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A Hook Model for Subject Services Anchored in User Pain Points (Postprint)

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Abstract

[Purpose/Significance] Domestic subject services predominantly follow a model where librarians actively serve while users passively accept, characterized by issues such as low user participation and diminished librarian sense of achievement, which prevents the formation of a positive long-term mechanism for subject services. This study approaches from the perspective of user behavior habits, aiming to cultivate users' proactive behavior in triggering pain points of needs, develop habits of reliance on subject services, enhance user stickiness and loyalty, thereby providing reference for university libraries to implement continuous and effective subject services. [Method/Process] Based on the Hook Model theory and information interaction model, a questionnaire investigating behavior habits and needs of subject service users in resource acquisition and utilization was designed. By examining the behavioral characteristics and patterns of different user groups when acquiring and utilizing academic resources, real user needs were identified and located, thereby constructing a three-stage anchored subject service strategy framework. [Result/Conclusion] Research demonstrates that the three-stage service strategy adheres to the Hook Model theory, operates cyclically and integrates mutually, which can fully leverage individual librarians' expertise and team collaboration advantages, enhance subject service value and user loyalty. It externally triggers user pain points that escalate from low to high levels, users proactively trigger and complete these pain points, whereby librarians accurately locate user pain points of needs and provide effective service rewards, inducing users to repeatedly invest in or upgrade pain points, thus forming a closed loop of subject services.

Full Text

Research on the Hook Model of Subject Services Anchoring User Demand Pain Points

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Abstract

[Purpose/Significance] Domestic subject services predominantly follow a model of proactive librarian service and passive user acceptance, characterized by low user engagement and diminished librarian 成就感 (sense of accomplishment), which prevents the formation of a positive long-term mechanism. This study approaches the issue from the perspective of user behavioral habits, aiming to cultivate users' proactive triggering of demand pain points, develop dependency habits on subject services, and enhance user stickiness and loyalty, thereby providing a reference for university libraries to develop sustained and effective subject services.

[Method/Process] Based on Hook Model theory and the information interaction model, we designed a questionnaire investigating user habits and needs regarding academic resource acquisition and utilization. By examining the behavioral characteristics and patterns of different user groups when acquiring and utilizing academic resources, we identified and located users' real demands, and consequently constructed a three-stage anchored subject service strategy framework.

[Result/Conclusion] Research demonstrates that the three-stage service strategy follows Hook Model theory, operating cyclically and interdependently. It can fully leverage each librarian's specialties and team cooperation advantages, enhance subject service value and user loyalty, stimulate user pain points externally (from low to high levels), enable users to actively trigger and complete pain points, allow librarians to precisely locate user demand pain points and provide effective service rewards, and induce users to reinvest or upgrade pain points, thus forming a closed loop of subject services.

Keywords: Hook Model; Information Interaction Model; Subject Service; Demand Pain Point

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1. Introduction

Since Tsinghua University Library first introduced the subject librarian system in 1998, subject services in Chinese university libraries have developed for

two decades. Many libraries have transitioned from the first-generation subject librarian services characterized by liaison roles to second-generation services emphasizing integration into frontline research and embedded processes [1]. Subject librarians have gradually evolved from subject liaisons to subject service librarians, discipline construction and service librarians, and ultimately to subject knowledge service librarians [2]. While subject services continue to deepen and specialize, librarians' work experiences remain unsatisfactory. For instance, many university libraries have invested substantial effort in building LibGuides subject platforms, yet with minimal effect. This study investigated 212 accessible LibGuides from 36 "Double First-Class" Class A universities between January 1 and July 22, 2018. The highest 访问量 (visit count) was 6,855 for Wuhan University's Economics and Management LibGuide. Only eight platforms had 1,104-1,950 visits, while 142 platforms (67%) had fewer than 200 visits, including 91 with fewer than 100 visits. This indicates that most LibGuides have become nominal existences.

Subject services have become a monologue of the library, with librarians in an active service subject position while resources and users remain objects to be recognized, selected, and accepted [3]. Low user participation and cooperation, combined with librarians' diminished sense of achievement, constitute the main factors preventing the formation of long-term mechanisms. Scholars have proposed various improvement strategies. Lu Mei et al. [4] suggested a user-demand-driven subject service platform design integrating academic communities co-built by librarians and users, and multidimensional service embedding in teaching and research processes, discussing methods to enhance platform user stickiness. Yuan Hongjun [5] analyzed differences in subject services among 42 "Double First-Class" university libraries, identifying problems such as inadequate service systems, single service content, and limited service methods, and proposed strengthening user interaction to attract users. Li Sujuan [6] surveyed over 110 university library websites, summarizing issues including simplistic service content, weak targeting, monotonous service forms, lack of brand awareness, and low service popularity, and suggested developing subject services to support first-class discipline construction. Li Mengnan et al. [7] highlighted the importance of the 4I theory of integrated network marketing (Interest, Interests, Interaction, and Individuality) for embedded subject services, emphasizing user-centered approaches leveraging new media advantages. Li Xin et al. [8] argued that subject service problems mainly stem from imprecise targeting of service objects, proposing the introduction of precision marketing theory in subject services to provide valuable services through accurate user demand positioning.

Evidently, strengthening user interaction, changing the passive user model, and precisely positioning user needs are consensus requirements for successful and sustainable subject service development. This demands that subject services thoroughly understand users' emotional states and behavioral habits. This study attempts to approach from the perspective of user behavioral habits, cultivating users' proactive triggering of demand pain points, developing their dependency habits on subject services, enhancing stickiness, and reconstruct-

ing subject service models accordingly. This provides a basis and reference for university libraries to develop sustained and effective subject services, improve service quality, and enhance service value and user experience.

2. Theoretical Framework and Questionnaire Design

2.1 Hook Model: Theoretical Foundation for Habit Formation

Harvard visiting professor Nir Eyal and Product Hunt founder Ryan Hoover proposed the Hook Model in their book *Hooked: How to Build Habit-Forming Products* [Figure 1: see original paper], combining design theory, consumption habits, and consumer psychology to explain the four essential elements for creating habit-forming products: Trigger, Action, Variable Reward, and Investment [11].

The four elements function as follows: (1) **Trigger** acts as the foundation prompting behavioral change, like a spark plug in an engine that motivates user action. Triggers divide into external and internal types [11]. External triggers typically act first by permeating information into all aspects of users' lives to guide next steps, such as emails or website links that call users to action—this is the first step in habit formation. Internal triggers occur when products or services become closely associated with users' thoughts, emotions, and needs, prompting usage from within [11]. Two factors affect triggering: lower-level needs involve larger user populations and represent high-frequency product trigger zones, while higher-level needs mean greater user stickiness, with excellent value experiences from top-level needs easily triggering secondary scenario recall and forming scenario loops [11]. (2) **Action** follows triggering, referring to behavior undertaken with expectation of reward; lower complexity and simpler operation increase the likelihood of repeated action. (3) **Variable Reward** centers on satisfying user needs and stimulating desire, providing quick, substantial stimulation relative to user investment. Only when users begin depending on a product or service as the optimal choice for meeting certain needs can a tight association form [11]. (4) **Investment** occurs when users willingly provide personal data and social capital, such as time, effort, emotion, and money [11]; investment amount correlates positively with users' love and dependence on the product or service.

In essence, the Hook Model identifies users' internal pain points, triggers them externally, enables users to execute actions to resolve these pain points, provides rewards during action execution to encourage repeated investment, and ultimately fosters dependency and habit formation.

2.2 Information Interaction Model: Questionnaire Design Basis

Wang Peiling proposed an information interaction model between users and the Internet, dividing interaction into three modules: a user module influenced

by context, cognition, and emotion; a network module; and a media module between users and networks [13]. Referencing this model and adapting it to different user groups' (undergraduates, graduate students, faculty) habitual behaviors in acquiring and utilizing academic resources, we designed our questionnaire with three modules: user, channel, and resource [Figure 2: see original paper].

The **user module** covers basic conditions (demographic characteristics, knowledge structure) and experiential conditions (Internet experience, training received). The **channel module** addresses the specific channels users employ to acquire academic resources. Triggered by different internal needs and purposes (classroom learning, research, self-improvement), users select among various external channels (interpersonal, library, network). They have different preferences for search interfaces (simple search, advanced search, one-stop search) and methods (direct keyword search, obtaining through references, obtaining through literature reviews). They may encounter difficulties during retrieval and seek help (classmates, faculty, subject librarians). Upon completing resource acquisition tasks, users may choose channels for sharing and communication. The **resource module** concerns resources and subject services that meet user needs. Academic resources are categorized by language (Chinese, foreign), publication type (traditional, open access), carrier format (audio-visual, electronic, print), and resource type (journal articles, books, dissertations, patents, conference papers). Users evaluate acquired resources according to different criteria (citation counts, impact factors, core journal status) and share them through certain channels. This module also includes users' cognitive needs for subject knowledge services.

Based on Hook Model theory, two pathways can trigger users' habitual behaviors in acquiring and utilizing academic resources: (1) **External triggering** through the construction of different channel resources and the triggering of subject service content and methods; (2) **Internal triggering** through users' internal needs for resources. According to Maslow's theory, user needs can be divided into basic, intermediate, and advanced levels: basic needs involve resource discovery and acquisition; intermediate needs involve resource screening and optimization; advanced needs involve resource utilization and expansion.

3. Analysis of User Demand Pain Points

The questionnaire employed both online (email and subject groups) and on-site distribution methods. Survey subjects were faculty and students from Southeast University, covering science, engineering, literature, medicine, management, and other disciplines across 21 schools. A total of 1,018 valid questionnaires were collected: 520 undergraduates (51%), 288 master's students (28%), 125 doctoral students (12%), and 85 faculty members (8%), broadly matching the current proportions of different user groups at Southeast University.

3.1 Basic-Level Demand Pain Points

(1) Retrieval Knowledge Acquisition: The proportion of undergraduates, master's students, and doctoral students who have taken information retrieval courses or similar training is 36%, 59%, and 78.4% respectively. Undergraduates primarily acquire retrieval knowledge through self-exploration (70%) and consulting teachers/classmates (58%), with only 20% seeking help from librarians and 4% reporting no such knowledge. This indicates that basic information literacy training holds limited appeal for undergraduates.

(2) Resource Acquisition Channels: Undergraduates most frequently use search engines like Baidu and Google (42%), followed by library print resources (21%) and library databases (17%). Master's students use databases most (81%), followed by print resources (72%) and open access resources (48%). Doctoral students and faculty also use databases at rates exceeding 80%, with search engine and open access resource usage above 50%. However, all groups show low utilization of subject librarian services, averaging only 7% [Figure 3: see original paper], preferring to seek help from teachers or classmates (22%).

(3) Resource Acquisition Difficulties: For undergraduates, the main obstacles are chaotic resource classification in retrieval systems (58%), too many database entry points causing confusion (49%), and lack of access permissions (23%). For graduate students and faculty, incomplete resource coverage in retrieval systems (53.4%), lack of access permissions (47.4%), and chaotic resource classification (43.6%) are primary concerns.

(4) Difficulty Resolution Pathways: Users consulting subject librarians (37%) lag far behind online consultation (46%) and consulting peers/classmates (49%) [Figure 4: see original paper].

3.2 Intermediate-Level Demand Pain Points

Resource Screening and Optimization: Only 2% of users make no judgment about resource authority [Figure 5: see original paper]. Citation frequency (73%), core journal status (69%), and institutional/author credentials (68%) are the main criteria for evaluating resource authority and reliability, while recommendations from authorities account for only 28%. This demonstrates that users value resource quality highly and prefer selecting resources based on established standards rather than specific content recommendations—"teaching one to fish" rather than "giving one a fish." Users demand methodological consultation services.

3.3 Advanced-Level Demand Pain Points

Resource Utilization and Expansion: 48.6% of users express demand for subject domain knowledge services; 20.98% believe library knowledge services are helpful but not significantly so; 30.5% do not seek subject librarian assistance, with 3.3% distrusting librarians' capabilities and 27.2% being unaware

of such services [Figure 6: see original paper].

3.4 Three-Level Demand Positioning Analysis

Basic-level demands: Regarding retrieval knowledge acquisition, information literacy is weaker among undergraduates, who receive training at much lower rates than graduate students. They prefer self-exploration or seeking help from peers, indicating that basic information literacy training lacks appeal. Graduate students' higher training participation relates directly to mandatory credit requirements rather than necessarily greater need. Regarding channel selection, all user groups heavily utilize search engines due to their simplicity. As learning and research deepen, users increasingly employ library electronic and open access resources while decreasing print resource usage, demonstrating that convenience and resource content are the two major channel selection criteria. Incomplete resource coverage and organizational chaos are primary obstacles, indicating that effective resource construction and organization can externally trigger user demands.

Intermediate and advanced-level demands: These user groups consist primarily of research-oriented graduate students and faculty who require richer resources. During research or teaching, they need to screen, evaluate, integrate, optimize, analyze, and utilize resources according to certain standards, demanding more methodological and factual consultation as well as deeper subject knowledge services. However, these users demonstrate extremely low dependence on subject librarians in reality, even never seeking subject services. Literature search and novelty search services, while valued by users, carry strong administrative mandates, making them rigid requirements for graduate students and faculty rather than voluntary choices.

Overall, subject librarians have low perceived value, with only 37% of users considering or seeking their help during resource acquisition and utilization. Subject services have not gained widespread user recognition and appear to have minimal impact on discipline construction and institutional development. Using Southeast University as an example, despite recent fruitful discipline construction achievements—including entering the “Double First-Class” Class A list in 2017 with 11 disciplines selected as first-class disciplines, achieving five A+ disciplines in the fourth-round discipline evaluation (ranking 8th nationally), and having 11 disciplines in the ESI global top 1% and two in the top 1‰—subject services seem to have contributed little to these successes.

4. Three-Stage Anchored Subject Service Strategy Architecture

Based on Hook Model theory and anchored in identified user demand pain points, three factors optimize subject service effectiveness and enhance user

loyalty: (1) **Action:** User behaviors in searching for and utilizing resources, potentially including subject services; (2) **Variable Reward:** The effectiveness of different resource acquisition methods and utilization (including targeted subject services) in meeting user needs; (3) **Investment:** User dependence on different resource acquisition/utilization methods or subject services.

To break the current “one-sided heat” situation where libraries monologue and to enhance subject service value, we must be user-demand-driven, “hook” users, change user behavior from passive acceptance to proactive triggering, gradually develop habitual dependence on subject services, and cultivate loyal users. Accordingly, this study designed a three-stage anchored subject service strategy architecture [Figure 7: see original paper].

Primary-stage demand-oriented services focus on service marketing, providing universal resource acquisition services oriented toward general access. Centered on users’ basic-level needs, these services strengthen librarians’ service marketing awareness, construct resources from user-friendly perspectives, solidify foundational work, “hook” users, and externally trigger demands.

Intermediate-stage demand-driven services address intermediate-level needs, focusing on resource screening, deep integration, and optimization. Organized by discipline and emphasizing “content is king,” these services reorganize and optimize collection resources, network resources, and open access resources to further stimulate users and promote pain point upgrading.

Advanced-stage demand-anchored services position subject librarians themselves as resources, embedding them into users’ disciplinary research and teaching processes to provide “one-to-one” personalized full-process services. These services make librarians research assistants and agents for users, meeting advanced needs for resource utilization and expansion, cultivating loyal users, and enhancing stickiness between librarians and users.

4.1 Primary-Stage Demand Orientation: Resource Acquisition Services

Primary-stage services provide undifferentiated, universal services oriented toward resource acquisition for all users. This user group is the largest, representing the high-frequency zone of demand triggers and the easiest to “hook” through external triggers. The more frequently users are hooked, the greater the likelihood of developing habitual dependence. Therefore, primary-stage services must strengthen frontline librarians’ service marketing awareness, directly address users’ basic-level pain points, enhance value experiences, improve subject service visibility and reputation, and establish brand image.

(1) **Service Marketing to “Hook” Users:** Establish a comprehensive user communication service system combining traditional marketing methods with new media such as mobile libraries, WeChat, Weibo, QQ groups, and BBS. Guide users to “widely know,” “first think of,” “easily find,” “efficiently use,”

“satisfactorily evaluate,” and “use more” subject services [14] and specific librarians. Establish effective user selection mechanisms and resource feedback channels through online and offline platforms, organize resources using simple, quickly recognizable, and easy-to-operate information architecture, and provide general guidance services addressing “what resources the library has,” “where resources are,” and “what to do when encountering problems.” Develop an online training appointment system offering courses based on user interests, with content extending from traditional resource promotion to meta-literacy based on user metacognition, emphasizing learning contexts, resources, tools, and methods.

For undergraduates, where games and new skills represent interest pain points, libraries can collaborate with student associations and database vendors to hold information literacy award activities with interactive game elements and effectiveness surveys. For example, Southeast University Library held a search competition that attracted nearly a thousand students who mastered basic retrieval knowledge and skills through answering questions, receiving unanimous praise and locking in numerous undergraduate users.

(2) Developing User Relationship Management Systems: Frontline services have the widest reach and represent the most accessible window for collecting users’ proactive pain point triggers, embodying the library’s service image. Therefore, frontline services must be user-centered with simple, humanized, “rapid, accurate, and effective” processes that prioritize user convenience. Users should obtain substantial “rewards” through small “actions.” Develop user management systems to record basic user information, service situations, feedback problems, suggestions, and demand registrations by department and demand type, making them accessible to all librarians for subsequent in-depth service tracking. Analyze users’ search queries, webpage browsing, download records, and consultation histories to identify potential intentions, select potential demand users for regular follow-up, persistently provide variable rewards, and induce users to repeatedly invest in subject service behaviors.

Primary-stage demand-oriented services form the foundation. Through continuous service marketing that repeatedly triggers users’ basic-level pain points and provides variable reward stimulation, the Hook Model for primary services surrounding resource acquisition takes shape. Users develop clear cognition of resources and subject services, and through repeated investment and positive value experiences, gradually shift from passive acceptance to proactive pain point triggering.

4.2 Intermediate-Stage Demand Driving: Resource Integration and Optimization Services

Intermediate-stage services target disciplinary users with resource screening, evaluation, and integration-oriented services, focusing on deep integration, evaluation, and optimization of disciplinary resources and thorough mining of indi-

vidual user needs to promote pain point upgrading.

(1) Identifying Upgraded Individual Demand Pain Points: On one hand, limited library budgets increasingly conflict with users' diversified and refined demands; collection resources can no longer fully satisfy all disciplinary users. On the other hand, in the big data environment, users have evolved from pure resource consumers to resource disseminators and creators. Therefore, reorganizing collection disciplinary resources, integrating network and open access resources, emphasizing "content is king," collecting and organizing user-generated content from self-media and social media (including blogs, forums, WeChat, Weibo, Baidu Baike, Wikipedia, etc.), analyzing and processing literature content, adding knowledge associations, and evaluating and screening resources can upgrade triggers and further meet users' individual needs.

(2) Mining Individual Needs and Establishing Intermediate-Stage User Zones: Intermediate demand represents an upgrade from primary demand. The transition from primary to intermediate services cannot rely solely on active triggering from primary-stage users but requires strengthened external triggers and stimulation to guide deeper interaction with subject services and complete pain point upgrading. Using big data technology, we must deeply mine explicit and implicit user needs, such as analyzing "digital footprints" left by active users on subject platforms, subject blogs, library websites, databases, or networks to understand user interest preferences and behavior patterns. Classify different users by characteristics, extract key indicators related to user needs [15], and model typical user features to accurately identify demands [16]. Push highly value-relevant integrated and optimized resources to externally trigger users and establish intermediate-stage user relationship networks.

Intermediate services serve as a bridge, extending primary service content while forming the foundation for advanced services. Through in-depth intermediate-stage tracking, some users naturally upgrade and transform into advanced service users.

4.3 Advanced-Stage Demand Anchoring: Subject Librarian as Resource Services

Advanced-stage demand-anchoring services represent top-tier librarian-as-resource services. Subject librarians deeply embed into departments, distributing subject services "one-to-one," integrating into users' teaching and research processes to become "embedded partners" providing full-process support, aiming to cultivate loyal users and habitual dependence on subject services.

(1) Anchoring Potential Loyal Users and Embedding Throughout the Demand Process: Through accumulation and user 沉淀 (settling) from primary and intermediate services, many users transform from initial rejection and passive cooperation to acceptance and trust in subject services, becoming potential loyal users who even proactively trigger and upgrade to advanced

demands. Based on these user-initiated pain points, select quality subject librarians to form teams that embed into users' teaching activities or research processes, implement project management, and enable intra-team division of labor to comprehensively meet users' needs at different process stages until project completion. The positive value experiences users gain during this process greatly enhance their loyalty and stickiness to subject services, more easily triggering conditioned responses and secondary scenario recall.

(2) Triggering and Driving Subject Service Demand Upgrades:

Advanced-stage services cannot simply wait for users to come but require librarian-driven promotion. Select potential loyal users from intermediate-stage user groups for key maintenance, closely monitor users, and seize opportunities to trigger user conversion. Since novelty search is a rigid demand for research users and novelty search librarians have the most direct contact with specific research projects and greatest opportunities for research exchange, they are best positioned to grasp users' research dynamics. Therefore, advanced-stage embedded research process services should fully leverage novelty search librarians' roles. Through interaction with users during novelty searches, use search topics as entry points to understand and lock in user demands. Lead other subject librarians to fully or periodically embed into research activities, providing "global acquisition, integrated services," deeply 挖掘 (excavating) and analyzing domestic and international literature retrieved and organized during novelty searches to transform them into optimized disciplinary resources. Simultaneously, use demand feedback from departments during service processes to improve resource procurement and librarian allocation in primary and intermediate services. Successful cases and experiences provide references for other services, while librarians "pass on, help, and bring along" each other to grow together and expand the quality subject librarian service team.

4.4 Case Study: Three-Stage Anchored Subject Service in Practice

The three-stage anchored subject service model has been effectively validated in practice. Using Southeast University Library's civil engineering and architecture subject service as an example: On the foundation of universal primary-stage services including information consultation, information literacy, document delivery, establishing user profiles, collecting civil engineering and architecture curriculum information and teaching materials, and producing and distributing bibliographic information through multiple channels, Southeast University Library established a Foreign Textbook Research Service Group. Selecting appropriate subject librarians and potential users to form teams, the group aimed to gradually hook and upgrade user demand pain points from shallow to deep, building a textbook center platform, regularly organizing foreign textbook seminars, and publishing research reports. Services evolved from simply introducing and translating original textbooks to quality evaluation, compilation, and adaptation. Based on foreign textbook references, the team connected with teaching practices in the School of Architecture through research projects, embedding

deeply into curriculum construction, textbook development, and teaching reform processes, thereby earning user trust and establishing loyal user groups.

To accurately evaluate introduced foreign civil engineering and architecture textbooks and understand reader needs and utilization rates, the research team conducted publicity at university, provincial, and national levels, developing research management of imported textbooks across different disciplines. They strengthened organic integration between the Foreign Textbook Center joint platform and CASHL/CALLS, using quantitative research methods including circulation statistics, reader surveys, and citation analysis to analyze circulation status and citations in doctoral dissertations, faculty monographs, and journal papers from the Schools of Civil Engineering and Architecture [18]. This provided objective evidence for improving library foreign textbook resource construction and offered a reference model for undergraduate teaching exploration in civil engineering and architecture disciplines, cultivating numerous loyal users and establishing a remarkably effective and sustainable decade-long subject service.

During service processes, librarians provide escalating services according to their capabilities: primary-stage services are universal across disciplines; intermediate and advanced services are discipline-based. Intermediate services are undertaken by librarians with disciplinary backgrounds, while advanced services are user-demand-driven, selecting quality librarians for team service. Librarians can transition between service levels or provide multi-level services in real-time based on user needs. Compared with many university libraries' "one-to-one" or "one-to-many" models providing full-process services from low to high levels, this approach better leverages individual librarians' specialties and team cooperation advantages. Through experience condensation, transmission, and learning among librarians, subject service value and user loyalty are ultimately enhanced, providing references for university libraries to develop sustained and effective subject services.

5. Conclusion

This study approaches from the perspective of changing user behavior from passive acceptance to proactive triggering, gradually developing habitual dependence on subject services and cultivating loyal users. Based on Hook Model theory and the information interaction model, we designed a questionnaire to investigate behavioral characteristics and patterns of different user groups (undergraduates, graduate students, faculty) in acquiring and utilizing academic resources, identified and located user demands, and constructed a three-stage anchored subject service strategy framework: primary-stage demand orientation, intermediate-stage demand driving, and advanced-stage demand anchoring. The three-stage services progress from low to high user pain points, with primary services meeting basic needs driving intermediate services, intermedi-

ate services upgrading to advanced services, and advanced service experiences guiding improvements to primary and intermediate services. The three stages operate cyclically and interdependently, following Hook Model principles: externally stimulating pain points, users actively triggering and completing pain points, librarians precisely locating user demand pain points and providing effective service rewards, and guiding users to reinvest or upgrade pain points, thus forming a closed loop of subject services.

Study Limitations: (1) The user demand investigation method was limited to questionnaires only; (2) The sample survey was confined to Southeast University faculty and students, limiting generalizability. Future improvements should diversify investigation methods and expand sample scope.

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Author Contributions

Liu Lijuan: Designed and implemented the questionnaire, conducted statistical analysis, and wrote the paper.

Yuan Xilin: Proposed the research framework and revised the paper.

Yang Mingfang: Provided paper revision suggestions.

Abstract: [Purpose/significance] Domestic subject service is mainly based on the active service of librarians and the passive acceptance of users. While achieving certain results, it also exposes the problems of low user engagement and weak cooperative sense of users as well as diminished personal accomplishment of librarians, which leads to the unsustainable development of subject service and difficulties of forming a positive long-term mechanism. From the point of view of user behavior habits, this study aims to provide reference for university libraries to develop sustained and effective subject services by cultivating users' active triggering behavior of demand pain points, developing dependence on subject service habits, and enhancing users' stickiness and loyalty. [Method/process] Based on the hook model theory and information interaction model, a questionnaire was designed to investigate the behavior habits and needs of users of

subject service in acquiring and utilizing academic resources. Then, by investigating the behavior characteristics and rules of different users, the real needs of users were found and located, and a three-stage anchored service strategy framework was constructed. [Result/conclusion] The research shows that the three-stage service strategy follows the hook model theory, circulates and integrates with each other. It can give full play to the advantages of each librarian's specialty and team cooperation, enhance the value of subject service and user loyalty, stimulate users' pain points from the outside which from low to high, and users actively trigger and complete the pain points. Finally, staff precisely locate the pain points of users' needs and provide effective service incentives to induce users to re-invest or upgrade pain points, thus forming a closed-loop discipline services.

Keywords: hook model; information interaction model; subject service; demand pain point

Note: Figure translations are in progress. See original paper for figures.

Source: ChinaXiv — Machine translation. Verify with original.