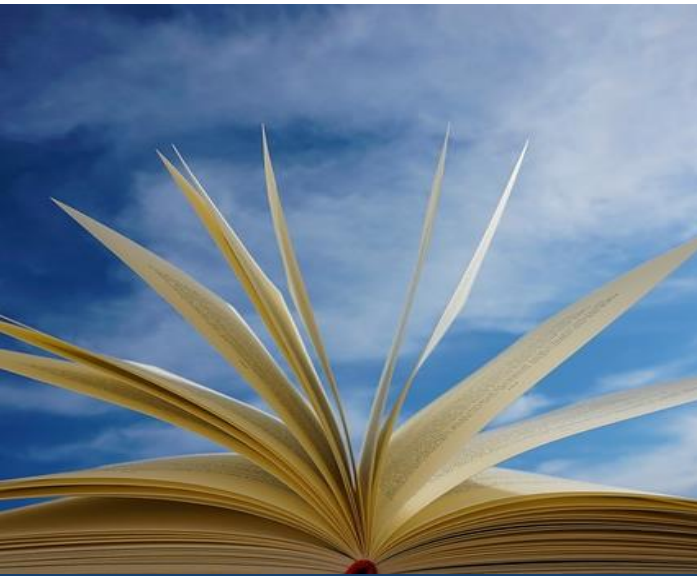


#Hashtag Social Media Experiences: Building Positive Patron–Library Relationships

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The study examines how five academic libraries in Atlantic Canada employ social media to build long-term positive relationships with students and their parents, faculty, and staff.

Academic libraries use social media to ...

1) promote events and library resources, 2) provide operations update, 3) provide instant feedback to service and reference queries, 4) recruit participants for research studies, 5) advertise vacancies, and 5) for community building and study support, etc. (Stvilia & Gibradze, 2014).

Source of images: Pixabay.com

Recommendations and best practices

To build and maintain positive relationships with communities, libraries should

1. Apply “bottom up” approach to social media use.
2. Use social media strategically.
3. Update social media communications plan at least once a year.
4. Stop maintaining social media accounts that are rarely used.
5. Engage in dialogic communication by replying to inquiries, commenting, and sharing messages.
6. Follow and engage local influential people and organizations.
7. Create valuable content and send useful information.
8. Utilize library related hashtags.
9. Be interesting, helpful, honest, and authentic.
10. Engage in social media listening.
11. Monitor conversations about the library.
12. Respond to negative eWOM and magnify positive.



References

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The “**bottom up**” approach involves social media listening and monitoring, content creation, community management, and engagement (Quesenberry, 2021).

Social media listening is “about learning, exploring, and uncovering emerging trends, opportunities, activities, and issues that could impact the company either positively or negatively” (Freberg, 2022, p. 140).

Electronic word of mouth (eWOM) is “any positive or negative statement made by potential, actual, or former customers about a product or company, which is made available to a multitude of people and institutions via the Internet” (Hennig-Thurau et al., 2004, p. 39)