundations. Fifth, model evaluation. The model's validity is examined conceptually against three criteria: theoretical consistency with existing research; explanatory power with respect to the "high-cost, low-retention" problem in practice; and its ability to inspire specific product and operational design strategies for platforms. In parallel with these conceptual steps, a small exploratory pilot on the author's own intelligent assessment platform (N = 50 users, June 2024–July 2025) provided practical background and informed the choice of scenarios discussed in the results and discussion, but it was not designed as a full-scale empirical test.

It is important to clarify that while this paper constructs the model using intelligent talent assessment platforms as a typical context, the model's core ideas are not tied to any specific platform, technical architecture, or report template. Instead, they are abstracted from common challenges observed across platforms that provide digital assessments and aspire to offer long-term growth services. The model is therefore applicable primarily to contexts where: (a) assessments are delivered through digital channels; (b) platforms have the capability and intention to maintain ongoing relationships with users; and (c) there is a clear demand for sustained development support beyond one-time testing. In contrast, the model is less applicable to purely offline assessment settings or short-term interventions with no intention of managing long-term user relationships.

This study is primarily positioned as a theory-building effort in the early design stage. Apart from a small exploratory pilot (N = 50, June 2024–July 2025) used illustratively, it does not rely on systematic primary data collection, and the model's validity therefore awaits more rigorous empirical testing in subsequent research. Future studies can build upon this conceptual foundation by developing operational measurement indicators and rigorously testing the path relationships within the model using large-sample survey data, platform log

analysis, structural equation modeling, or controlled A/B experiments. Longitudinal studies that track user behavior over time on intelligent assessment platforms would be particularly valuable for examining the dynamic processes implied by the model.

Analysis and discussion of results.

Based on in-depth theoretical integration and contextual analysis, the proposed "User Continuous Growth Guidance Model" divides the user's growth journey after assessment into five sequential and iterative stages: cognitive trust building, emotional identification and value alignment, low-threshold behavior initiation, value solution presentation, and growth outcome feedback and reinforcement. These five stages are not isolated; rather, they are interconnected through platform-designed content, functions, and interaction mechanisms. Together they form a user-growth-centric engine that continuously guides users from initial understanding of the assessment results to sustained investment in their own development. Each cycle of the engine has the potential to deepen trust, increase engagement, and strengthen the user's sense of progress, thereby laying the psychological and behavioral foundation for long-term relationships.

The following analysis combines theoretical reasoning with the author's own platform practice, including informal observations from the small pilot mentioned above. Trust is the cornerstone of all long-term relationships. In the context of intelligent talent assessment, cognitive trust is initially constructed through the user's first encounter with the assessment results. The platform needs to satisfy the user's need for cognitive closure (Kruglanski and Webster, 1996) —the psychological desire to reduce uncertainty and obtain clear answers—by providing professional, clear, and well-structured feedback. In the small pilot (N = 50) on the author's platform between June 2024 and July 2025, for example, a pattern repeatedly appeared with senior high-school and first-year university students. When the feedback page began with a short, plain-language answer to the implicit question "Who am I in the world of work?", followed by two or three clearly labeled key strengths and one or two concrete development directions, students were far more likely to say that the assessment "made sense" and to spend a few extra minutes rereading the core section, rather than closing the page immediately. In such cases, users often chose to bookmark or share the report, signaling an initial layer of trust. In a few early test versions where the results were presented mainly as a dense matrix of unfamiliar terms and scores, some students even commented informally that they felt "more confused than before," which clearly undermined the sense of closure that the assessment was supposed to provide. Therefore, the first stage of the model emphasizes that platforms must organize and explain assessment results in a way that directly answers users' core questions about themselves, thereby establishing a baseline of cognitive trust as the psychological prerequisite for all subsequent interactions.

Rational approval alone is insufficient to sustain long-term relationships; it must be elevated into emotional resonance. At this stage, narrative transportation theory (Green and Brock, 2000) plays a central role. When assessment results are embedded in a narrative about the user's strengths, life experiences, and future possibilities—rather than presented as dry labels—users are more easily "drawn into" the story and begin to see themselves as protagonists in a meaningful growth journey. In practical report copywriting on the author's platform, for instance, it turned out to be much more effective to move from abstract trait labels to short, concrete stories. Instead of merely stating that a user has "high investigative and social tendencies," the feedback might say: "You tend to enjoy understanding how things work and helping others make sense of complex situations. Many people with similar profiles eventually grow into roles such as mentor, analyst, or consultant." This kind of narrative framing helps users connect their current self-image with a plausible and attractive future trajectory. When the values implicitly conveyed by the platform—such as continuous learning, mutual support, and long-term development—align with users' own aspirations, affective commitment

(Morgan and Hunt, 1994) gradually forms. Users begin to feel that "this platform understands the kind of person I want to become," thereby building emotional attachment beyond mere utilitarian calculation.

There is often a substantial gap between "intention" and "action." After users gain initial trust and emotional identification, the platform must help them take the first concrete steps toward change. Drawing on the commitment and consistency principle (Cialdini, 2016), the model emphasizes the importance of designing low-threshold initial behaviors that are easy to complete but psychologically meaningful. From a very practical point of view, this step often matters more than we expect: if we make it too heavy or too abstract, users simply leave quietly and do not come back. In practice, platforms can decompose grand career goals—such as "clarifying my career direction this year"—into small, feasible tasks. For instance, after reading the report, a user might be invited to complete a brief exercise such as "write down three occupations you are curious about this week," "schedule a 10-minute conversation with a teacher or mentor," or "select one course or article you would like to explore later." Users are generally far more willing to accept such micro-tasks than to immediately commit to a demanding requirement like "finish a 20-hour video course." Once users complete these small commitments, their self-perception subtly shifts: they begin to see themselves as proactive actors in their own development. To remain consistent with this new self-image, they become more open to subsequent, more substantial recommendations (for example, enrolling in a paid course or joining a structured mentoring program). Thus, this stage of the model functions as a behavioral "bridge" that transforms vague intentions into visible actions.

After users demonstrate willingness through low-threshold behaviors, the platform needs to promptly present a coherent and personalized set of value solutions that are closely aligned with their goals. This embodies the logic of the goal-gradient effect (Kivetz et al., 2006): when users clearly see a concrete path leading from their current situation to their desired future, and perceive that each step shortens the distance, their motivation to invest time and resources is significantly strengthened. In the context of intelligent talent assessment, such value solutions might include curated learning paths, modular course packages, guided reflection tools, or structured planning templates. Importantly, these should not be presented as isolated products, but as parts of an integrated roadmap that makes the progression from small actions (for example, exploratory reading) to larger commitments (for example, intensive training programs) visible and understandable. When users can recognize how each recommended action contributes to a broader development trajectory—for example, "completing this introductory module will help you test your interest in data analysis before committing to a full program"—they are more likely to perceive the platform as a strategic partner rather than a mere content provider. Payment behavior, in this context, becomes a natural extension of their own goal pursuit rather than a response to one-off promotion.

A system without feedback is unlikely to sustain user engagement. The final stage of the model highlights the importance of making every bit of user progress visible through various feedback mechanisms, consistent with the progress principle (Amabile and Kramer, 2011). On a simple pilot dashboard tested with a small group of university students, each completed micro-task lit up a small segment on a "semester progress ring." It was striking, even in this modest prototype, how often students mentioned that "seeing the ring fill up" made them feel that their scattered efforts were adding up to something real. Similarly, periodic summaries that highlight specific improvements—for example, "you have completed three reflection exercises and two mentoring conversations in the past month"—help users recognize changes that they might otherwise overlook. Social feedback within communities adds another layer of reinforcement. When users receive recognition, encouragement, or practical advice from peers, the perceived value of their efforts increases, and their sense of belonging is strengthened. Continuous positive feedback not only consolidates habits but also increases the likelihood that

users will initiate the next growth cycle, returning to the platform for new assessments, updated plans, or more advanced resources.

Compared to traditional customer lifecycle models, the "User Continuous Growth Guidance Model" proposed in this paper offers at least three noteworthy innovations. First, it is highly contextualized. The model is tightly fitted to the specific domain of intelligent assessment and career growth, explicitly addressing the unique challenges of turning one-time assessments into long-term developmental relationships. Second, it provides deep theoretical integration. The model weaves previously fragmented psychological and behavioral principles—including self-determination theory, commitment and consistency, the goal-gradient effect, narrative transportation, and the progress principle—into a coherent closed-loop system centered on user growth. Third, it exhibits strong operational orientation. Each stage of the model can be directly translated into specific product features or operational strategies, such as the design of report formats, task systems, roadmap structures, feedback dashboards, and community mechanisms. In this way, the model helps bridge the persistent gap between abstract theory and day-to-day platform practice.

Conclusion and suggestions.

This study has constructed the "User Continuous Growth Guidance Model," which systematically divides the user's post-assessment journey into five psychologically progressive and behaviorally linked stages. By clarifying the intrinsic mechanisms at each stage, the model provides a structured explanation of how intelligent talent assessment platforms can, in principle, transform fragile one-time transactions into stable, long-term growth partnerships. At a conceptual level, the analysis suggests that when platforms systematically design for cognitive trust, emotional identification, low-threshold behaviors, coherent value solutions, and visible growth feedback, they can significantly enhance user stickiness and lifetime value. Assessment, in this framework, is no longer the endpoint of service, but the entry point into an ongoing co-managed growth process.

Based on the above conclusions, three specific and actionable implications for practice can be highlighted. First, strategic transformation. Platform managers should consciously shift their strategic focus from "selling assessment reports" to "operating user growth." This implies reallocating more resources toward backend guidance, follow-up services, and longitudinal data capabilities, rather than concentrating predominantly on front-end promotions. Second, product redesign. Product teams should benchmark their current offerings against the five stages of the model and systematically reconfigure report content, task systems, learning paths, feedback tools, and community functions. The goal is to build a smooth and complete guidance loop that makes it easy for users to move from initial understanding to sustained action. Third, policy advocacy. Industry regulators and educational authorities can consider encouraging and standardizing digital career services that emphasize long-term development rather than one-off testing. Incorporating such services into broader human resource development systems may help improve the efficiency and fairness of talent allocation at the societal level.

As an early theoretical exploration, this study has clear limitations. The model has been developed through conceptual integration and design reasoning, without being tested on large-scale empirical data. Future research can move in at least two directions. First, quantitative validation. Researchers can develop measurement instruments for the constructs involved in each stage and test the causal pathways proposed by the model using survey data, platform behavior logs, and structural equation modeling or related methods. Second, application expansion. Researchers and practitioners can apply the model to a wider range of educational technology scenarios—such as general online learning platforms, career counseling systems, or university student development programs—to examine its generalizability and further refine its structure. Through iterative cycles of design, implementation, evaluation, and

revision, the model can evolve into a more robust foundation for understanding and managing user growth in digital environments.

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