1-2017

Improving Customer Relations with Social Listening: A Case Study of an American Academic Library

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ABSTRACT

Strategic social media plays a crucial role in contemporary customer relationship management (CRM); however, the best practices for social CRM are still being discovered and established. The ever-changing nature of social media challenges the ability to establish benchmarks; nonetheless, this article captures and shares actions, insights, and experiences of using social media for CRM. This case study examines how an academic library at a mid-size American university located in northeast Florida uses social media to engage in social listening and to enhance CRM. In particular, the social listening practices of this library are highlighted in relation to how they influence and potentially improve CRM. By exploring the practices of this single institution, attempts are made to better understand how academic libraries engage with customers using social media as a CRM tool and ideas for future research in the realm of social media and CRM practices are discussed.

INTRODUCTION

Over the last decade, social media has revolutionized the way in which organizations engage with customers. As a result, social media platforms are becoming increasingly popular tools for customer relationship management (CRM). Given the ever-changing nature of social media, it can be difficult to establish guidelines and best practices for social media CRM. As such, this original case study presents how an American academic library uses social media towards CRM practices. Since 2009, the Thomas G. Carpenter Library at the University of North Florida (UNF) in Jacksonville has worked strategically to establish and develop an effective and interactive social media presence. This article presents a case study of the library's use of social media, while focusing on the role of social listening to improve social media CRM. This study responds to two research questions: (1) How does an American academic library utilize social listening toward CRM strategy? and (2) How does an American academic library engage in CRM using social media? Upon addressing these questions based on the practices of the UNF academic library, opportunities for future research regarding social listening as a social media CRM strategy are posed.

REVIEW OF LITERATURE

Social Media's Role in Academic Libraries

According to a recent study published by Pew Research Center, 74% of individuals who have utilized a library or bookmobile in the past year are social media users (Rainie, 2016). On a daily basis, half a billion tweets emerge on Twitter and a good portion of these include interactions between businesses and customers. Not surprisingly, online customer interactions grew 70% between 2013 and 2014 (Coen, 2016). For these reasons, understanding the role of social media within the realm of academic libraries is increasingly important, especially as social media continue to evolve.

In 2005, when social media was still in its infancy, the term "Library 2.0" was coined by Michael Casey, author of the blog *LibraryCrunch*. By linking libraries to the technology-driven Web 2.0, web-based tools such as social media effectively give "library users a participatory role in the services libraries offer and the way they are used" (Casey, 2010). While the number of users on social media continues to grow, libraries now have a presence on Facebook, Twitter and other websites in order to easily reach their constituents online (Palmer, 2014). Academic libraries in particular have developed a strong social media presence in order to reach students, most of whom are traditional students in the 18-22 age range and fervent users of social media. In order to reach customers and communicate the worth of library resources, academic libraries have adopted social media as a cost-effective way to connect with users and promote library value (Gaha & Hall, 2015).

Through their online presence, academic librarians can move away from the physical service desk and literacy instruction models and engage directly with their students (Palmer, 2014). Non-physical methods of outreach and instruction became necessary as academic libraries saw growing trends of lighter foot traffic and fewer requests for research assistance. As Gaha and Hall (2015) point out, with the ubiquitous presence of Google and other online search engines, "libraries are no longer the first stop for information" for tech savvy students (p. 49). Most libraries therefore use social media for outreach, marketing and promotion purposes. Library promotion has become vitally important due to a disconnect between what services a library offers and what its users perceive it offers (Thomsett-Scott, 2014). The online presence allows libraries to broadcast announcements and promote resources, although this often leads to a mirror of what is already displayed on the organization's website (Young & Rossmann, 2015).

According to King (2015) libraries share content that is centered around the library itself: "what's happening at the library, what will happen, and what recently happened" (p. 10). Libraries of all types (academic, public, school, special, etc.) are prevalent on both Facebook and Twitter, if only because of the sheer number of users already there (Thomsett-Scott, 2014). Similar to other customer-geared organizations, libraries use Twitter for time-sensitive notices and information about current events, whereas Facebook is used for static linking and community building (Palmer 2014). Potter (2015) comments that librarians should take advantage of informal social media tools such as Twitter because "you can boost your reputation, you can reach new audiences, you can engage existing customers and you can really show some personality" (p. 167).

Building Customer Relationships

Brunner (2008) shares a curious revelation in that the terms of listening, trust, and communication are simultaneously discussed within the context of establishing the meaning of both good and bad business/organizational relationships. Accordingly, "participants seemed unable to describe a good relationship without using the terms of listening, trust, and communication…Participants were hard pressed to describe a bad relationship without relying on the terms of listening, trust, and communication" (p. 78).

Although Brunner's previous study did not occur in the realm of social media or online communication, by setting out to more clearly define the meaning of a business/organizational relationships the findings are relevant to this current study. Specifically, the previous findings which

feature listening at the forefront of business relationships preempt the notion of social listening and the prevalence of social media as an organizational tool. Nonetheless, the study recognizes the importance of an organizational relationship-building, while also acknowledging that listening is a critical component of that process. Brunner (2008) notes shortcomings due to the realization that while listening is a crucial relational behavior, it is not widely recognized in the literature which examines the building and maintenance of organizational relationships.

Social Listening

Stewart and Arnold (2016) define social listening as an active process of attending to, observing, interpreting, and responding to a variety of stimuli through mediated, electronic, and social channels. Social Listening emerges in how we communicate and listen to others using a domain of social media and communication technologies which influence our interpersonal engagement. The increase in connectivity brought about by social media and mobile technologies appear to alter the way in which we attend to stimuli; therefore, impacting how we listen and respond to messages. The presence of social media and availability of mobile technologies contribute to the construction of social listening, which is becoming more recognizable in an increasingly mediated society. Social listening appears to have clear implications among organizations and interpersonal relationships, so it may be an important consideration to the best practices of social CRM.

Aaron Everson, co-founder and president of Shoutlet, explains that social listening is the ability to monitor activity on social networks, whether that be by setting up keywords to track, focusing on a specific hashtag or brand handles, or using listening as a channel for customer service, and describes its importance in the information it yields to inspires organizations with actionable insights that are based on fan behavior (Wagner, 2014). Dougherty (2015) acknowledges that customer service may be the least desirable aspect of social listening, yet social care, or customer service on social media, is the primary reason that many social users engage with organizations on social media. Listening to social media interactions fundamentally changes the relationship between organizations, brands, and consumers because it fosters a rich environment for peer recommendations which play a significant role in purchasing decisions.

Social listening invokes a more dynamic process of online attention and suggests it is an embedded part of social engagement, reflecting the fact that everyone moves between the states of disclosing and listening online as forms of interpersonal participation (Crawford, 2009). Customers today are interested in knowing what other existing customers are saying about an organization and this interaction adds a new dimension to how organizations interact with their customers in turn. Social listening comes into play because of its immediacy of rich information and its global scope, making it a powerful research tool capable of contributing to actionable insights (Genpact, 2012). Social interactions happen constantly, so the ongoing challenge is to channel them, capture them, integrate them, and turn them into beneficial and actionable insights for CRM (De Clerck, 2011).

Customer Relations

Customer relationships are built more on trust than distribution of information, and relationships are reciprocal. How to best use social CRM starts by recognizing the emergence of the two-way communication process, rather than where CRM has traditionally been, as a one-way messaging process. By listening and responding rather than broadcasting and pitching, organizations have a new opportunity to identify with their consumers and meet them where they are. These are among the reasons that social media is of keen interest to CRM. With 2/3 of American consumers using social media, the power is increasingly in the customers' hands. This change in landscape represents a 180-degree conversion in CRM practices, emphasizing relationship management, promoting a balance of trust among an organization and its customers, and sponsoring relationship equilibrium (McKee, 2012).

Sunley (2015) recognizes the challenge that companies face because they are aware that they need to listen to their customers online, but have difficulty doing so effectively because customers use multiple social channels to engage with the organization. Social listening is suggested as the solution to this dilemma, because it allows for tracking and analysis of customer complaints online in a manner that will reveal which channels customers are using most to ask for support, as well as what the main topics of customer complaints are, and what is the overall sentiment towards organization CRM (Sunley, 2015).

Considerations for Social CRM

Inherently, the term social media implies interaction, which involves a two-way, outbound and inbound communication process. As a result, social media must now be viewed as both a customer speaking platform and a customer listening platform (Alton, 2015). Indeed, social customer relationship management, or social CRM, exceeds beyond traditional outbound marketing. The new standard for social media is to foster individualized, timely and shareable customer service (Chitwood, 2015).

Additional results imply that social media may contribute more towards effective CRM than marketing (DeVivo, 2014). J.D. Power and Associates's Social Media Benchmark study found that 67% of consumers have used a company's social media page for service, compared to only 33% for social marketing (Chitwood, 2015). Further, J.D. Power and Associates found that 43% of branded social media engagement by consumers ages 18-29 was related to customer service, compared with 23% that was centered on marketing (DeVivo, 2014).

Social media allow organizations the opportunity to tackle service problems in innovative and revolutionary ways and offers proactive customer service. Social Listening now affords the luxury of seeking out customers' problems, anticipate customer issues, and prepare responses before questions are even asked. Organizations can analyze sentiment to proactively address negative sentiment, turning public complaints into shareable solutions (Chitwood, 2014).

Social care is booming in a climate in the contemporary online social sphere where users value instant communication. Customers have come to expect this as the new norm in a culture where one in four social media users think that organizations should reply messages online within the hour. Customers also expect quality content, seeking a balance between marketing strategies and value added content. Above all, organizations need to present a genuine and authentic voice and persona and remain engaging. These techniques help to assure customers that they are interacting with real people of the organization and not faceless companies (Coen, 2016).

Traditional marketing tools including surveys, focus groups, and stratified random sampling can be costly, are time-consuming, and only reach small segments of a given audience. These methods also may focus on things that are of importance to the company but not to customers. In direct contrast, the spontaneous flood of ideas, information, and opinions available on social media can be integrated with traditional approaches and ultimately provide CRM professionals and related decision-making stakeholders with valuable, current, and real-time insights (Genpact, 2012). Organizations need to be mindful towards their commitment to proactively supporting customers using social media; doing social CRM partially, such as having slow response times and ignoring large volumes of inquiries, makes customers feel increasingly frustrated and decreasingly valued than if no social support presence exists (Chitwood, 2014).

Research Questions

A recent survey conducted by Oracle reports that 31% of social media users interact with organizations to access customer service representatives, and 43% interact for the purpose of receiving a direct response to a problem or question (Dougherty, 2015). Considering this obvious trend toward social care, coupled with the noted gap in literature related to listening in business-consumer relationships, this current study sets forth to explore two inductive lines of inquiry using an applied case study procedure:

RQ1: How does an American academic library utilize social listening toward CRM strategy?
RQ2: How does an American academic library engage in CRM using social media?

CASE STUDY

History

The University of North Florida's Thomas G. Carpenter Library in Jacksonville, Florida serves approximately 15,000 students, 1,700 employees including faculty, and many thousands of members of the community. For most academic libraries, the constituents that they serve are known as "users" or "patrons" (herein referred to as "customers") if not by their affiliation with the university. The Carpenter Library's social media presence began July 2009, when its Twitter account was first established. The Carpenter Library's Facebook page was created in December 2009. In its early days, two different staff members were responsible for creating and posting content to Twitter and Facebook. Both accounts at first relied on largely text-based posts and tweets, and very little communication or planning was involved. By September 2010, the library's Facebook page reached 200 fans. For the next four years, the success of the Carpenter Library's social media presence was based off how many followers/fans/likes each account received.

The Carpenter Library's approach to social media has been through three major stages. The first, infant stage included mostly original content, with very little interaction or set schedule. The second, teenager stage centered around the concept of share and share-alike: half original content, half shared. The third, early adult stage, which is still in effect, is focused on social listening, shared content, and less original content than ever.

The first version of the Carpenter Library's social media plan closely followed that of the University of North Florida, which was implemented in July 2010. The University asked that all campus departments and organizations who used social media to predominantly display a set of "Osprey Rules" regarding user conduct. As a result, the following missive was placed in the "About" section of the Carpenter Library's Facebook page:

Osprey Rules: We encourage you to leave comments, photos, videos and links. We will review all comments and will remove any that are inappropriate, offensive or contain insults.

The library's Twitter account shared exclusively original content - no retweets - until 2012, when management of all social media accounts was given to a sole staff member. Posted information on both Facebook and Twitter focused mainly on updates about the library's services, resources and events. This one-sided approach to social media meant that the library's accounts had very few followers, and little interactions or response from users. In Fall 2012, when the Carpenter Library's Twitter account began following numerous UNF departments, clubs, organizations, and prominent individuals, the library's follower count tripled in less than a month: from 33 to just over 100.

In the first iteration of the Carpenter Library's social media plan, the library outlined which customer groups were being targeted: primarily students, followed by faculty/staff, members of the community, and others. These groups were chosen based on statistics of who were currently following the library's social media accounts, and who were most likely to follow and interact us based on data at the time. Three fundamental goals were established in the plan:

1. Build awareness of our organization and the services we offer
2. Provide a variety of information and media – links to guides, images, videos – on a regular basis
3. Simply and effectively use tools to connect with a diverse community, including students, staff, and the community at large

Figure 1. Examples of tweets from the @unflibrary account in Fall 2010. Links, no media, and a repeated #fb hashtag

Second to these goals, the main responsibility of the library's social media presence was dedicated to original content creation strategies: daily posts about new library services, upcoming events, databases, and more. A consistent posting schedule was developed in order to ensure regular content added to Twitter and Facebook. Library staff were tasked with posting original content at least once a day from Monday thru Friday on both Facebook and Twitter. Some days were centered around themes such as Throwback Thursday, Tech Tuesday, and Whiteboard Wednesday. This initial social media plan also included the stipulation that library accounts share or retweet content from related accounts at least once a day. Shared content included posts, tweets, updates, and links from on local and campus offices, organizations, and clubs. Content was also regularly shared from the official University of North Florida accounts on both Twitter and Facebook.

Once the first social media plan was initiated, it became clear that focusing almost solely on writing and posting original content was not accomplishing the first stated goal; awareness of the library and its offered services was not being built among the library's social media followers. In order to reach this important goal more effectively, social listening and engagement on social media were written into the second iteration of the plan. Staff were asked to watch for opportunities to reply to or connect with library customers on Facebook and Twitter. In the third iteration, not only was the importance of social listening included, but as a priority it was placed above original content creation. In this version, staff were now tasked with seeking out opportunities to reply to, connect with, and encourage library customers to reach out to the library - whether for academic uses or lighthearted conversations - on social media.

Actions of Social Listening

The Thomas G. Carpenter Library practices social listening on three main websites: Twitter, Facebook and Instagram. Facebook's permissions, locked-down accounts, and wary users often make it difficult to "listen" from a public page. Listening via Facebook therefore becomes a waiting game, in which social media administrators simply wait for a notification that a user "mentioned" their organization or "checked in" to their location. Twitter accounts, on the other hand, are largely public, making it easy to track what customers have to say. Twitter's use of hashtags and its ability to be linked to other social media accounts (Facebook, Instagram, FourSquare, etc.) allow for additional listening opportunities.

The majority of the Carpenter Library's social listening on Twitter is accomplished by following multiple hashtags and keywords. Rather than establish their own library hashtag as others have done,

Figure 2. A student thanking the Carpenter Library staff for addressing her concern via Twitter

social media staff began following ones that were already established by students and other University departments. Popular tags include #SWOOPlife and #loveUNF which are used by Public Relations and the Admissions Office, as well as #universityofnorthflorida which is used less frequently because of its length. Keywords that are followed include different iterations of "Thomas G. Carpenter Library," "UNF Library," and "TommyG" - a nickname coined by students and embraced by library outreach and marketing staff.

With the addition of social listening to the third version of Carpenter Library's social media plan, original content became less of a focus. The benefits of utilizing a mixture of shared and original content are numerous. First, due to the small number of dedicated staff, less time was spent deciding who would write and post what content when and where. By reducing the number of original content posts to both Facebook and Twitter from three times a day, Monday-Friday, to one or two times a day, more time was freed up to share content from other accounts as well as respond to and follow potential customers.

The main drawback of engaging in social listening is that it requires constant surveillance. Customers often take to social media to vent or complain to their peers about certain aspects of a business or service. In order for social listening to have the highest impact, staff must be vigilant in finding, recognizing, and responding to these comments in a timely manner. For the Carpenter Library, this means having someone on call during normal business hours to watch for alerts and notifications on Facebook and Twitter. This model has helped address concerns from students who were both addressing the library directly or just merely mentioning our name. For example, in November 2013 a student tweeted "Guy at the front desk is being SUPER RUDE. I pay for this, I don't want someone treating me like that #unf." In less than 15 minutes, a staff member from the Carpenter Library responded to the tweet and forwarded the message to library administration.

Stewart and Arnold (2016) note that while traditionally empathic and active listening has been a very interpersonal, face-to-face interaction, Social Listening can expand that environment into the online community. Social support, empathic response and listening can be enacted in a mediated environment. Staff at the Carpenter Library engage in active and supportive listening by using a variety of tools, including Feedly, HootSuite and TweetDeck. Feedly is used to track posts to Instagram by following certain keywords and locations as RSS links. Because the University's online student magazine, the Spinnaker, sporadically mentions the library, Feedly is also used to track posts and news updates to the Spinnaker website. HootSuite was used previously by staff to not only track hashtags, keywords, and locations, but also to schedule posts to Twitter and Facebook in advance. Due to the restriction on multiple accounts, HootSuite was not suitable for several staff members' use.

The Carpenter Library's entire social listening activities on Twitter are accomplished via TweetDeck. An application that was developed independently but is now owned by Twitter, TweetDeck is highly customizable and easy to use. Not only does the app allow you to follow numerous hashtags and keywords, but it also allows for composing and replying to tweets as well as scheduling of future tweets. Desktop notifications can be turned on so that staff need not keep their browser window pointed in the website's direction. In short, TweetDeck is an ecosystem built upon listening, following, and conversation.

A screenshot of the UNF Library's TweetDeck display reveals a total of five columns. The first is reserved for notifications, which includes a dashboard of all tweets sent by or directed to @ unflibrary. Within the notifications column, some of the content included an outbound tweet from the library announcing free massages during final exam week: "Need some stress relief? Visit the UNF Library TODAY for free massages. 1st floor from 12-4pm. #finalsweek" was sent by @unflibrary and included a graphic which read "free massages." In addition, notifications include who favorited or retweeted content from the library, which allows a social media manager possible insights as to who the customer influencers might be. The remaining four columns are dedicated to a series of keywords, including "UNF library", "#SWOOPlife", "University of North Florida", and "Thomas G. Carpenter Library".

One Twitter user, possibly a student, tweets, "UNF library is lit." This appears within TweetDeck under the "UNF library" keyword column, even though the user does not direct the tweet to @ unflibrary. Under the "#SWOOPlife" column, there are several tweets from Osprey Nation and the UNF Softball team containing gameday announcements. The "University of North Florida" column contains more news stories and campus event updates, as well as one post announcing an acceptance decision to attend UNF under the hashtag #NationalDecisionDay. The "Thomas G. Carpenter Library" keyword yielded some announcements tweeted by UNF Campus Life and UNF E-Center regarding upcoming events at the library, such as the book sale and the environmental center display. These examples demonstrate the fusion of listening, following, and conversational activities afforded by TweetDeck.

While the Carpenter Library does not have an Instagram account, social listening via this platform is possible by tracking hashtags and geotags. Instagram allows users to tag their location, making it easy for organizations to keep track of whenever a customer tags their place of business. The Carpenter Library is often seen as the topic of photos and videos posted by students who "check in" while studying or attending library events. While the library cannot like or comment on Instagram posts as its own entity, library staff who have personal Instagram accounts are encouraged to reply on behalf of the organization. Most of these informal exchanges are light-hearted acknowledgements when students post particularly interesting photos of library spaces, events, or services.

Listening for The Good

Academic libraries want to know that their numerous spaces, services and resources are appreciated by their target user groups. Feedback is gauged by surveys, focus groups, anecdotal evidence, and more. A major benefit of social listening is that while customers may not wish to share their thoughts in a formal survey or during a focus group meeting, they may feel differently about sharing their comments online. The Carpenter Library began practicing social listening as a way to collect informal, unsolicited quotes from students about what they liked or found notable about the library's spaces and resources. One of the first comments to be recorded and sent to the Library Dean as a social media "win" was about the library's collection of art: "Currently studying @unflibrary but got distracted.. #painting of downtown Jacksonville, amazing."

Comments that tagged or mentioned the library were rare, but appeared often enough for staff to keep track. Acknowledging comments (whether positive or negative) was written into the social media plan as a way to connect with customers on their own chosen platform. For example, when one student tweeted he was having a "Busy night of studying with Tommy G. @unflibrary #Finalsweek

Figure 3. A tweet and photo from a thankful student before Midterms, Fall 2015

#Libraryofchampions," library staff not only liked his tweet but replied "Best of luck on finals!" The student then replied to say "Thanks!" and promptly followed the Library's Twitter account. Arguably, not only is this an active social listening response but could also be viewed as supportive feedback to students from the Carpenter Library staff which ameliorates the customer interpersonal relationship.

Once library staff began listening for any mention of "University of North Florida," it became clear that numerous incoming students enjoyed posting photos of their college acceptance letters. In 2014, Carpenter Library began following the example set by UNF's Admissions Office by replying to these tweets and posts to congratulate new students and welcome them to the University. These replies caused a surge of engagements for the library's accounts, including replies, likes/favorites, and follows. Even a simple reply of "Woohoo! Congrats and welcome to the #SWOOPlife!" proved a successful use of time and effort.

Listening for The Bad

In Fall 2014, the Carpenter Library's building was undergoing extensive construction on its first and second floors in order to complete a new Library Commons. The week before finals, the University scheduled for the library to also undergo exterior power washing, a lengthy and noisy process. In order to gauge overall comments and complaints from students during this time, the social media team decided to actively listen and then document any mentions of "UNF" "Library" and/or disturbances.

Figure 4. An example of how the Carpenter Library welcomes new students to UNF. This tweet received 613 impressions and 68 engagements - an engagement rate of 11.1%

Once documented, these comments were promptly and kindly responded to on the same platform that students made them: Twitter and Facebook. The spreadsheet was then sent to Library Administration to alert them not only of student concerns, but also how the library addressed them.

Outcomes

Since the implementation of social listening, the Carpenter Library's social media presence has exponentially evolved to focus more on the needs of users, and less on original content creation. The fundamental goal of the social media plan is to create opportunities for communication and connections with customers. As a result of these implementations, user engagement has increased on both Facebook and Twitter, and more meaningful interactions have taken place between staff and customers. The Carpenter Library's Twitter account, for example, receives an average of 15,000 impressions per month, or an average of 350 per day. Library staff and administration have seen firsthand the numerous types of unsolicited feedback the library receives on social media, both positive and negative. New strategies have been put in place to address the feedback that must be attended to, such as customer complaints and concerns. These interactions have led to a more approachable, reliable and customer-friendly face for the library. Other organizations on campus have remarked on not only the informativeness of the Carpenter Library's Facebook and Twitter accounts, but also how friendly, funny, and helpful they are. The fact that the Carpenter library "listens" and cares enough to respond to customers builds trust and a bond with its customer base. In the future, library staff will continue to listen to, communicate with, and engage their online customers in order to foster norms of reciprocity and trust, while also building a sense of community.

DISCUSSION

For the past seven years, the Thomas G. Carpenter Library has devoted personnel, time, and other resources towards establishing and developing their social media strategy to improve CRM. By describing these actionable steps, this article captures a snapshot of the library's successful efforts towards social listening and social media strategy at this moment in time. By sharing these practices with other CRM practitioners and researchers, other academic libraries and other organizations may choose to borrow these strategies for implementation. As this case study draws to a close, this information is considered within the context of the research questions, as well as best practices that are currently published.

Figure 5. Template used for social media documentation during renovation and power washing in late November, early December 2014

Case Study Implications

The first research question inquires about how an American academic library, such as UNF, uses social listening to improve CRM. Stewart and Arnold (2016) define social listening as an active process of attending to, observing, interpreting, and responding to a variety of stimuli through mediated, electronic, and social channels. Based on the details revealed in this case study, this particular library engages in social listening on Twitter more frequently than the other social media platforms. The ability to search using established UNF hashtags, as well as hashtags that are library specific, afforded the library staff the insight to critical conversations laden in both positive and negative sentiments. For instance, the ability to be made aware of, and respond to, a student's dissatisfaction with rude customer service afforded the staff the opportunity to engage with the student and, by acknowledging the concern, repair the student's experience and build some goodwill.

The ability to enact social listening on platforms such as Twitter gives brands an upper hand to respond even when the customers do not tweet directly at the organization or tag them. By actively listening to identify tweets mentioning the organization's name to listening through the use of relevant keywords, staff members are able to discover and respond to tweets that may have otherwise been ignored. As such, social listening on social media can enhance proactive in providing customer care (Wagner, 2014). In the case of the disappointed student who allegedly received "super rude" treatment from library staff, this complaint was discovered through the process of listening to the #UNF hashtag. Summers (2015) recognizes that many social media users do tend to forget to add the @ sign on Twitter to tweet directly at an organization, or simply prefer to talk *about* the organization or brand rather than talking *to* them.

Social listening allows for the instant identification of both positive and negative feedback, and this capability for CRM provides the opportunity to show appreciation for positive comments

or to find and respond to disappointed customers, which can turn potentially negative experiences into positive ones (Summers, 2015). This was clearly demonstrated in the way that the UNF library handled the construction complaints online. Rather than not responding or seeking to dismiss the concerns, the library responded in a way that was transparent and encouraging. For each complaint, the response was met with a positive or advantageous outcome of the temporary disturbance at the library, and focused on the benefits for students. By responding in a manner that played up the positive outcomes, reframing of the unsavory present experience into a favorable outcome for the future once the construction was finished may have influenced to student perception and reduced dissatisfaction. On the positive side, learning of students' appreciation for study spaces and resources, and the compliments to the library's art collection provide the library staff with valuable insights on the areas of the organization that are satisfying the customers. According to these findings, an organization that is committed to using social media for CRM should be integrating social listening into the overall social media strategy, as it is critical to learn what customers are saying as an in order to determine the most effective social media and CRM strategy that best serves the individual organization and the particular customer base that they serve (Social Bakers, 2012).

The second research question asks about how an American academic library engages in CRM using social media, and this case study showcases many ways in which this is achieved. In addition to using social listening to drive CRM strategy and response, the goals set forth by the Carpenter library with regard to social media demonstrate CRM engagement by building awareness of services, providing information to customers, and using social media tools to connect with the customer community. Among the findings, the volume of interactions speaks to the engagement capacity of the library, drawing in an average of 350 impressions per day on Twitter alone. One example highlighted that showcases the CRM engagement involves replying to tweets about student experience, such as wishing students luck on final exams. In addition, the interactions with accepted students by extending congratulations to them also increased engagement on social media. The staff and administration at the Carpenter Library have benefitted greatly by using customer feedback to develop innovative means to interact with students, particularly when it comes to customer complaints and concerns. Their attention to these interactions have resulted in improved CRM on social media, which is leading to a continuously more approachable, customer-friendly, and dependable customer experience with the library.

Limitations and Next Steps

The limitation to this existing study is that only examines the practices of a single academic library. A more comprehensive picture of how social media and social listening impact the CRM practices of an academic library, as well as other organizations, might be gleaned by comparing and contrasting the functions of multiple and diverse institutions. Further, these findings are limited to a moment in time. While they can serve as a benchmark or springboard for where social media CRM practices can grow, the unpredictable nature of social media challenges the ability for researchers to firmly establish best practices. Nonetheless, as social media evolves, it is important to continue capturing the actions of CRM within this realm in order to inspire ideas and foster creativity.

As a next step from this study, future research is encouraged to not only compare this institution's process with other libraries, but to also relate these practices to other types of organizations as well. This can be achieved through future case studies, or by using social media metrics to evaluate which practices are most effective and yield the best CRM results. While the shifting tide of social media will always be dynamic variable, there is a possibility that, over time, best practices for social media CRM for academic library may be more clearly established.

CONCLUSION

In conclusion, this case study explored the use of social listening to improve CRM and social media strategy. By examining how the Carpenter library uses social media to engage with and listen to customers, a better understanding of how interaction and social listening impact CRM are realized. The techniques and strategies used by this single library may be implemented and evaluated within the social media CRM strategy of other libraries and organizations, as they have proven to be successful in this case. The opportunity to reflect on these practices through the development of this original case study validated the effectiveness of the long-term social media strategy of the Carpenter library when it comes to CRM. Over time and as social media continues its innovation, social listening and CRM will be evaluated. As new techniques emerge, they will be assessed in kind for how they may improve, or detract, from effective social customer relations.

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