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**BALTIC AND NORDIC UNIVERSITY LIBRARIES  
MARKETING IN FACEBOOK**

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Master Thesis

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**Declaration**

Certify that all material in this dissertation which is not my own work has been identified and that no material is included for which a degree has previously been conferred upon me.

Jaana Roos \_\_\_\_\_ (Submitted electronically and unsigned)

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## **ABSTRACT**

Facebook provides possibility to every organization to market their services and products through Pages and also libraries have a chance to be closer to their audiences. Libraries have always had standpoint of being where users are. Facebook is popular among young people and university libraries can use this fact to make themselves more visible to their target audience. The aim of the thesis is to explore the usage of Facebook by Baltic and Nordic university libraries, the information communicated, and application used. Also the attitudes of the university libraries towards social media marketing will be explored, as well as the importance of Facebook among other marketing channels.

Qualitative content analysis of libraries' Facebook pages were conducted to explore the usage of wall posts, photos, videos and other applications, as well as information communicated. Semi-structured e-mail interviews with each library representatives were undertaken to find out opinions, standpoints and attitudes towards marketing in social media. Two libraries, one multidisciplinary and one technical university library, from each Baltic and Nordic countries were analysed.

Results indicate that in average 83 wall posts per year are communicated. Majority of information is provided in national language, events and reviews applications are used, some have created an app for library e-catalogue or use blog. Content of wall posts is library's events, opening hours, changes in services, databases, collections, press coverage. Libraries are positively minded towards social media, it is a supplement to other channels. Main purpose is to promote events, introduce services, make library visible to students and researchers, show the availability of library, inform people, offer best help, and get people involved in the life of the library. Social media gives library more "human" face. Facebook is considered as very important instrument due to its availability, speed, and interactivity.

It is hoped that the results of this study can be used as basis to compose guides of marketing libraries in Facebook, also analysing the content provided and feedback received.

Key words: Nordic university libraries, Baltic university libraries, web 2.0, social media, Facebook, marketing

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## **LIST OF ABBREVIATION**

Helsinki University Library – HU Library

KTH Royal Institute of Technology Library – KTH Library

Library and Information Services at Reykjavik University – LIRU

Library of Kaunas University of Technology – KTU Library

Library of Norwegian University of Science and Technology – NTNU Library

Library of Technical University of Denmark – DTU Library

Library of the University of Latvia – UL Library

National and University Library of Island – NUI Library

Stockholm University Library – SU Library

Tallinn University of Technology Library – TUT Library

University of Oslo Library – UiO Library

University of Tartu Library – UT Library

Vilnius University Library – VU Library



# CHAPTER 1: INTRODUCTION

This chapter is an introductory section of the thesis and it provides background information for this study. The statement of the research problem, research aims, objectives and research questions are discussed here. The research methodology, limitations and scope of the study are outlined. Finally the outline of the study and conclusions are presented.

## 1.1 Background

The marketing is all around us, businesses promote their products and organizations invite to the events. Target consumers and their needs have become a the centre of an attention, organizations' actions affect customer satisfaction (Ramachandra, *et al*, 2010) and this is all about creating successful relationships (Broady-Preston, 2013). The marketing activities have moved into the web, as organizations have understood that customers are already using this channel.

Social media has influenced people's lives strongly already 20 years (Cooper, 2015). Online social networks enable to communicate, share ideas and experiences, create content, and integrate into communities. Information sharing can be done from every location in the world, it has opened the possibilities to everyone removing limiting barriers. Social media can be used by every individual, organization and business; it has become an important medium which should be in every marketer's attention.

Facebook was launched 11 years ago (Phillips, 2007) and since now it has been most popular online social network that is used by millions of people. Facebook provides possibilities to help organization to market themselves in the network – pages, paid advertisements, boosting and promoting posts. Communication between users and giving feedback though likes and comments are the real essence of Facebook.

Libraries have always had standpoint of being where users are. Facebook is popular among young people and university libraries can use this fact to make themselves more visible to their target audience. Several researches (Tan *et al*, 2013; Palmer, 2014; Ofili & Emwanta, 2014, Witte, 2014) have proved that online social networks can be successfully used to

promote libraries. Nevertheless, the reality can be different from researches, it is important constantly to analyze the communication and feedback in Facebook as those are most clear indications of how successful the marketing activities are in this specific channel.

## **1.2 Statement of the Problem**

Facebook is well-known and analyzed social environment, but there are still lots of developments – support for GIFs, insights, support for hashtags, editing the posts, emoticons to express actions and emotions, stickers (*Product News*, n.d.) – frequently enforced that increase the possibilities for organizations. While the library community has started to use Facebook, there is very little literature investigating the usage and attitudes towards this tool on European academic libraries (Calvi et al., 2010, Roos, 2013, 2014). Even more, there are no researches about how Baltic or Nordic university libraries are using Facebook for marketing. There is a gap in the literature on usages and perceptions of Northern Europe university libraries on use of Facebook marketing.

The above context has raised a following research problem:

To what extent do Baltic and Nordic university libraries use Facebook and what information is communicated through this channel? What are libraries' attitudes towards the use of social media for marketing library and services?

University libraries, as any other organization, have to make themselves more visible to the target audience. Social media environments are used by a large number of young people, and libraries have to keep up with the developments. There is lack of literature of how university libraries have adopt Facebook latest improvements. In marketing, it is important to analyze the communicated information to get an overview which content function well. On the other hand, there is lack of literature about the attitudes shaped in the libraries towards social media; although those positions designate the successfulness of marketing in this environment (Tella & Oyedokun, 2014).

## **1.3 Research Aim and Questions**

The research will explore the usage of Facebook by Baltic and Nordic university libraries, the information communicated, and application used. Also the attitudes of the university

libraries towards social media marketing will be explored, as well as the importance of Facebook among other marketing channels.

This study will be guided by the following research questions:

1. Why university libraries use Facebook for marketing?
2. What kind of information libraries communicate through their Facebook pages?
3. What attitudes and standpoints libraries have about marketing university library in Facebook?
4. What are the best practices of marketing libraries in Facebook among multidisciplinary and technical libraries?

## **1.4 Methodology**

The research objects are university libraries from all Baltic and Nordic countries (Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway, Sweden), more concrete the Facebook pages of those libraries. Altogether 16 university libraries' Facebook pages are analyzed – two university libraries, one multidisciplinary and one technical university library, from each country. The objects of the interviews are the library employees whose job is most connected with marketing in social media.

Previous researches about university libraries using Facebook for marketing were familiarized to understand the developments in social media studies. Descriptive research by using qualitative content analysis and semi-structured interview methods was conducted to answer research questions, both quantitative and qualitative data was gathered and later analyzed. Content analysis was used for questions 2 and 3, interviews had to give answers to questions number 3 and 4.

Content analysis was first stage of the research and it gave input to the semi-structured interview. During the analysis, an overview of libraries' Facebook profiles, the content and information communicated was obtained. The interviewees gave data about the standpoints libraries have towards social media marketing and Facebook in particular.

## **1.5 Limitations and Scope**

The following Limitations and Scope was applied to this research:

- Only Baltic and Nordic university libraries were included to the study;
- One multidisciplinary and one technical university from each country were included;
- Social network Facebook was only web 2.0 tool in focus;
- The pages of the university libraries, who have integrated Facebook into their marketing activities, were used in content analysis; the respondents on interviews were from all university libraries despite of existence of Facebook page;
- The content of the Facebook post comments were not considered;
- English language references/literature only was reviewed (except author's previous master thesis in Estonian language).

## **1.6 Outline of the Thesis**

Current paper consists of five chapters. The first chapter provides background information and context of the paper, the problem and purpose of the study are identified. According to the purpose, research questions and methods are presented. Chapter 2 reviews the relevant literature that informs about marketing and social media, and provides ground knowledge about the topic. The third chapter outlines the methodology and methods used in the research, data collection and analysis processes are described.

Chapter 4 provides research results – information communicated on libraries' Facebook pages and attitudes towards social media – and the discussion of the results in relation to the literature. The final chapter concludes the findings and discussion of the study, also offers suggestions for further research.

## **1.7 Conclusion**

This introductory part has provided background information to this research and discussed the initial stimulus for this project. The research problem, aim, and questions have been presented. The methodology has been briefly described, limitations and scope as they

apply to this study have been pointed out. An overview of how this thesis will progress has also been provided.

This master thesis is based on author's previous master thesis "*Eesti ülikoolide raamatukogude turundamine Eestis*" (Estonian university libraries marketing in Facebook) defended in Tallinn University in May 2013.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

The study concentrates primarily on two research areas – marketing and social media – that both had to be connected with each other and in turn, with university libraries. The essence of marketing had to be familiarized, further the development from traditional marketing to web marketing was realized. On the other hand, the nature of social media was important to distinguish, and in the end the possibilities and opportunities of Facebook specifically.

The basis of literature review chapter consists of information gathered from books, articles, researches, case studies, and web resources. The licence databases available through Academic Library of Tallinn University and Library of Oslo and Akershus University College were used to find relevant articles: EBSCOhost Web (Business Source Complete, LISS, LISTA), Emerald, SAGE Journals Online, ScienceDirect, SpringerLINK. Paper books were searched from e-catalogues ESTER (Estonia) and Bibsys (Norway), to find electronic books the Ebrary Academic Complete, Google Books, and EBSCOhost eBook Academic Collection were used.

Specific keywords were used and combined while searching to find relevant literature: marketing, web marketing, online marketing, library marketing, university libraries, academic libraries, social media, Facebook, university libraries. Marketing classical concepts, that other researcher also cited, were preferred. Social media and Facebook are relatively new phenomena, so search results were not limited with time.

The chapter is divided into three subchapters. At first, the basics of marketing and web marketing are described. Definitions and developments are presented in chronological order, main similarities and contrasts of different stages are pointed out. In the end of the first part the overview of the publications about library marketing is given. Secondly, the essence of the social media, its possibilities and advantages are introduced, with a brief overview of online social networking service Facebook. Lastly, a review of the researches about university libraries using Facebook is provided.

## **2.2 Marketing**

Libraries are marketing their organization and services all the time through web sites and events, also librarians who consult the reader are promoting the library. During hundreds of years libraries have become more social, it is important to be close to the readers and make the institution attractive enough to potential users. Marketing strategies can be relatively different, also the channels, performances, target audiences and intensity may vary a lot.

### **2.2.1 Classical concepts**

Marketing is relatively young discipline having emerged in the early 1900s, when marketing was all about economics and advertising, the main aim of marketing was to sell more products and services. After 1950s organizations started to look more to the buyers side to find the ways to improve, at that time it was realized that successful marketing means understanding the needs of customers (Ellis et al., 2011).

In the late 1970s term 'relationship marketing' emerged in empirical contexts, for some supporters it was a logical development of the marketing management. However, not everyone believed in strong holistic view of all relationships, but preferred only customer-supplier communication (O'Malley, 2014). It is important to attract, maintain and enhance customer relationships (Berry, 2002), but the objectives of the parties have to meet and this can be done only by a mutual exchange and keeping promises (Grönroos, 1987).

By time the marketing concepts concentrate more and more on customers, an organization is assumed to base its activities on the needs, wants and expectations of clients rather than profit (Grönroos, 1990). Marketing is not only about product, buyer and seller anymore. In a broader sense it is the whole of any region where buyers and sellers get contact with one another, although 'market' does not necessarily mean a place. Marketing refers to the objectives of all economic activities in the satisfaction of human wants (Sherlekar et al., 2010).

The differences of two concepts – selling concept and marketing concept – are rather often confused. The selling concept starts with the company's existing products and calls for heavy selling and promoting. The marketing concept starts with the needs and wants of the

target customers, all organization's activities affect customer satisfaction and profits are achieved through creating and maintaining customer satisfaction (Ramachandra et al., 2010).

Traditional perspectives on marketing concentrate on the exchange, which takes place when customer buys the product. The focus has now moved away, and a key objective for service providers is to identify potential customer and create a relationship with them (Broady-Preston, 2013). There are some distinctions between terms 'relationship marketing' and 'customer relationship marketing': first is the generic term and concerns relationships with customers, partners, and suppliers; second concentrates only to customers. The main focus in current paper is on relationships with customers/readers.

Marketer can sell products easily if consumer needs are understood and valuable products are developed; in addition the products are priced, distributed and promoted effectively. Marketing is a process by which companies create value for customers and build strong customer relationships to capture value from customers in return (Kotler et al., 2013). American Marketing Association has defined marketing as an organizational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders (*Marketing: Research Starters*, 2013).

Marketing has evolved substantially through three stages – marketing 1.0, 2.0 and 3.0. Marketing 1.0 was the product-centric era when it was about selling the output of products to all who would buy them. Marketing 2.0 was customer-oriented era, the product value is defined by the well informed consumer and the golden rule "customer is king" works well. Currently the values-driven era or marketing 3.0 is rising: marketers approach consumers as whole human beings, consumers search for companies that address their deepest needs. Marketing 3.0 aims to satisfy the consumer, it complements emotional marketing with human spirit marketing. The major driver for the birth of marketing 3.0 has been the new wave technology that enables connectivity and interactivity of individuals and groups (Kotler, 2010).

It is important to understand that marketing encompasses all kind of individuals, organizations, lawyers, accountants, doctors, as they use marketing to manage the demand for their services. Marketing discipline has evolved dramatically, different marketing



researchers and practitioners have had their own specific standpoints (e.g. marketing is selling, marketing is exchange activity, marketing is all about relationships and interactivity). Still, nowadays the customer satisfaction and relationships are the central key points, and this is also a main standpoint of current master thesis as web marketing and social media are only about communication and relationships.

### **2.2.2 Web marketing**

Internet has become an important part of people's daily lives. There are over 3 billion internet users in the world, it is around 40% of the world population (*Internet Users*, 2015). This, in turn, creates lots of marketing challenges but also interesting possibilities to the organizations. Web has become one more effective channel to reach consumers, especially because the consumers have started actively using the various Internet opportunities themselves.

Overall, web marketing involves any marketing activity conducted online. Marketing in web is less expensive; it helps to profile customers, to track and analyze data about customer's demographics and preferences. Web marketing can be divided into nine types (*Web Marketing*, n.d.), in current paper the social media marketing is the central type in focus. Marketing online enables to carry out marketing activities that range from market research to improving customer service, social networking help to promote organization widely, drive traffic back to the website and boost service usage (*Online marketing*, n.d.).

Marketing has evolved and stage 'marketing 3.0' describes current situation most accurately. However, those numerical specifications are also used in information technology. Web 2.0 refers to the shift from interactivity to interaction, monologue has turned into a dialogue. Web has become dynamic and its main characteristic is a user generated or managed content (Erragcha & Romdhane, 2014). Regardless of the name – web or internet or online marketing – it is a powerful force that complements traditional marketing and events. Customers use web and social media research the products and to look for help, organizations should be there before customers even start looking for the product (Leake, Vaccarello, Ginty, 2012).

Nowadays people rarely make a purchase without securing prior validation from the source they trust. Consumers regularly discuss and share experiences in the web about what they

like and dislike – strong customer voice has developed. Therefore, organizations should be in the web to influence the conversations and attitudes (Tsai, 2013). All the developments in web do not change the principles of marketing, it has just added new marketing environment. Using web for marketing can be valuable addition for promotion if used properly. Public relations efforts have become more challenging, more diverse, less controllable, and in many cases more reflecting of customers needs (Schmidt & Iyera, 2014).

Marketing in web has to put to work the same way as marketing in any other channel. There should be a plan, a well-worded strategy, and proper reasoned tactics. Web is not an environment to gather background information about the customers, there has to be clear boundaries and principled organization follows on web marketing.

### **2.2.3 Marketing libraries**

Marketing concepts and activities are not strangers in library profession. Garoufallou, Siatri, Zafeiriou, and Balampanidou (2013) examined library marketing literature and found that librarians may benefit from marketing activities, but many librarians hesitate to use “selling”. Library staff should get appropriate training and understand marketing process. There are many different marketing techniques and every librarian can choose most suitable for him (Garoufallou et al., 2013). Gupta and Savard (2010) found in their literature review that library and information science (LIS) professionals tend to believe that new technologies help to make LIS more visible. Those technologies broad the market and provide opportunities, but libraries’ organization culture has to include positive attitudes towards marketing (Gupta & Savard, 2010).

The literature review by Koontz, Gupta and Webber (2006) examines principal marketing approaches of library marketing by decades, starting from the 1970s. Information specialist and librarians understood the advantages of marketing in the 1970s, next decade added many reports and text which later got turned into classic works. 1990s provided many manuals and guides teaching how to market a library, 21<sup>st</sup> century has broadened the marketing concept into different techniques and subcategories.

Marketing in library profession first appeared in the early 1970s (Gupta & Savard, 2010). The International Federation of Library Associations and Institutions (IFLA) has a

significant role in bringing marketing closer to libraries, in year 1997 a new Section in Management and Marketing was created. The IFLA International Marketing Award was introduced in 2001 and every year since then different marketing project have been awarded to encourage also others to contribute and share the insights to modern libraries' daily life (Gupta, Koontz, & Massisimo, 2013).

Marketing library services is more than just publicity and promotion, it is a process that helps libraries in achieving user goals and priorities, satisfy the needs of users, and attract new users (Pfeil, 2005). Marketing can help change negative perceptions of the library and also reinforce positive ones, main goal is to lead users to the discovery that libraries can satisfy a wide range of information needs and librarians can give expert personal assistance (Conley & Tucker, 2005).

Some may have an opinion, that libraries do not need to be marketed, but researches have shown that effective marketing leads to user satisfaction, increased service performance, higher support and appreciation, customer loyalty. To achieve the goals, different marketing strategies have to be integrated, library has to be opened for discussions about possible changes, internal communication have to be improved, and libraries should have independent promotional policies (Bishop & Rowley, 2013). Through marketing non-profit organizations gain political, social and economic support; library has to be done visible, it has to beat the competition, and clearly show what it has to offer (Islam & Islam, 2009).

Ratzek (2011) provides good overview of different marketing concepts and how those can be applied to libraries marketing. Libraries have to focus on 7 Ps: product, price, place, promotion, people, process, physical evidence – better known as marketing mix. In the article guerilla, ambush, and neuromarketing are introduced, also storytelling, business theatre, *Recherche a` la Carte*, *Geheime Schriften*, InfoGate, and *Lan en biblioteka* techniques are presented. Overall, there are lots of different marketing concepts to use, developing IT provides many possibilities that librarians just have to adopt.

Web 2.0 provides libraries new standards and tools that promote user engagement, sharing, collaboration, interaction, and personalization. However, modern technology is usually associated with younger generations, they would not like it if their library started using it (Merčun & Žumer, 2011). Marketing should be done in an environment that users and

potential users employ, it helps them to understand library policies and copyright regulations better, also to be aware of available resources and services (Kaba, 2011).

Many handbooks and 'how-to-do' type of manuals have been published to help practitioners to market and promote the library services better. Dowd, Evangeliste and Silberman (2010) give small pieces of advice and ideas how to make library more interesting through word-of-mouth marketing and telling stories, also how to use web 2.0 and what to consider in public relations. Potter (2012) presents six key principles for marketing libraries (know why you are there, do not over-commit, get the tone right, listen, synergise, get the message across); Walters and Jackson (2014) concentrate on three key concepts – branding, positioning, promotion – and do not offer answers but want the libraries to ask questions from themselves to become better. Dempsey (2009) starts from very basics to give solid foundation in an easy and understandable way. The book gives advice how to plan marketing activities, what are the basic rules to succeed, and how to remain relaxed and fun during all those processes (Dempsey, 2009).

Marketing concept is evolving towards becoming strongly communication-based, web and social media becomes more and more important to customers and marketers. Libraries have gone along those developments and probably feel relatively comfortable with this, because libraries have always been innovative, open-minded and technology friendly.

## **2.3 Social media and Facebook**

In recent years the use of social media has increased spectacularly. It is a new class of information technologies that support interpersonal communication and collaboration through web-based platforms (Kane et al., 2014). Around 179.7 million people all over the world are using social networks; 15,7% of them are 18-24 years old and 19,6% are between 25-34 years (*Infographic: Who's really*, 2015).

### **2.3.1 The essence of social media**

The social media applications vary, there are blogs, social networks, video and audio podcasts, forums, wikis, multiplayer online games, etc. In 1990s Internet users got first possibilities to make their own websites, around that time also blogging and social networks started. In 2002 Friendster was launched and that made social networks highly

popular. Social media helps to connect people and share their ideas, it has changed everything from politics to public (Cooper, 2015). The key concept is that information shared with those that are identified as friends or followers. Content is created by more people, communication and usage barriers are removed, users only have to know how to type text (no code-writing skills are necessary) (Agresta, Bough and Miletsky, 2010).

In 2005 the first definition of term Web 2.0 was proposed and it was referring to the new generation of web services on Internet where the person, the information and the message are put in the centre. As web 2.0 was all about communication and social relationships, the term got synonym 'social network' and later 'social media' (Tălpău, 2014). The principles of social media are based on a more concentrated focus on users and user-generated content, more on connections between people, software pieces and website pages (Levy, 2013).

The main advantages of social media are: messages can be written anonymously, everyone can share their opinions, information can be quickly shared, and unlimited freedom of speech has been created (Tălpău, 2014). Blogs help to organize ideas, podcasts encourage different types of learning, social networks support to develop group sense and collaboration, wikis encourage creation and sharing (Brogan, 2008).

Sceptics have pointed out the low credibility (no editors, no possibility to delete information), lack of control (irresponsible behaviour, sources are not checked for accuracy), speed (information disseminates fast), increased workload (Stoldt et al., 2013). Social media has strongly influenced people's behaviour: traditional sources are less trusted, compact forms of information is preferred, attention spans get shorter, barriers between private and public life are broken down (Agresta, Bough, and Miletsky, 2010).

Social media is not a fad or a trend, it is a medium that overtook e-mail in the total amount of time spent online. It is easier for users to keep up with so many people. Social media can be beneficial as users can ask help, ideas, information instantly (Stanton, 2009). Thank to the ability to appear in various media, social media is an outlet for the voiceless. Moreover, the user has become media correspondent who provides breaking news and live broadcasts from the location of an event. By expressing opinion on current affairs, people are influencing public opinion (Suwaidi, 2013).

The form of social media does not matter, all the varieties are used aplenty. Information is shared, different kind of relationships are created, ideas are generated, the term of freedom of speech has widen, behaviour has changed, barriers have broken – this all describes the phenomena of social media.

### **2.3.2 Facebook**

Facebook was founded by Harvard University students Mark Zuckerberg, Dustin Moskovitz, Chris Hughes, and Eduardo Saverin. In February 2004 The Facebook was launched, site was directed only to Harvard University students first. Within some months network was extended to other Boston universities, later to all United States universities. Social network was named Facebook in August 2005 and address facebook.com was purchased. In the end of 2005 Facebook began to spread worldwide, in following year it extended beyond educational institutions to anyone with registered e-mail address (Phillips, 2007).

Today Facebook has more than 60 million active members, who can upload photos, have group discussions, and play games on their individual profiles. Users can add one another as friends regardless of where they locate in the world. Also organizations can create their page to the Facebook network, advertisers are turning much more attention to the network because of the big number of people using the network (Krivak, 2015).

Facebook offers ‘like’ buttons to engage consumers to organization Facebook page – becoming a fan/friend. By clicking the button, users receive updates from the brand to their news feed. People who click the ‘like’ button are more engaged, active and connected than the average Facebook user; they also have 2.4 times more friends. There can be 4 fan types distinguished:

- “fan”-atics – highly engaged in Facebook and offline;
- self-expressives – liking brands to make an impression on others;
- utilitarians – liking brands to gain incentives – no real brand connection;
- authentics – unconcerned with image, but likes are genuine (Wallace *et al*, 2014).

‘Like’ button is for giving positive feedback or to connect with things, it is quick and easy nod of support. Comments are usually written when users actually have something to say, they are composed communication. Comments are more satisfying to receivers than

one-click communication of likes as they are powerful emotional drivers. Marketing specialists recommend writing comments to engage with Facebook community and reply to comments to keep the conversation going (Seiter, 2015). Sharing posts bring valuable content to others, it also helps to define ourselves, grow relationships, show what you care about, feel more involved in the world (New York Times, n.d.).

The news feed, a running list of the latest updates across the user's social graph, is probably most important part of Facebook. News Feed also includes updates from fan pages and third-party applications, it is like filter through which we get content that interests us from all over the web as well as from our friends and business colleagues (Treadaway & Smith, 2012). Facebook is ranked as one of the most popular of all social media platforms to use, size and popularity matter to consumers and therefore Facebook most likely influences a consumer's purchase. Any organization, that wants to use Facebook to make them more visible, should build a business page, connect with people and engage the audience (Belew, 2014).

In addition to simple page and promoting through News Feed, it is possible to use Facebook Ads for even more direct and aggressive marketing. Facebook Ads targeting finds network users according to special attributes, so the ads appear to the targeted audience based on the content included in their profiles and the content they have chosen to connect with (Weintraub, 2011). Boosting and promoting posts are another paid option provided by Facebook. Boosting is easy and available for any post on page's timeline; on the other hand, promoting gives more targeting, pricing and bidding options, and it is managed through Ads Manager (Vahl, 2014).

Facebook owners and developers have created many possibilities to organizations to make them visible or promote the business using paid advertisements. As long as there are active users who 'like' different pages and become fans, organizations have great potential to get extra attention and profit. Facebook has grown into an environment where businesses and consumers meet.

### **2.3.3 Libraries in social media**

The developments in web have influenced the library marketing strongly, libraries have applied marketing techniques and activities in their everyday communication. Vassilakaki

and Garoufallou (2013) give overview of the library literature concerning the impact of Facebook. This social network is used to promote and market libraries' services and e-resources; still, there is a need for specific guidelines for the interested libraries and librarians.

Libraries can be understood as cultural hegemony institutions, as they tend to reflect and reinforce the dominant world view of the societies that create them. In library profession the web 2.0 has inspired discussions and debates, also special term 'library 2.0' has been emerged that mainly refers to worldwide access to resources and services, user participation in the creation of content, liberating library content, developing user-driven services, constant innovation (Deodato, 2014). It tends to be next logical step that libraries start using social media to be connected with its patrons.

There are also a lot of handbooks, which provide tips and instructions how libraries should effectively use social media, also how to use those environments for marketing a library or its service. Smallwood, Gubnitskaia, and McFarland (2012) provide an overview of different marketing strategies that help to improve brand management, community outreach, and social media communication; Solomon (2013) focuses directly on Facebook and Twitter, author gives advice how to choose the right social media platform, write a social media policy, manage library's online reputation, and engage with audience. Crawford (2014) provides even the scripts of Twitter tweets and Facebook posts that should work effectively and attract users.

The book of Koontz & Mon (2014) helps to analyse the organization and prepare the management for marketing activities through providing advice to create successful plan and strategy. Nelson (2014) directs the guidelines to academic libraries, suggestions base on real experiences, and changes in library management is the main focus. Nowadays librarians have to be able to use and distribute information in many formats, be able to use all media, they are responsible to reduce the gap between social media and end-users. Librarians have to have communication, digital literacy, collaboration and social skills to actively and effectively participate in the knowledge society (Vanwynsberghe et al, 2014).

Libraries should be where patrons want or expect them to be, when it's feasible and appropriate, and libraries should not intrude on the lives of the patrons. Libraries do not have to use Facebook or other social media, they have to be there only if their communities



are there already. Social network should be used only if library has enough resources (staff, time), activities to present, community using the network (Crawford, 2014). Web 2.0 and social media helps libraries to create conversation with the target audience, speak directly to the people and listen what they have to say. It offers an opportunity to find out about patrons and potential patrons, interact with the, tell them useful information, and demonstrate to them how you can help them get from A to B a little easier (Potter, 2011).

Studies have shown that most popular Web 2.0 tools among libraries are instant messaging, blogs, RSS, and wiki (Tripathi & Kumar, 2010). The public and academic libraries tend to use the tools same way to market activities, events, and services (Aharony, 2012). Librarians behave quite positively towards the use of social media, they feel the need to be present and share information through different tools. Social media is considered to be a fine tool for marketing library services among new generation users and to create user-centred libraries (Khan & Bhatti, 2012).

There are no marketing oriented goals that suits for everyone, each library has to develop their own. Glazer (2012) proposes four goals: the number of fans on the page, how often fans 'like' and comment posts, illustrating anecdotes have an impact, how many times posts have been viewed. However, the employees responsible for libraries' marketing in many cases do not have formal training in the field or the marketing tasks are just small part of overall job duties (McClelland, 2014). More and more libraries turn to social media, Facebook and Twitter in particular have proven themselves useful tools to build trusted relationships with users (ALA, 2012).

Librarians have a standpoint to be where users are, but choosing the social media tool can become serious difficulty. There is no need to cover too much ground, Facebook and Twitter have established leading positions and other platforms fulfil different purposes (presenting photos, maintaining videos, sharing presentations). Developments in social media occur fast, it is important to monitor the social media market to identify new environments. Recent trend is the use of smartphones and tablets which creates the need to provide smartphone-optimized versions of websites (Roesner & Ostrzinski, 2013).

Academic libraries tend to be fairly innovative and interested about new possibilities. Lots of studies analyze academic libraries in Facebook (see chapter 2.3), but also usage of Pinterest (Thornton, 2012), YouTube (Colburn & Haines, 2012), Twitter (Cuddy, 2009;

Aharony, 2010; Shulman, Yep, Tomé, 2015), Instagram (Wallis, 2014), blogs, instant messaging, wikis (Baro, Edewor, Sunday, 2014), WeChat (Xu *et al*, 2014), Youku, RenRen, and Weibo (Luo, Wang, Han, 2013).

Future brings even more developments, library 3.0 provides links to meaningful data identified through smart searching approaches, while library 2.0 provides a network of hyperlinks to information sources retrieved through key words. Main focus will be on semantic web, ontology, apomediation, quality of information, selective intelligence, just-for-you collections, and smart searching (Kwanya, Stilwell, Underwood, 2015).

There tends to be a general understanding, that libraries should use social media platforms to be closer to the readers, to understand their needs, expectations and wishes. There are lots of different tools, but library has to be able to choose the right one. Still, it is important to keep up with developments and go along with even slightest shifts.

## **2.4 University libraries marketing in Facebook**

Previous subchapters gave overview of marketing concept developing more relationship-based and social media getting extremely important to every party of transaction. Facebook has become influential and reliable information source that also attracts all kinds of businesses and organizations to operate there as well. It is normal to be in Facebook, and university libraries have to accept it.

Articles about how academic libraries use Facebook started to appear in 2007, when Facebook's history and features were described in detail. Back then libraries could market themselves in Facebook only through individual librarian profile pages and groups. Still, early adopters were confident that library could and should use Facebook (Phillips, 2011).

Sokoloff (2009) analyzed the Facebook profiles of six international libraries and found that libraries use social network with relatively different activity – some post news rarely, others use all possible options Facebook provides. Author suggests that librarians should learn to use social media channels effectively to increase globalization even more (Sokoloff, 2009). On the other hand, the attitude until that time had turned considerably more open. Couple of years earlier librarians knew about the existence of Facebook, but it would not benefit library and it should not be used for academic purposes (Charnigo &

Barnett-Ellis, 2007). The study of Hendrix, Chiarella, Hasman, and Murphy (2009) resulted with same type of reasons why libraries do not own Facebook page: not suitable to academic environment, lack of time, readers do not use the network.

Calvi, Cassella and Nuijten (2010) pointed out that university libraries in United Kingdom use Facebook but not in its best possible way – photos and videos are uploaded rarely, wall posts are old, amount of friends varied from six to 1004. Ayu and Abrizah (2011) analysed Malaysian university libraries, three out of 14 libraries using Facebook were quite active sharing information about events, web resources, books, interesting pictures. Still, the Facebook is not used as much as possible, applications are not important, and consulting services are not moved into social network environment (Ayu & Abrizah, 2011). Research of American academic libraries (Phillips, 2011) revealed that over half of the Facebook wall posts are about library's services, 13% promote reading, and 10% of the posts inform changes in opening hours. Results of different studies show clearly the development of librarians' attitude towards Facebook marketing. At first there was uncertainty and hesitations as social networks are very different from libraries' traditional marketing activities; then by time confidence rose and librarians got curios.

Tan and her colleagues (2012) analyzed the Facebook wall posts created by Asia-Pacific universities and found that most of the library Facebook pages have room to improve. Most of the posts were promotional and one-way communication, the interaction can be increased by different types of messages. Authors recommend creating posts of interests, news and activities (Tan et al., 2012). Increased post frequency increases also user engagement, which shows that fans do not mind seeing little bit more than two posts per week from the library. Messages posted with photo, video or link give more engagement from users; in addition, engagement was higher on the posts made at night and in the morning. Overall, libraries should post more multimedia content year-round (Houk & Thornhill, 2013).

In year 2013 four Estonian university libraries out of seven own Facebook profile (Roos, 2013), wall posts were chaotic and too formal, only one library had uploaded cover photo. Information about libraries' opening hours, exhibitions, events, databases and trainings were primarily communicated. The administrators of the profiles confirmed, that wall posts are written according to the need, once a week in average. Messages are mainly in native

language, rarely any additional applications were used. Estonian university libraries were in a period of trying different channels to find most appropriate and effective one (Roos, 2014).

The aim of using Facebook is marketing the library and services, but the challenges rise with insufficient time, complicated technology, difficulties in administration, rapidly developing tools and evolution of social media. Librarians, that do not use Facebook for marketing the library, were hesitating about time and manpower, also what students would think about library using Facebook (Chu & Du, 2013). Tella and Oyedokun (2014) pointed out that delivering reference services through social networking sites has not proved to be effective because most respondents still doubt its effectiveness.

The feedback from users to libraries' Facebook posts can be accomplished by sharing humorous library-related photo, re-posting announcements, or raising a challenge that require response. The posts do not have to invite users to respond, but they have to be special with interesting content (Palmer, 2014). Information services can be delivered to students also through Facebook group and it is considered rather highly informative, supportive, and high-quality. Groups create open atmosphere and information service without location restrictions, it can be a surrogate classroom or information centre (Ofili & Emwanta, 2014).

Although libraries want to use Facebook profile to market their events and resources, right balance between creating in-house content and sharing relevant content from others have to be found. Adding links and reposting increased feedback rate, users valued those posts as libraries were not talking only about themselves. By following and commenting on other sites, libraries show their profiles exist and that they are active community members. Sharing content is good way to save time, but it should not replace creating original content (Witte, 2014). Besides regular posts-photos-videos content, libraries can successfully include additional functions: chat with a librarian, view instructional materials, search library catalogue (Collins & Quan-Haase, 2014).

## **2.5 Conclusion**

The researches about university libraries marketing in Facebook give a sufficient overview about how libraries use social media and Facebook. Some articles written about libraries in

social media are rather deliberative, advisory, and recommending, but finally there are sufficiently basing on concrete researches conducted. There tends to be a standpoint that university libraries are using Facebook, but from studies it still comes out that now all study population have integrated Facebook into their marketing activities.

The chapter has examined the literature that forms the basis of the current study, providing further context and justification for this research. Background is given for both marketing and social media, which include concepts guiding this study. An overview of Facebook possibilities was presented, along with the review of the literature about university libraries marketing in Facebook.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

The purpose of the research was to map current situation of university libraries using Facebook for marketing the organization and services. The aim was to identify marketing information in Facebook and analyze attitudes towards marketing in social media. Current research was descriptive study as the aim was to describe concrete situation and look trends within the sample group (Pickard, 2007). The study applied mixed methods to collect both quantitative and qualitative data, which was a combination of measurements, counts and narratives.

According to the research purpose, following research questions were formulated:

1. Why university libraries use Facebook for marketing?
2. What kind of information libraries communicate through their Facebook pages?
3. What attitudes and standpoints libraries have about marketing university library in Facebook?
4. What are the best practices of marketing libraries in Facebook among multidisciplinary and technical libraries?

This chapter provides overview of the data collection methods, the categories of content analysis and question sets of e-mail interviews. In addition, research objects, data collection and analysis processes as well as some ethical considerations are specified.

### **3.2 Data collection methods**

The main aim of the master thesis was to find out marketing information that libraries communicate in Facebook and to analyze the attitudes libraries have towards marketing in social media. To fulfil the aim, advanced research questions were framed. These research questions require using two different research methods to get sufficient and relevant results: qualitative content analysis, and semi-structured online interviews. Content analysis was used for questions 2 and 3, interviews had to give answers to questions number 3 and 4.

### **3.2.1 Qualitative content analysis**

Qualitative content analysis is a method for systematically describing the meaning of qualitative material. Method is used when some degree of interpretation has to be engaged to arrive at the meaning of data, it can be applied to a wide range of materials: documents and other textual items, websites and entries on social media sites, television programs, magazine advertisements, etc. Qualitative content analysis allows describing the material only on selected aspects, on the other hand method is highly flexible as coding frame is always adjustable to the material (Schreier, 2012).

The most important element of content analysis method is a categorization scheme. There are some standard category schemes, but for every study the researcher develops his own concrete content classification system, categories and codes (Weare & Lin, 2013). Method is used when huge amount of information has to be analyzed as it reduces data. Textual material is equal with non written items and all the content has to be recognized (Julien, 2008). Content analysis is at its best when dealing with aspects of communication which tend to be more straightforward, obvious and simple (Denscombe, 2000, p. 169).

In current research the qualitative content analysis is used to collect and analyze data from university libraries Facebook pages. The collected material consists of textual data and media (photographs, videos). The researcher developed the categories and codes, which based on the previous research (Roos, 2013, 2014) (see Appendix 1). The categories were reduced and combined; for example the topics of wall posts and information about posts of others were combined as those did not provide enough data, detailed information about notes and events was removed as many libraries did not use those possibilities. All the information about notes and events was described under category 'other'. Qualitative content analysis was conducted because there were not too many research objects and method was most appropriate to map current situation on the libraries Facebook pages.

In the beginning of the content analysis data gathering process the existence of library Facebook profile and was determined and profile type was identified. Then the themes of profile picture and cover photo were specified. Basic data about the library is usually communicated through profile information section named 'About', the analysis also covers the details pointed out in this division. The numbers of likes and visits were recorded.

Second big part of analysis consisted of defining the number and content of wall posts created by library as well as the entries written to the wall by other users. About each wall post the topic of content was determined, also the amount of comments, likes and shares were fixed. In addition, the language of writing was stated and usage of visual content (photo, video) in the post was pointed out.

Finally all additional possibilities and applications used were noted: existence and content of photo albums, existence and content of videos, usage of more common applications (notes, events, reviews) and special supplements. It was determined which other pages library 'likes' (liked by page).

### **3.2.2 Semi-structured email interviews**

Interview is special interactional purposeful conversation or talk between interview participants (Holstein & Gubrium, 2003), but it also involves sets of assumptions and understandings about the situation which are not normally associated with a casual conversation. Interview is a source of detailed information which is conveyed in the informant's words; it is suitable method to investigate emotions, experiences and feelings (Denscombe, 2000).

Online interview is in-depth computer-mediated communication, it is used to gather original data through the Internet to provide new evidence in a relation to a specific research question (Salmons, 2012). The advantages of online interview are cost effectiveness, high speed, availability of data for immediate processing, long physical distance do not become an issue (Morgan, 2008), participant have time to compose answers and respond on suitable time (Cleary & Walter, 2011). E-mail interviewing do not provide any visual signs, although the use of capital letters (strong or angry emotions), underlined text (stressing statement), smiley faces, etc, can convey extra information (Hamilton & Bowers, 2006).

The interview method was chosen to get sufficient information directly from the source, online form was best interview type in current situation as respondents locate in different geographical sites. The semi-structured individual e-mail interviews were used as follow up research after conducting qualitative content analysis. Interviewer asked concrete questions, but she retained the possibility for additional questions if needed. Interviews



were conducted individually with the representatives of each university library of the sample. The guidelines for conducting e-mail interviews (Hunt & McHale, 2007; Hamilton & Bowers, 2006; Meho, 2013) were examined during the entire process: for example the relationship between interviewer and participants was established, the scope of research was described to participants, time limits were set, the ending of interviews were informed clearly, the feedback to the participants was provided after the study was completed.

Different research methods were analyzed for usage before conducting the study. Author was choosing between online questionnaire survey, Skype interview, and an e-mail interview, as the purpose was to ask questions directly from specific respondents. The personal contact was important as this increases the response rate (Hunt & McHale, 2007). An e-mail interview method was chosen considering that the interviewees are able to give answers on the most appropriate time for them – questionnaire would have been with lack of personal contact, and Skype interviews require precise timing and scheduling.

Questions and answers were communicated via e-mail conversation, the questions were sent in one set. First e-mail was sent to libraries' general email address with a background information of researcher and research topic, interview instructions and schedule, and request to forward information about interview to the most appropriate person in that library (see Appendix 2). After getting feedback from library and/or respondent the interview questions with additional explanation of interview details and process were sent directly to the interviewee.

All information and interview questions were communicated inside email text, so respondents could write their answers directly into response-email and no extra hardware or software had to be used. Interview questions were also in an attached file to give a respondent freedom to choose the environment for answering. Despite the formatting limits, embedded email survey is easier to answer and return also by unsophisticated e-mail users (Dommeyer & Moriarty, 1999).

The interview questions covered two main topics: overall marketing, including marketing in social media, and Facebook usage (see Appendix 3). The questions about overall marketing were the same to all the respondents in spite of the fact does the library own Facebook page or not. There were six questions in this section, the purpose was to find out the ways how libraries market the organization, services, and events, what information is

communicated, and what channels are used. In addition, the respondents were asked to identify the principles and goals of marketing, and the attitude towards marketing libraries in social media.

The second part of the interview was about Facebook profile. This part was different depending on does the university library use Facebook or not. The respondents whose library has Facebook profile were asked about the aim of creating the Facebook page, the content and target audience, the goals and importance of Facebook page. Content analysis revealed that most of the university libraries communicate information only in their native language, so the explanation for that phenomena was also asked. The respondents from the libraries where Facebook is not used, supposed to give answers why Facebook is not used for marketing and is there going to be a Facebook page created for that specific library in future.

### **3.3 Research objects**

Objects of the research are university libraries from Baltic and Nordic countries, more concrete the Facebook pages of those libraries. Two university libraries, one multidisciplinary and one specialized (technical) university library, from each country (Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway, Sweden) are going to be analyzed – altogether 16 different university libraries. The multidisciplinary as well as technical university libraries from each country were the biggest ones of a kind. The interviewees were the representatives of university libraries, whose job was strongly connected with marketing and/or social media.

#### **3.3.1 University libraries**

In the study Facebook profiles of two university libraries´ from each Baltic and Nordic country will be analyzed. One multidisciplinary and one technical university library is going to be chosen, regardless of whether they have a Facebook profile or not. Following libraries have been chosen for analysis:

- **Denmark**
  - Copenhagen University Library

- Library of Technical University of Denmark (Technical Information Center of Denmark)
- **Estonia**
  - University of Tartu Library
  - Tallinn University of Technology Library
- **Finland**
  - Helsinki University Library
  - Tampere University of Technology Library
- **Iceland**
  - National and University Library of Island
  - Library and Information Services at Reykjavik University (Technical University of Iceland is merged with Reykjavik University)
- **Latvia**
  - Library of the University of Latvia
  - Riga Technical University Scientific Library
- **Lithuania**
  - Vilnius University Library
  - Library of Kaunas University of Technology
- **Norway**
  - University of Oslo Library
  - Library of Norwegian University of Science and Technology
- **Sweden**
  - Stockholm University Library
  - KTH Royal Institute of Technology Library (Kungliga Tekniska högskolan – KTH)

### **3.3.2 Representatives of libraries**

The purpose of the interviews was to understand the standpoints towards social media and Facebook in university libraries, also to find out the objectives and principles developed in these libraries. Most sufficient information about marketing in Facebook can be given by those employees, who personally maintain the profile.

Most of the sample university libraries' web sites lack information about which employee works with social media. Therefore on 13th week of 2015 e-mails to every library's general e-mail addresses were sent, letters included the request to forward information about the study to the person, who would be most appropriate to answer the questions.

In the e-mail (see appendix 2) the introduction of the researcher and topic of the study were given. The purpose of the interview was explained, as well as the method, language and planned duration. In the end of the letter the request to find most suitable person was pointed out. At first, the questions were planned to send in two sets, but after sending introductory e-mail the decision by the researcher was made to present all the questions to the interviewees at once.

After first email the contact was established with six libraries out of 16, three of them also gave responses to the interview questions. Second call added another four libraries to the contacts list and four libraries answered the questions. The email interview method was chosen to give more time for respondents to answer, unfortunately several representatives gave feedback about busy times at work and that they are not able to answer the questions. As second email did not give enough responses to the questions, it was decided to send also a third letter, which did not provide any additional feedback. Overall, the contact was achieved with 10 university libraries, seven of them gave answers to the interview questions.

In the e-mails it was requested to forward the information to the appropriate employee who is knowledgeable about marketing and social media topics. In conclusion the respondents were working as web editor, communication specialist, public relations specialist, head librarian, head of service department, information manager. Still, they all will be named as 'representatives of library' as they answered on behalf of the libraries and expressed the standpoints developed within that specific library.

### **3.4 Data collection process**

Data collection process was divided into two stages: at first content analysis was conducted, and then semi-structured interviews were enforced. Data collection started by identifying the existence of Facebook page of each university library. The signs about using Facebook were first looked from libraries' websites (Facebook logo). Then the

search in Facebook was conducted, at first the original name of the university library was used, then the name in English. If no results were found, the Facebook page of university was looked up and the library was searched from the section 'liked by this page'. In some cases when the searches did not provide any results, researcher of this study asked help from personal contacts from that specific country to identify the Facebook profiles, as native inhabitants have linguistic advantage.

The data collection for content analyses was conducted on week 8 in February 2015; messages posted between January 1st and December 31st, 2014, were recorded. The one-year period was chosen because it includes all the important periods in students' lives: start of a semester, exam period, writing thesis, end of semester, summer and other holidays, start of new school year and new semester. The researcher 'liked' every library's Facebook page to see all the information provided to the users.

All the wall posts of each university library using Facebook were recorded by copying the text of messages into a Microsoft Office Excel document, identifying the other content of the post (photo, web link, video), also the number of comments, likes and shares were noted. In addition to the wall posts, the information provided on 'about' section was put down as well as the number of likes, theme of profile picture, cover photo, videos, photo albums, other applications.

Semi-structured e-mail interviews were conducted in March and April 2015, last responses were received in the beginning of May 2015. First request to participate was sent on week 13, second on week 16, and third on week 18. The questions were sent to the interviewees inside the e-mail text as well as an attachment of the letter. All of the respondents preferred to answer the questions into Microsoft Office Word file which were later stored without any changes made.

Careful analysis of methods was done before research and e-mail interviews were chosen to the data collection method. Still, the e-mail interview method provided setbacks as after two e-mails with request no additional information was obtained from interviewees. There was three respondents who were agree to participate in the study, but after few weeks when answers were unfinished, they replied that due to their busy work they are not able to contribute.

### **3.5 Data analysis**

Qualitative data was gathered using two different research methods: content analysis and semi-structured e-mail interviews. The data varied in format, so it all was organized and put into similar text format. The data from content analysis and semi-structured interviews was analyzed separately and independently as both gave answers to different research questions.

The data collected with content analysis was organized and analyzed in program Microsoft Office Excel, where all the information from Facebook profiles was gathered. The initial categories turned out to be quite sufficient, some of the units were not used at all. Content analysis method was used to analyze collected data. The Facebook posts that were in native language were translated into English using Bing (automatically provided by Facebook) or Google Translate.

All the interview responses were given in Microsoft Office Word files, where the answers were also systematized and processed. The possibilities of the programs mentioned satisfied the researcher, still back-up copies were made and duplicates were stored on memory stick and in Google Drive environment in the web to preserve data.

### **3.6 Ethical aspects**

Facebook is free online tool that can be used by everyone in the world. University libraries' pages are also freely available where information is made public consciously and voluntarily. In this case no special limitations apply to the data gathered and no anonymity had to be ensured.

However, the anonymity of representatives of libraries was guaranteed, in current paper no names or work positions of employees of specific libraries are mentioned. In interview results chapter no library names are pointed out, which should protect the identity of respondents even better.

The ethical aspects mentioned above did not affect the study, no sudden problems or issues rose as the purpose of the research was to map the main standpoints towards social media marketing.

### **3.7 Conclusion**

This chapter provided a detailed discussion of the methodology used in this research, and list of objects of the study. Advantaged and disadvantages of the content analysis and semi-structured e-mail interviews were considered. The creation of coding guides and interview questions were also specified, as well as data collection and analysis processes. Throughout the chapter, justifications for the choices made concerning the methodology for this research were provided.

## **CHAPTER 4: DATA ANALYSIS AND DISCUSSION**

The following chapter is divided into three main sections, presenting the results of the content analysis (section 4.1) and the semi-structured e-mail interviews (section 4.2), which is followed by discussion part (section 4.3). Section 4.1 is further apportioned into eight, results of each university library Facebook usage are presented according to the locating country. The data in section 4.2 is allocated into three topics: library marketing (4.2.1), using social media (4.2.2), Facebook usage (4.2.3). This is followed by a comparison of the content analysis data, interview results, and discussion of these results in relation to literature (section 4.3).

The content analysis showed that 13 Baltic and Nordic university libraries out of 16 research objects own Facebook profile, those libraries' profiles were examined. A total of seven library representatives answered the interview questions. Respondents' quotes are cited as they appeared in the written answers of the interview, misspellings or grammatical errors are retained.

### **4.1 Results of the content analysis**

The research objects were one multidisciplinary university library and one technical university library from each Baltic and Nordic country. Altogether 16 libraries were included to the study, the Facebook profiles of those libraries were analyzed using qualitative content analysis method. The results of the content analysis are given according to the origin country of the university library. The countries and libraries are presented in alphabetical order.

#### **4.1.1 Denmark**

The Copenhagen University Library and Library of Technical University of Denmark (Technical Information Center of Denmark) were chosen from Denmark for analysis. Research indicated that only technical university library maintain a profile in Facebook, Copenhagen University Library has only landmark but no profile.



The Library of Technical University of Denmark (DTU Library) have page type of profile illustrated with profile picture as well as cover photo, profile name is *DTU Bibliotek*. A door with library's name is shown in the profile picture, also room interior is visible in some extent. The cover photo presents four students sitting on a bag chairs and studying (see figure 1).



**Figure 1.** Profile picture and cover photo of DTU Library Facebook profile  
(screenshot, 21.02.2015)

The profile information under Facebook section 'About' can be presented in separate parts. DTU Library provides rather basic information in subsection 'overview': map and address, short description of the library, opening hours, phone number, and web site address. Another part 'page info' includes data about location (address) and opening hours, also short and long description of the library are given as well as parking information, phone number, e-mail, and web site address. The information is provided only in Danish language and the content is repeated.

DTU Library's page has 464 likes from the other users. The library itself likes five other pages, most of them are connected with university. As the library has uploaded profile and cover photos, the photo albums of those topics are automatically created. In addition, there are two more albums: timeline photos and one named '*DTU Bibliotek*'. The content of the photos vary from library building and rooms to students and events; also pictures of holiday greetings, information of changed opening hours, and photos not related with the library are visible (for example a dog, Easter basket with eggs, mountains, bike). The

variety of content is visible on figure 2 that represents small piece of DTU Library's timeline photo album.

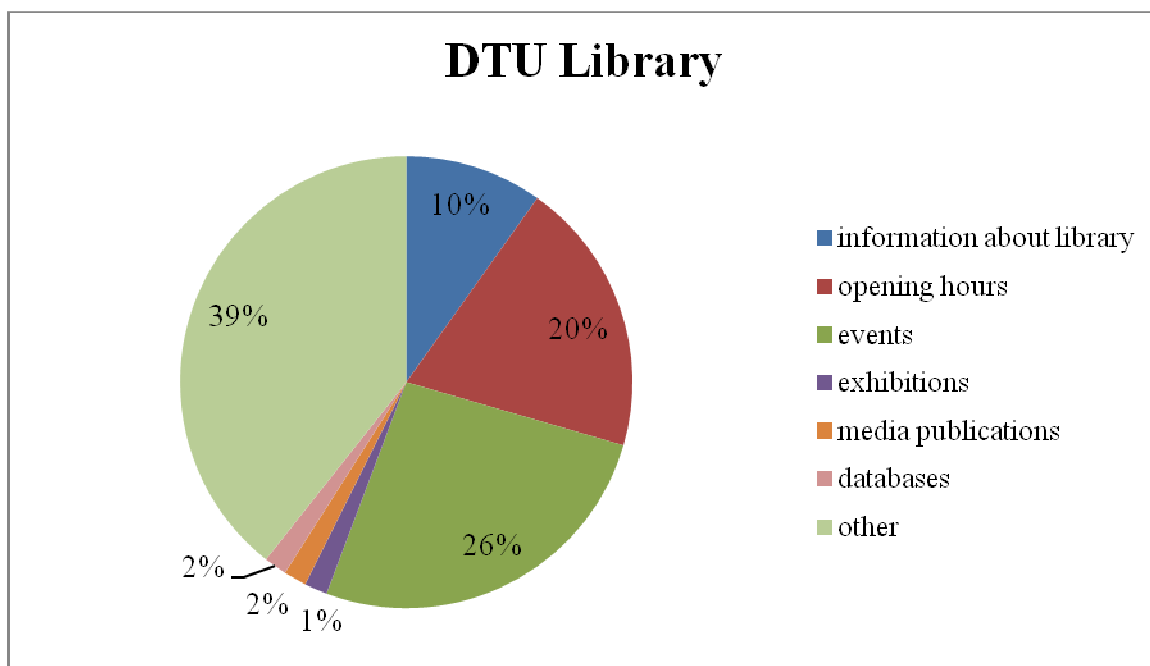


**Figure 2.** Part of photos in timeline album of DTU Library Facebook profile  
(screenshot, 21.02.2015)

The biggest and most important part of Facebook communication is information at the wall. DTU Library have posted 88 messages on to their Facebook wall during the year, 60 of the posts are in Danish, four include English, and 24 contain only visual material (link, photo, video) without additional description. The most posts are written in April (20 posts) and May (10 posts), in July there is only one post and in August two posts. The low amount of posts in summer months indicates that probably the library was closed on this period. In average DTU Library has written 7.33 posts per month.

26% (17 posts) of the posts (see figure 3, page 43) are about library's own events – invitation to participate or retrospect. 20% (13 posts) of the messages are informing the changes in library's opening hours and 10% of the posts are the announcements about the

library and services. The biggest part of the posts (39%, 25 posts) belongs into category ‘other’: events of university and branch libraries, fun and informal messages, job offers, and holiday greetings.



**Figure 3.** Content of wall posts of DTU Library

Only 2% (2 posts) of the posts are about databases, the same percentage goes for media publications about library. There is only one notification about exhibition held in the DTU Library during a year. Library has not conducted any competition or contest in Facebook, also there are no information shared about books or collections.

Users can give feedback to the posts by liking, commenting or sharing the posts. Altogether, there are 211 likes to 88 posts in whole, also 19 comments and 6 shares. A post from June have the most likes (10), it includes summer opening hours but also greetings and best wishes to the readers. It is emotional personal post that is directed to the users, who feel the connection and affection.

Other users have written 17 posts to the DTU Library’s wall, mostly the links of events are shared, also an advertisement, a question about printing document, and three requests to find lost items (USB stick, laptop). The library has replied to all the questions via comments, altogether seven posts have commented feedback from the library.

DTU Library uses two additional applications: reviews and 'DTU Findit'. DTU Findit is a library's e-catalogue, the application is not entirely integrated as only some informative text in Danish appear with the link to the catalogue.

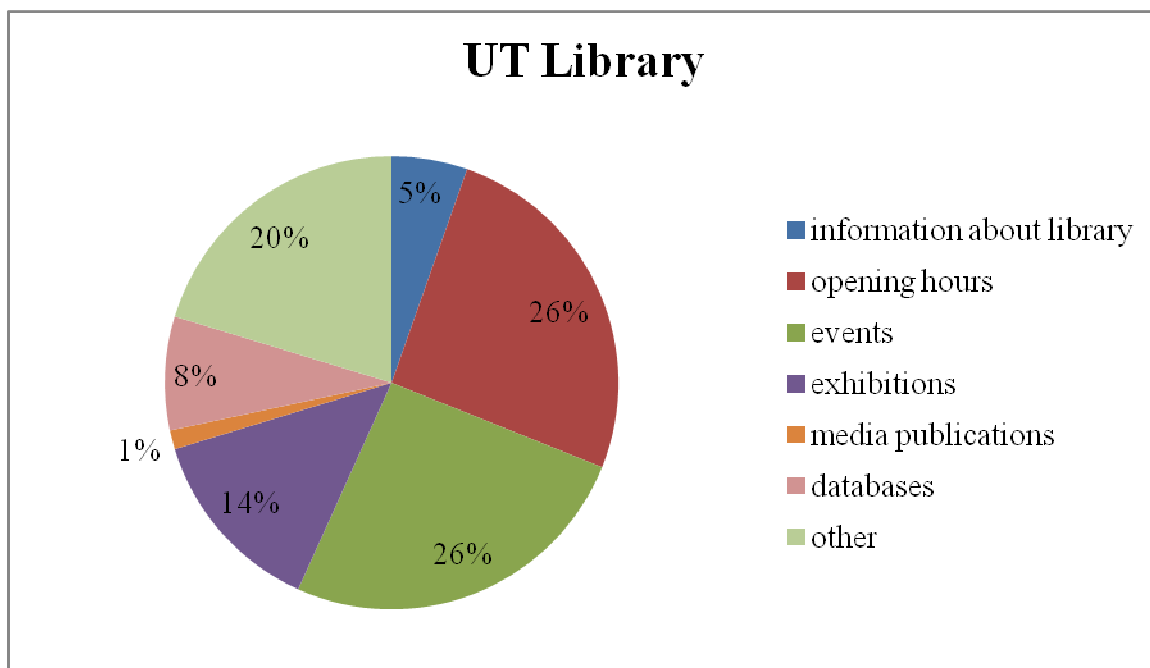
#### **4.1.2 Estonia**

Both University of Tartu Library and Tallinn University of Technology Library own Facebook profile. Data analysis showed that both libraries are using page type of profile, both have put their profile name in Estonian language: accordingly *Tartu Ülikooli Raamatukogu* and *Tallinna Tehnikaülikooli Raamatukogu*.

University of Tartu Library (UT Library) is using photo of a library building as a profile picture, during data collection process cover photo presented a drawing with winter scenery. The investigation of the photo albums showed that cover photos are used as communication tool as it is changed often and sometimes notifications of events are displayed there. Profile picture has not been changed long time, the album consists of two pictures. Overall the library has uploaded 43 photo albums.

The profile information section is divided in to overview and page info. First includes a map, description of the library, opening hours, address, phone number and web site address. Page info part contains information about location, founding time of the library, opening hours, products; it also presents general information, long description, phone number, e-mail and web site address. Data is provided only in Estonian language and contact information is repeated in both sections.

UT Library has posted 86 messages, most of them are about library's events (26% of the posts, 19 posts) and changes in opening hours (26%, 19 posts) (see figure 4, page 45). 20% of the posts (15 posts) are reflecting university's events, feedback surveys, and other not library related topics. Fewer posts are about exhibitions (14%, 10 posts), databases and trainings (14%, 6 posts), library and services (5%, 4 posts). There is only one post sharing information of press coverage of UT Library, but no posts of contests or books. The administrators of library's Facebook page have written 7.17 posts in average per month.



**Figure 4.** Content of wall posts of UT Library

75 posts out of 86 created by the library are in native language, English is not used in any messages. Other 11 include only visual material. All the posts together have received 456 likes, 21 comments and 41 shares. The most popular post with 47 likes and 2 comments is about night library (the library is opened longer during some days or weeks), it also includes the video of flash mob performance. The content of this post is youthful, unofficial and fun, which attracts students' attention.

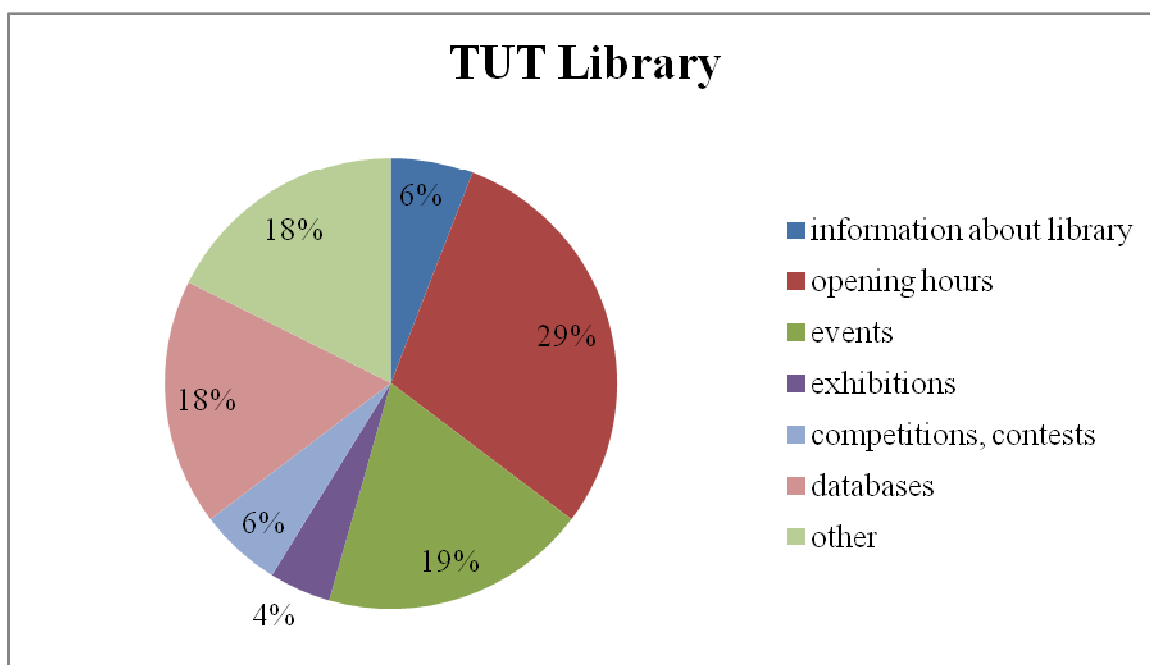
There are seven posts to the library's Facebook page made by other users, three are event sharing and four include link. None of the posts are about the library or related topics. Content analysis revealed that UT Library has uploaded three videos, one is short film of the library from the year 1996, other two introduce university library's cafe Gaudeamus. Reviews and events are only two additional Facebook possibilities that library uses. UT Library likes 70 other pages in Facebook.

Tallinn University of Technology Library (TUT Library) uses also page type profile, the cover photo as well as profile picture both show the library's interior. Page has gathered 577 likes from users, library in turn likes 18 other pages. 'About' section is divided into two, overview part includes map, library's name, motto and web site address. Page info subsection gives information about library's location, awards that library has received, also

public transportation and opening hours. The company overview and short description is presented with main contact information (phone number, e-mail and web site addresses).

TUT Library has created five photo albums to the profile, in addition to the profile and cover pictures, there are timeline and mobile photos as well as album named '*TTÜ Raamatukogu*'. The photos include different topics, but librarians are not publicly presented. There are no videos uploaded, library is using reviews and events applications. The library's e-catalogue ESTER application is integrated with success, users can search books from the catalogue without leaving Facebook.

During one year TUT Library have created 71 wall post. 27 of them are only in Estonian, five include only visual material, and 39 posts (about 55%) include or are totally in English. 29% (20 posts) of the wall posts created by the library reflect the changes in opening times and 19% (13 posts) are about library's events (see figure 5). Equally 18% (12 posts) of the communicated information is related to databases and other unofficial topics (holiday greetings, university events). TUT Library involved the followers to different competitions, 4 posts (6%) included contest-related information. The wall does not include any posts about media covers about the library nor books and collections. In average the library has posted 5.92 messages per month to the wall.



**Figure 5.** Content of wall posts of TUT Library

The friends of the TUT Library have given 100 likes and one comment in total to 71 posts, posts are shared nine times. The most likes (14) got a Valentine's Day greeting in February, 10 people liked a post about exhibition where handicraft works done by librarians were presented.

#### **4.1.3 Finland**

Helsinki University Library and Tampere University of Technology Library were chosen for the study from Finland. The beginning of content analysis showed that out of two only Helsinki University Library (HU Library) has created Facebook profile, the name of the library on the page type of profile is given only in native language as *Helsingin yliopiston kirjasto*.

The 'About' section of HU Library's Facebook profile is divided into two: overview includes a map, short description and web site address; page info however information about location, profile creation time, opening hours, contacts. In addition, short and long descriptions are given with general info, all in Finnish language. The library has gathered 2365 likes from other users, in return library likes 67 other pages in Facebook.

The cover photo of the library's profile shows people relaxing on the chairs in library, the profile picture presents a lady with a knitted hat (see figure 6, page 48). Unfortunately there is no additional descriptive information about the profile picture, so the purpose and connection with the library remains unknown. Overall, HU Library has uploaded 12 photo albums and they cover large spectrum of topics, only librarians are not presented.

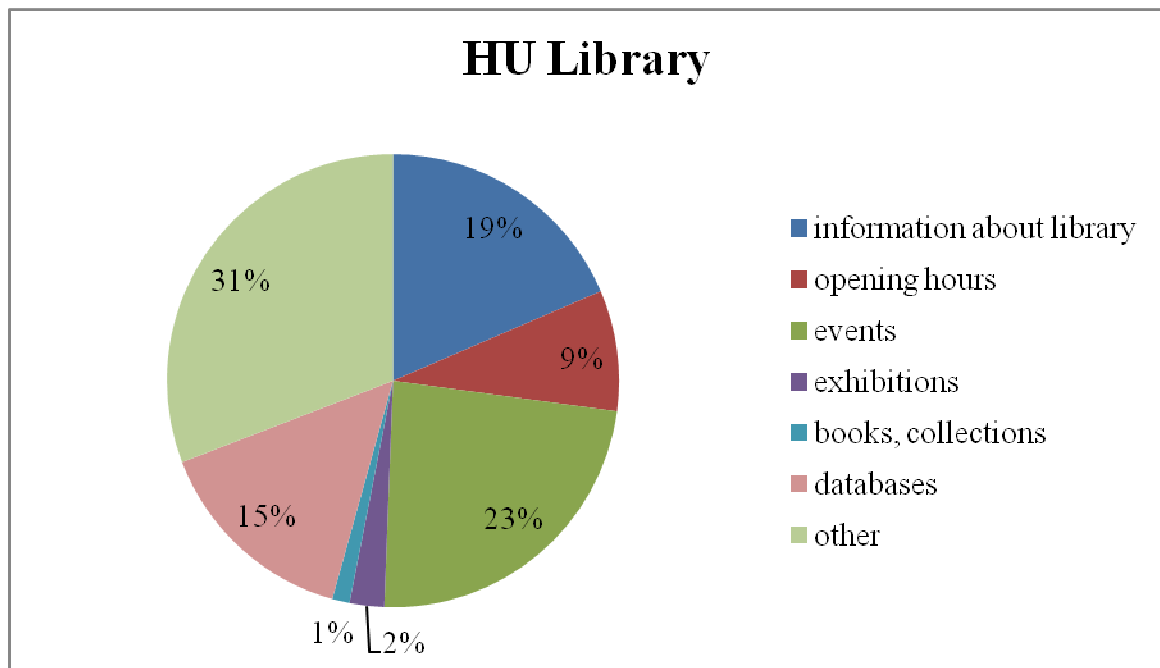




**Figure 6.** Profile picture and cover photo of HU Library Facebook profile  
(screenshot, 22.02.2015)

The wall posts are also covering different topics, 31% (25 posts) of the posts are informal, greetings or about university events. Still, 23% of the posts (19) cover library's own events, 19% inform changes in library or services, and 15% of the posts (12) are about databases and trainings (see figure 7, page 49). Fewer messages notify changed opening hours (9%, 7 posts), exhibitions (2%, 2 posts), and one post was about books. There is no media coverage or competitions communicated through Facebook wall. In average there are 7.08 posts per month on library's wall from year 2014.





**Figure 7.** Content of wall posts of HU Library

72 posts out of 85 are communicated in Finnish, 10 include or are totally in English, and three posts contain only visual material. The posts in total have received 712 likes and 23 comments, posts are shared 21 times. The most popular post with 49 likes is about a discussion event of fiction and non-fiction, second popular with 43 likes is an update of a cover photo.

In addition, HU Library is using reviews and events applications, also one own application named '*Kirjaston yhteystiedot ja kartta*' which unfortunately does not work. No videos are uploaded to the Facebook profile.

#### **4.1.4 Iceland**

Both university libraries chosen for the study are using Facebook: National and University Library of Iceland, and Library and Information Services at Reykjavik University. The second one is former Technical University of Iceland and it merged with Reykjavik University, for that reason this information centre represents Iceland technical universities' libraries.

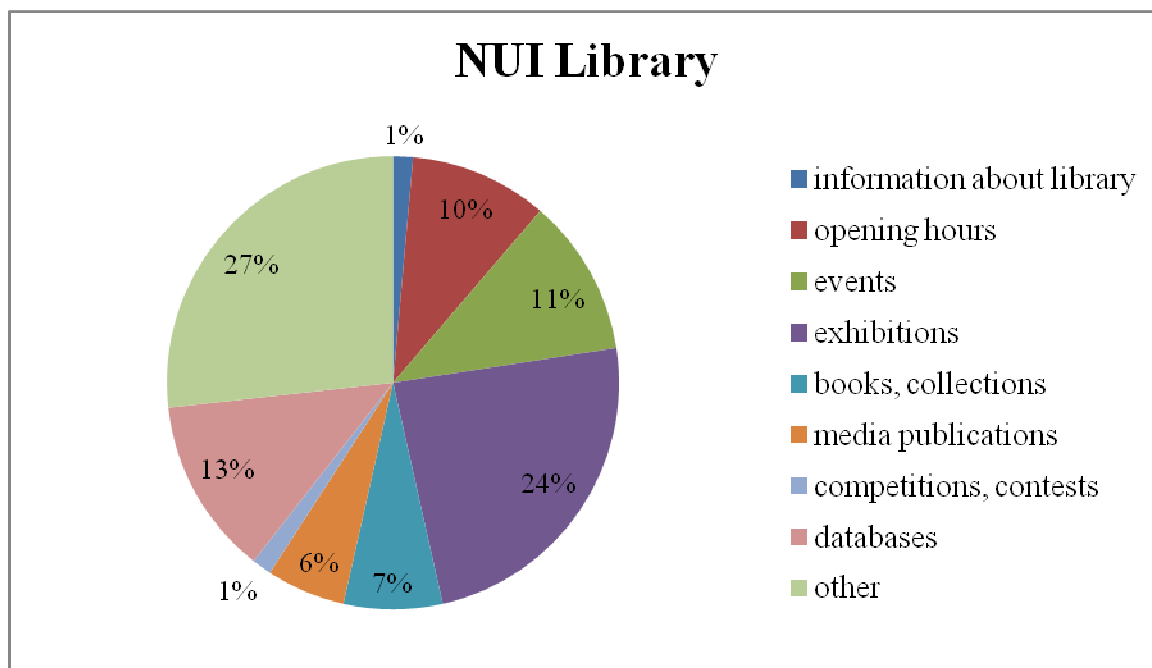
National and University Library of Iceland (NUI Library) is using page type of profile with Icelandic name *Landsbókasafn Íslands – Háskólabókasafn*. There is NUI Library's

building shown on the profile picture, cover photo presents bookshelf with books (see figure 8). The library's page is liked by 1978 people and library itself likes 24 other pages. In the 'About' section overview part includes map, short description of the library, address, phone number, opening hours, and web site address; page info subsection repeats the same information given in overview, but in additionally facts about parking is presented.



**Figure 8.** Profile picture and cover photo of NUI Library Facebook profile  
(screenshot, 22.02.2015)

NUI Library's Facebook page administrators have posted different messages onto a wall. There are 81 posts written during the year, it is 6.75 posts per month in average. 74 posts are in Icelandic and seven contain only visual material, other languages are not used in any extent. In February 17 notifications were posted, while only one in June and two in July. 27% of the posts (20) were just fun attractive information and not library's events (see figure 9, page 51), but news of library's exhibitions form 24% (18 posts). Almost equally information about databases (13%, 9 posts), library's events (11%, 8 posts), and opening times (10%, 7 posts) are shared. A considerable parts of the posts are about books and collections (7%, 5 posts) and media coverage (6%, 4 posts), less information is given about library overall and contests (both one post).



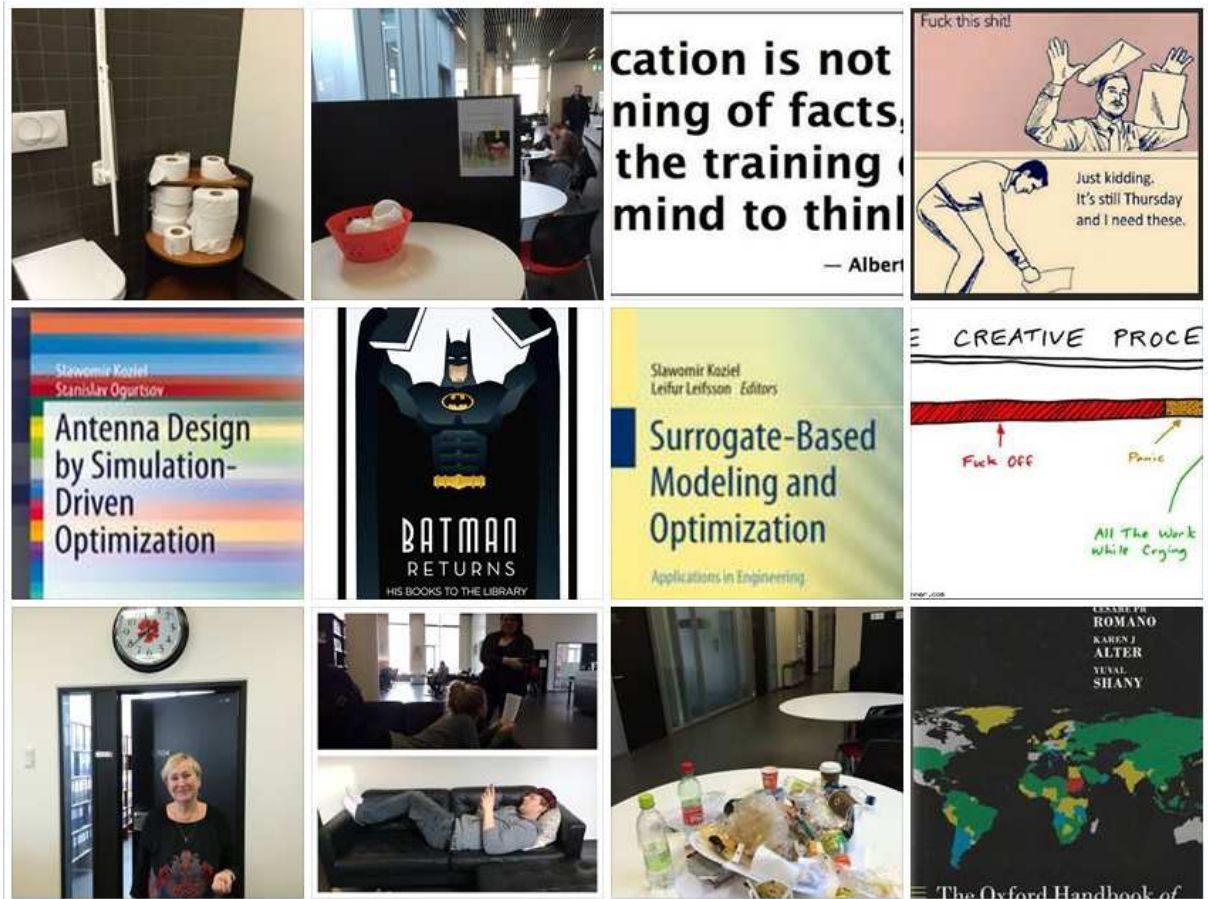
**Figure 9.** Content of wall posts of NUI Library

The library's friends have liked those 81 posts 648 times together, there are 13 comments and 24 shares. The most popular post with 68 likes is a photo about winners of Halloween costume competition, second best with 56 likes is post of new cooperation contract. Other has posted 27 messages to the NUI Library's wall.

There are 19 photo albums and different topics are covered: events, library's exterior and interior, librarians, students, books. There are no videos uploaded, and the library uses only reviews and events applications.

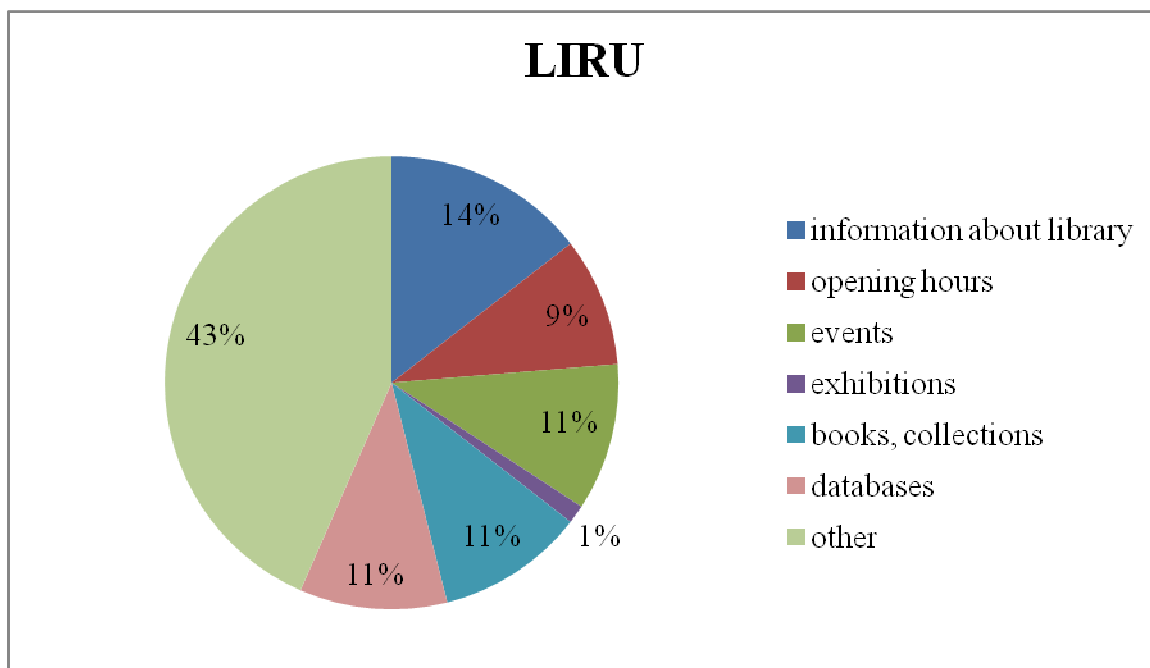
Library and Information Services at Reykjavik University (LIRU) is also using page type of profile, it is named in Icelandic *Bókasafn Háskólans í Reykjavík*. The page has 2074 likes; overview contains information about location (map), web site and shortly about library; page info section gives much more data: address, opening hours, mission, phone number, e-mail and web site address, short and long description of the library. All this information is presented only in native language.

The profile picture is a logo of Reykjavik University, cover photo shows students studying behind the computers. Overall there are 10 photo albums created and the content of the pictures cover all the categories. Small overview of the photos is presented in figure 10 on page 52.



**Figure 10.** Part of photos in timeline album of LIRU Facebook profile  
(screenshot, 22.02.2015)

LIRU posts 7 messages onto the wall in average, all together there are 84 posts on the wall. Most of the posts (77) are in Icelandic, seven include only visual material. Very big part of the communicated information belongs into category ‘other’ (43%, 34 posts) (see figure 11, page 53) – there are links to fun videos, photos of university events and informal notes. 14% of the posts (11) are about library and services, 9% (7 posts) concerned changes in opening times. Databases, books and library’s events are form equally 11% (8 posts) each; there is only one news of exhibition in library. There are no posts dealing with contests or media coverage of the library.



**Figure 11.** Content of wall posts of LIRU

Those 84 posts together have got 226 likes and 21 comments, posts are shared four times during the year. The most likes (47) received a cover photo update in October. Other users have posted three messages onto LIRU wall, one photo and two links with topics not related to the library. On the other hand, library's Facebook page administrators have likes 18 other pages. The library uses notes, reviews and events applications, in addition also chat supplement '*Spjallhjálp – spyrðu okkur*'.

#### 4.1.5 Latvia

In the beginning of the content analysis it was very difficult to identify the Facebook profiles of Library of the University of Latvia and Riga Technical University Scientific Library. Finally, it was found that Library of the University of Latvia (UL Library) does have a profile, but only since November 2014 and it was not advertised on the university's or library's web sites. Technical university library does not use the possibilities of Facebook.

UL Library has used Facebook only two months, the profile name is in Latvian *Latvijas Universitātes Bibliotēka*, and page type of profile has 738 likes. There is the library's logo presented on the profile picture, cover photo shows an opened book with a flower (see figure 12, page 54). 'About' section is divided into two: overview includes a map, short

description and web site address; page info part adds information about library's location, background, and contacts (phone, e-mail).



**Figure 12.** Profile picture and cover photo of UL Library Facebook profile  
(screenshot, 21.02.2015)

During two months UL Library has posted 26 messages, 13 posts per month. All of the posts are in Latvian; altogether they have 85 likes, only first two posts have not got any feedback. The range of topics covered is not wide, 11 of the posts are about exhibitions in the library, seven about library and services, six are news about events, and one post informs the changes in opening hours.

UL Library has uploaded six photo albums, all the topic categories are present. Reviews and events are only application used, no videos are uploaded. UL Library likes 36 other pages.

#### **4.1.6 Lithuania**

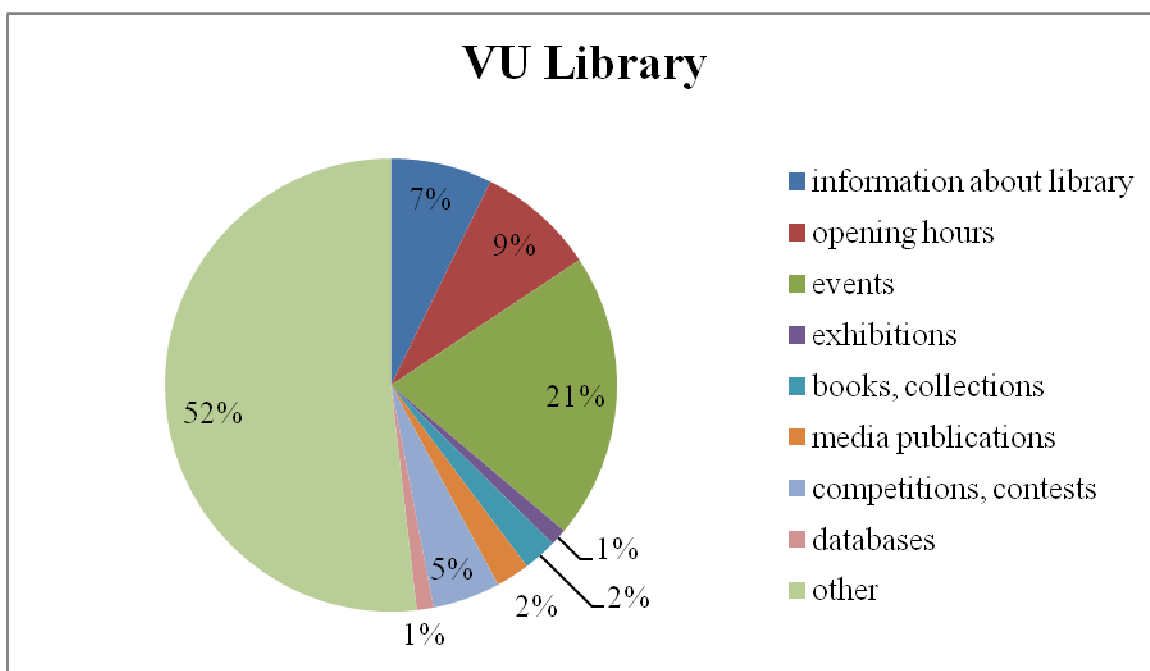
Vilnius University Library and Library of Kaunas University of Technology both use Facebook, they have created page type of profiles. Vilnius University Library (VU Library) has named the profile *Vilniaus universiteto biblioteka*, and Kaunas University of Technology Library (KTU Library) present the profile name as *KTU biblioteka*.

VU Library has 6919 friends who like the page. An overview part under 'About' section presents the map, introductory sentence, address, phone number, opening times and web



site address. Page info adds a date of library's foundation, short and long description, general information. The library also has 'Milestones' subsection with a list of important dates in library's history. The profile picture presents a logo of the library, a man with earphones standing in front of the bookshelf is shown on a cover photo.

During one year VU Library has informed through 105 posts, it is 8.75 posts per month in average. English or other languages are not used in any posts, 87 are in Lithuanian and 18 include visual material without additional text. The wall posts cover wide range of topics (see figure 13), over half of the posts (52%, 44 posts) belong into category 'other'. Those messages include job offers, interesting findings from the web, holiday greetings, fun facts, quotes, etc. Another important category is events (21%, 18 posts), less changes in opening times (9%, 8 posts) and general notifications about library and services (7%, 7 posts). 5% of the posts (5) are contests, for example there is poetry competition and contest to with theatre tickets. Databases (1 post), exhibitions (1 post), books (2 posts), and media coverage (2 posts) news are not so highly informed through Facebook wall posts.



**Figure 13.** Content of wall posts of VU Library

The administrators of VU Library Facebook profile use specific keywords to point out particular content (see figure 14, page 56), for example *aktualu* – actual/timely, *siūlome darba* – job offer, *dėmesio* – attention, *įdomu* – interesting, *kvietimas* – invitation,

*priminimas* – reminder. Another way the library distinguishes very important content is highlighting the posts.



**Figure 14.** Example of using keywords and highlighting post (screenshot, 21.02.2015)

Those youthful and fun messages are pleasing the audience, 105 posts received 1846 likes and 224 comments in total, also 248 post shares. There are lots of news that have gathered one to four likes, on the other hand the most popular post with 153 likes is a cover photo update from June. There are no posts from other users on the wall, perhaps this option is disabled by the administrators of the page.

Almost all the wall posts include visual material, photos are usually added to the textual part. VU Library has 144 photo albums and the earliest date mentioned in the album titles in year 2008. Photos cover all possible library and university related topics. There are also four videos uploaded: an ad of a book fair, two holiday greetings, and video clip about benefits of literature. VU Library page likes 88 other Facebook pages. In addition to the reviews, events and notes, the library has integrated an application of online music streaming service Mixcloud.

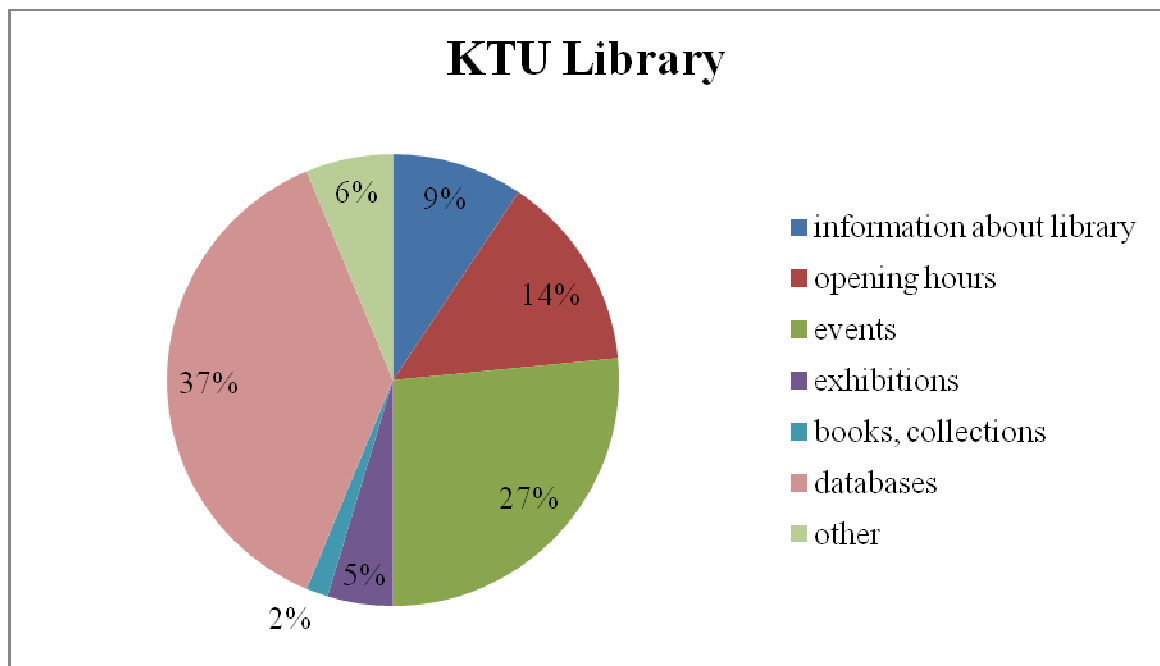


KTU Library is liked by 335 Facebook users; the profile picture introduces a logo on the library and cover photo shows library's interior with bookshelves (see figure 15). The overview part of the 'About' section includes a map, address, web site address, phone number and e-mail; page info part adds library's founding date, short and long description.



**Figure 15.** Profile picture and cover photo of KTU Library Facebook profile  
(screenshot, 22.02.2015)

There are 71 posts on the wall created by the library, in average 5.92 posts per month. 67 of them are in Lithuanian, three contain only visual material, and one post consist information in Lithuanian and in English. There are lots of posts about information resources and database trainings (37%, 25 posts), followed by posts about library's events (27%, 18 posts) and notes of changed opening hours (14%, 10 posts) (see figure 17, page 58). Little bit fewer posts inform about library and services (9%, 7 posts), and other topics (6%, 5 posts). 5% of the posts (3) cover exhibitions and one post special books. Those posts in total have received 218 likes, four comments and 10 shares. There are no posts of competition or media coverage.



**Figure 16.** Content of wall posts of KTU Library

KTU Library has uploaded 16 photo albums and the content varies a lot, there are no videos added to the profile. The library likes only one Facebook page – Kaunas University of Technology. No other application besides reviews and events are used.

#### 4.1.7 Norway

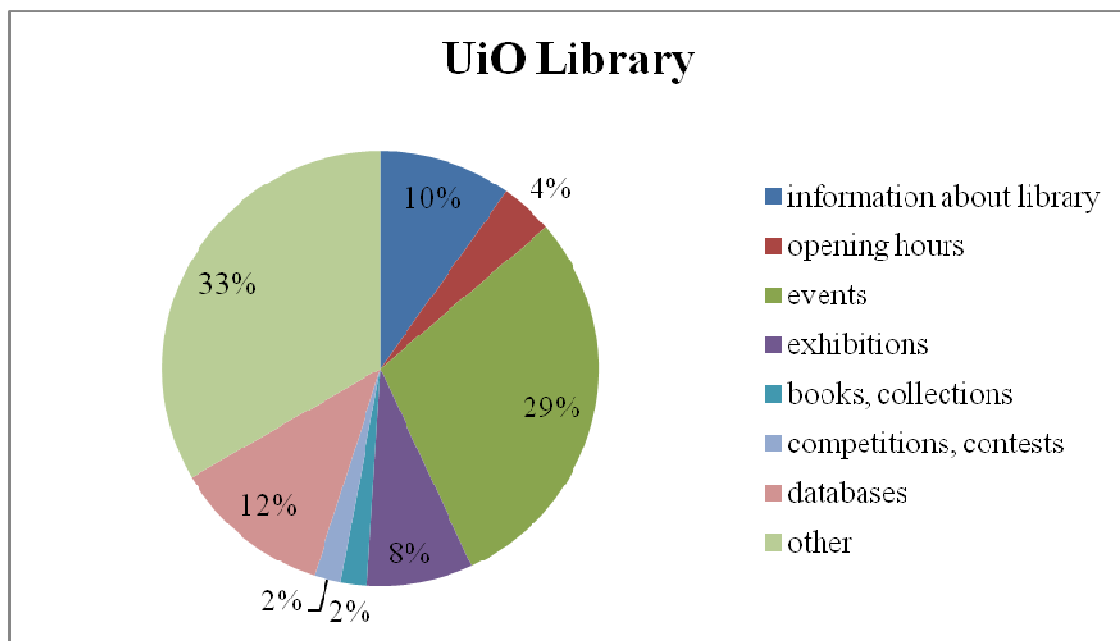
University of Oslo Library as well as Library of Norwegian University of Science and Technology are using Facebook possibilities. Both libraries have created page type of profile.

University of Oslo Library's (UiO Library) profile name is given in Norwegian *UiO : Universitetsbiblioteket* and page is liked by 806 users. The profile picture presents a logo of the library with a web site address, cover photo shows library building exterior (see figure 17, page 59). The 'About' section is divided into page info and milestones, page info part includes the library's founding date, opening hours, short description, parking information, phone number, e-mail and web site address. Milestones subsection has only library's founding date marked.



**Figure 17.** Profile picture and cover photo of UiO Library Facebook profile  
(screenshot, 22.02.2015)

UiO Library has posted 70 messages on to the wall, in average 5.83 posts per month. 52 of the posts are in Norwegian, one in English, and 17 include only visual material. 33% of the posts (18) contain unofficial and more fun information (nature photography, job offer, holiday greetings), 29% (16 posts) are about library's events (see figure 18). Less messages inform about databases (12%, 6 posts), library and the services (10%, 5 posts), and exhibitions (8%, 4 posts). Contests and books are both equally mentioned in one post, no post invites to participate in a competition.



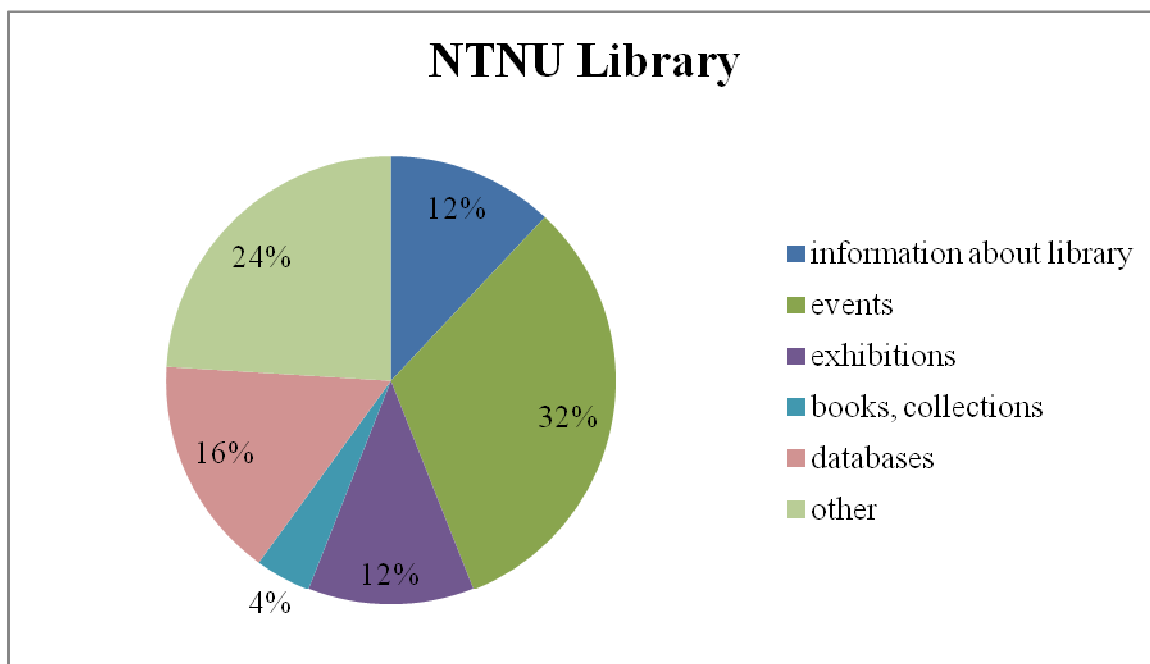
**Figure 18.** Content of wall posts of UiO Library

Users have given 101 likes in total to those 70 posts written during the year, the most likes (9) are given to a post which invites readers to the Christmas concert organized by the library. There are also five comments and nine times posts are shared. The library's wall includes nine messages from other users, four of them shared information with a web link, two posted a picture, one advertised a language course service, one shared an event, and one asked a question from a library. The question got answered by the library, also the new question that was asked in the comments of the same post.

UiO Library's profile includes five photo albums: cover, timeline, mobile, and profile pictures, also album called '*Oktober 2014*'. The photos do not include any librarians or students; books, events and library building are fully presented. Library has not uploaded any videos, only events application is used. UiO Library likes 19 other Facebook page.

Library of Norwegian University of Science and Technology (NTNU Library) maintains Facebook page with a Norwegian name *NTNU Universitetsbiblioteket*. University's logo is presented on the profile picture, and cover photo shows the building of the library. Page is liked by 567 Facebook users. The overview section provides a short description of the library, a map and address, phone number, and web site address; page info part includes same information but e-mail address is added.

NTNU Library has 33 posts on the wall, which are created by the administrators of library's profile – in average 2.75 posts per month. There are no information posted in May and August, only one message is written on July, November and December. 32% of the posts (8) are about library's events (see figure 19, page 61), 24% (6 posts) are unofficial messages (new mobile application, accomplishment). Posts of databases and trainings cover 16% (4 posts) of all the messages, three posts are more official news of the library and services, and three messages share information about exhibitions. Only one post deals with books and collections; no information about opening hours, contests or media coverage is communicated.



**Figure 19.** Content of wall posts of NTNU Library

24 posts out of 33 are written in Norwegian, English language is used in one message, and eight posts consist only of visual material (link, photo). The friends have given 106 likes in total to the wall posts during a year, also four comments and 17 times posts are shared. The most likes are given to the post with a photo that is about future of the libraries. Other users have written four posts to the library's wall, one is Christmas greeting, another is invitation to the conference, and two are information about technical event.

The library has uploaded five photo albums and the content of the photos varies a lot, all category topics are covered. In addition to the automatically created timeline, mobile, cover, and profile pictures albums, there is album named '*Forskningstorget 2014*'. There are no videos uploaded. The library uses reviews, notes and events, but has also integrated weRead, RSS/Blog, Goodreads, and books applications. Unfortunately, weRead is timed out and does not work properly.

#### 4.1.8 Sweden

Two university libraries from Sweden – Stockholm University Library and KTH Royal Institute of Technology Library – are both using Facebook possibilities. The page type of profile is chosen by both libraries' profile creators.

The profile name of Stockholm University Library's (SU Library) page is in Swedish language *Stockholms universitetsbibliotek*, the page has 5355 likes in total. The profile picture introduces a drawing of an owl from an 19<sup>th</sup> century book (information received from photo description), cover photo presents a drawing of people in library environment (see figure 20). The 'About' section includes page info part: foundation date of the library, opening hours, short description, general information, public transit, phone number, e-mail and web site address. However, library has listed also two dates in to milestones division.

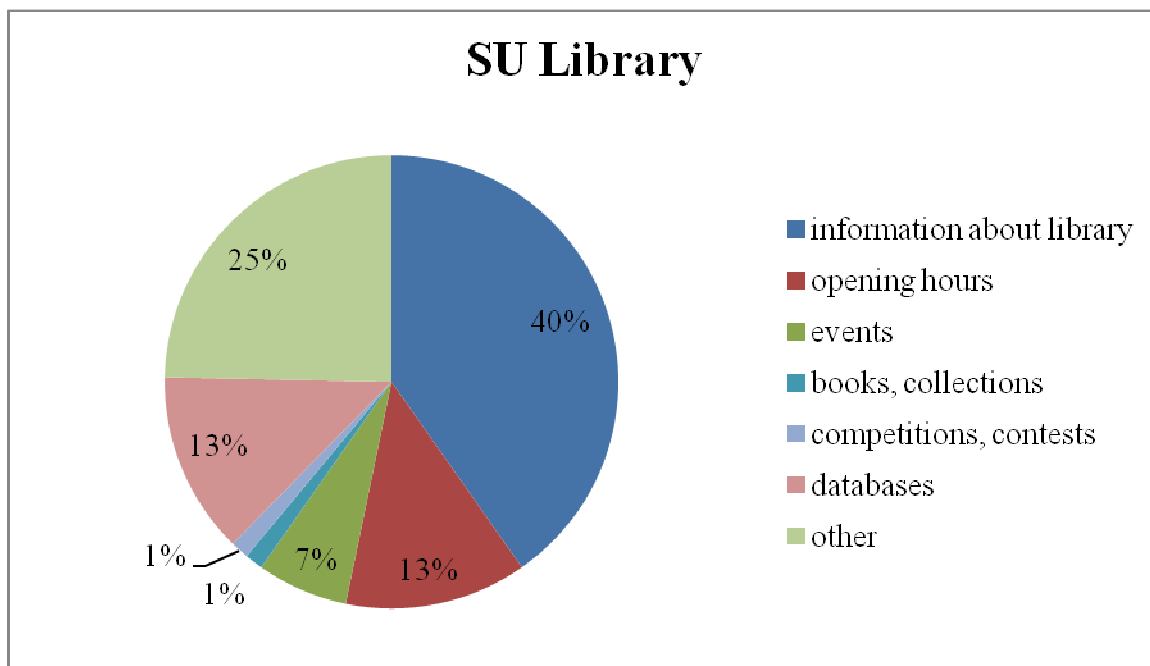


**Figure 20.** Profile picture and cover photo of SU Library Facebook profile (screenshot, 21.02.2015)

During whole year, SU Library has posted 82 messages on to the wall, in average 6.83 posts in month. The most news are shared to the audience in December (11 posts), in May and in June (both 10 posts). All the messages are in Swedish, five contain only visual material without any written addition. Wall posts together have received 778 likes and 29 comments, posts are shared 14 times. The most likes (66) have put to a July's photo and message that invites to the library instead of being on the beach, 59 people liked a post that presents renovated information desk.

Big part of the wall posts informed the changes in the library work and services (40%, 31 posts) as there were renovation work going on (see figure 21, page 63). Quarter of the messages belong into 'other' category (25%, 19 posts), for example an invitation to follow library's Flickr account, holiday greetings, request to give feedback. 13% of the posts (10) notify the changes in opening hours, same amount of news are shared about databases.

Five posts cover events, one contest, and one is about books; there are no messages about exhibitions and media coverage on the library’s Facebook wall.



**Figure 21.** Content of wall posts of SU Library

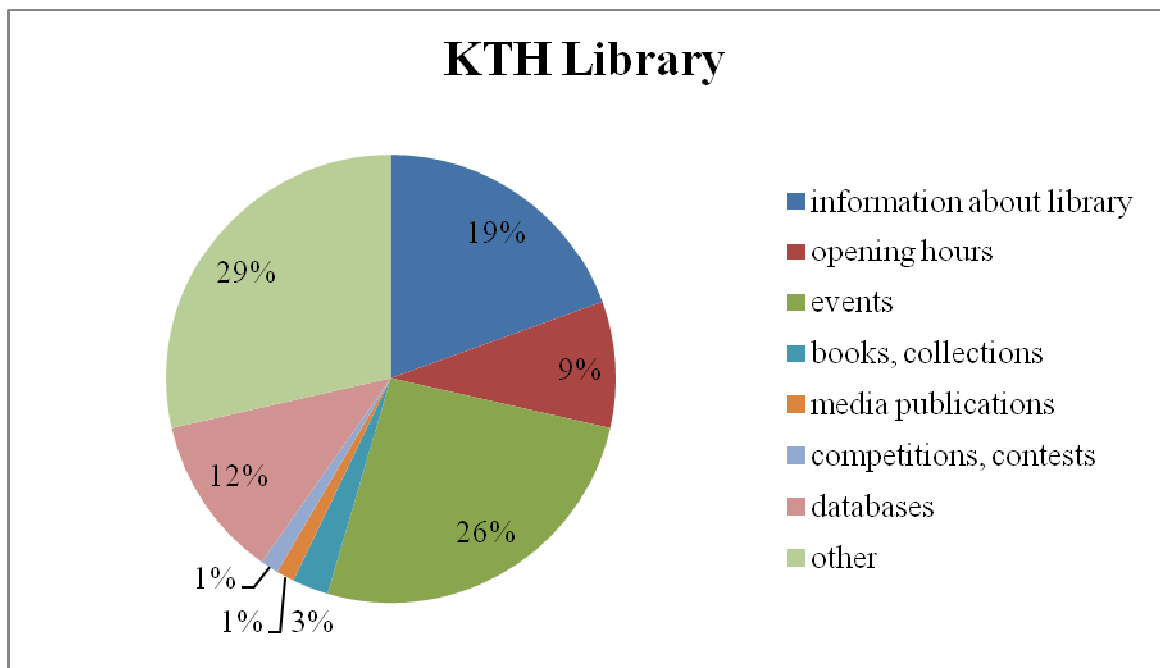
SU Library has uploaded 47 photo albums, which contain pictures from wide range of topics. There is also one video uploaded, it shows how a book moves in a check-in machine. Other videos should be visible through YouTube application that is integrated to the profile, but unfortunately it does not function properly. Beside video application, events possibility is enabled. SU Library likes 31 other Facebook pages.

KTH Royal Institute of Technology Library (KTH Library) has 1975 likes, the name of the profile is in Swedish *KTH Biblioteket*. The ‘About’ section is divided into overview and page info, which together contain following information: a map and location, short description and general information in English, contact information, foundation date of the library. Milestones list include four important dates. The profile picture presents a logo of the university, cover photo shows the exterior of the library’s building.

The KTH Library has posted 83 messages on to the page wall, in average 6.92 posts in a month. Near three quarters of the news (61 posts) are in English language, 16 in Swedish, and six posts contain only visual material. Informal posts about library and services form 19% (15 posts), overviews of the events 26% (20 posts), and unofficial fun messages 29%



(22 posts) of total amount of the wall posts (see figure 22). 12% (9 posts) of the posts provide information of databases, and seven posts are about changes in opening hours. Less information is shared about books in the library (2 posts), contests (1 post), and media coverage (1 post). There is no information about exhibitions in the library on the Facebook page.



**Figure 22.** Content of wall posts of KTH Library

The wall posts created by KTH Library have received 634 likes in total, in addition 21 comments, and eight times the posts are shared by others. The most likes (35) are given to the entry that invites readers to the library’s newly renovated roof terrace. Other users have posted 25 messages on to library’s wall: poems, information of events, questions about events, job offers.

KTH Library’s Facebook profile includes 26 photo albums and the content covers wide range of topics. There are six videos uploaded, which introduce the library and a service, a technical supplement for medicine; two videos are simple and without any informing purpose. In addition, the library uses reviews, events, RSS/Blog, and ‘E-books at KTHB’ applications; all of the extensions work properly and are updated constantly. KTH Library likes 55 other Facebook pages.



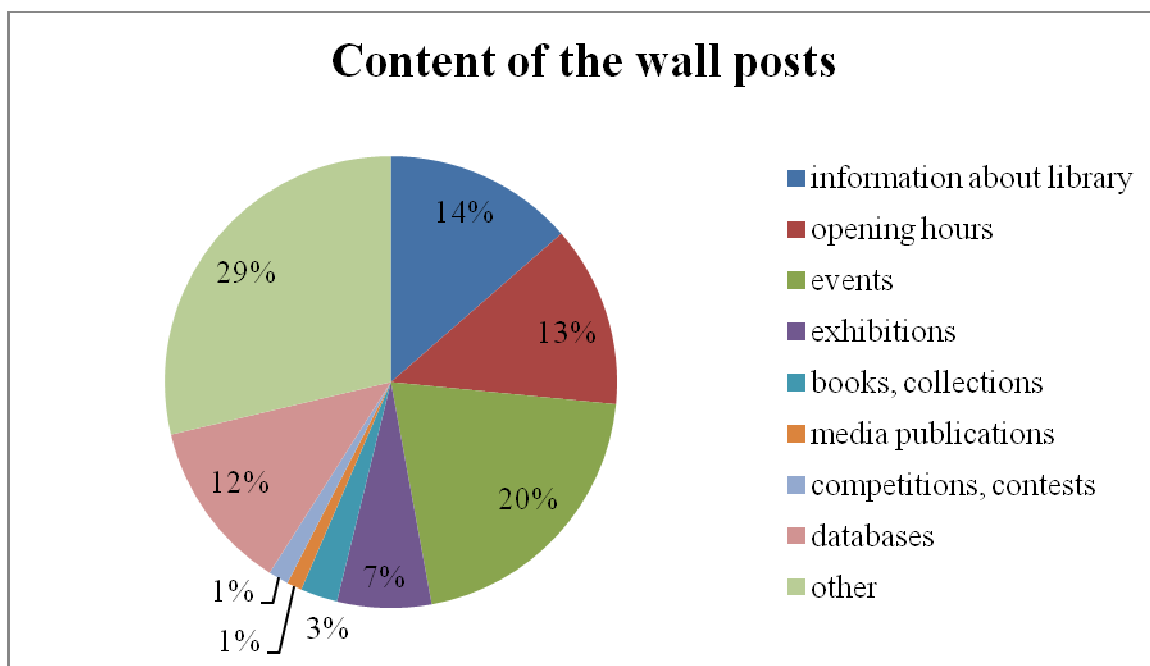
#### **4.1.9 Summary of the content analysis**

The results of the content analysis show that 13 Baltic and Nordic university libraries out of 16 are using Facebook possibilities. All of them have created page type of profile and the profile names are in native languages. The cover photos and profile pictures tend to be quite permanent, only some profiles include capacious album of cover photos. Seven profile pictures present library's or university's logo, two pictures show the interior and two demonstrate interior of the library. The university libraries tend to present the building and reading rooms on their cover photos.

The amount of friends of the pages varies from 464 to 6919, in average there are 2063 likes of the page. Overview section provides basic contact information of the library, also an address with a map, and short description. Page info part adds longer description of the library, contact information more in detail, less often date of foundation and proper information about parking and public transportation.

The libraries have posted 78.25 posts in average during the year, 76% of the posts are in native languages. Most of the messages include visual material in the form of an image, video or link. Only one university library uses highlighting possibility offered by Facebook. There are different topics covered on the wall posts, the amount of some concrete content depends on the library. For example, Vilnius University Library prefers to share more informal and enthralling messages (52% of the posts), KTU Library notifies about information resources and database trainings (37%), in Stockholm University Library there were renovation works going on and 40% of the posts informed the changes in library work or services.

However, the youthful and unofficial posts form 29% of the posts written during whole year (see figure 23, page 66), next important topics to cover are libraries events (20%), information about library (14%), and changes in opening times (13%). The author of the thesis was surprised to see quite low presence of posts about databases – 12% of the total number of the posts. The libraries are not so interested of promoting their exhibitions in Facebook (7%), information of books hold 3%. Very few libraries organized some contest (1%) or shared media coverage of the library (1%).



**Figure 23.** Content of wall posts of all university libraries together

University libraries have Facebook audience with different activity, so the amount of the likes given to the posts in total during the year varied from 100 to 1846. Results show that active libraries get more feedback from the users: VU Library has 6919 friends, library has posted 105 messages and has got the most feedback (1846 likes, 224 comments, 248 shares); on the other hand TUT Library has 71 posts which has got 100 likes, one comment and nine shares. Presumable audience of the university libraries Facebook pages are students, results indicate that libraries posting more informal and light content messages get more likes to the post and receive more friends to the page.

The photo albums include lots of pictures with very different content, libraries like to present their reading rooms and interior as well as exterior of the building. Pictures with students using library services are uploaded to attract more students, some libraries share lots of pictures of events. Books are not too much presented, only few libraries post messages and upload pictures of pieces of physical collections. Four libraries out of 13 have uploaded videos, which introduce services or events, also holiday greetings and uninformative fun clips are added (for example book domino, thanking users for liking the library's Facebook page).

In addition to the photos and videos, other applications are often used: reviews, events, notes. Eight university libraries have integrated even more extensions, like library's e-

catalogue search, YouTube channel, chat, search for e-books, map application, RSS/Blog, also weRead, Goodreads, Mixcloud. In some cases the applications were expired or not working properly, which did not leave good expression.

## **4.2 Results of semi-structured interviews**

The semi-structured interviews were carried out to identify the attitudes developed in the library towards social media and Facebook. In addition to the information actually communicated on Facebook page, the author of the research wanted to understand is the marketing in social media structured and standardized, what are purposes and goals of the communication. In the end, the importance of marketing in social media had to be understood.

The results of the interviews are divided into three parts. At first the libraries' overall marketing ideas and channels are presented, then attitudes towards social media are pointed out. Finally, the thoughts of the representatives of the libraries about marketing in Facebook are presented.

### **4.2.1 Library marketing**

The questions about libraries' marketing were asked to provide background to the more concrete marketing channel questions. The university libraries use primarily the web resources and environments to market their services and events: library's web site, Facebook, Twitter, YouTube, blog, Instagram, Flickr. The importance of the posters and handouts get less popular, but are still used to communicate basic library information. Some libraries also use the services of local newspaper or national media news agencies. University has remained one of the important part of marketing, libraries communicate information in intranet, university information systems, info screens, and subject librarians.

The purposes of using specific channels are thought through and most of the interviewees explained the agreed positions. Twitter is used to provide latest information in English and Twitter to inform local researchers (Interview 4, April 20, 2015); web site is used for more stable info, blog and social media for news and changing material (Interview 6, April 28, 2015); information about databases is shared in Facebook and Twitter, courses for students in Facebook and Instagram (Interview 7, April 28, 2015).

The type of information communicated varies a lot: events, exhibitions, new databases, projects, services, guidance, collections, opening hours. Interviewee number 3 (April 6, 2015) gave short but clear answer about what information is communicated: „News, events, selected new e-resources, courses, new services etc. You name it“. In addition to answers repeated by most of the respondents, some interesting data was presented:

„[...] in social networks we write about events of library life, interesting news or interesting photos“ (Interview 5, April 27, 2015).

„A lot of routine information regarding the local services (lifts, printers, copying machines) in the library space is also communicated daily“ (Interview 6, April 28, 2015).

All the interviewees explained the reason for choosing those channels basically the same way – because students use those channels:

„We noticed that Twitter is mostly used by international students and organization. [...] We noticed that more students, researchers from [that country] use Facebook more often than Twitter“ (Interview 4, April 20, 2015).

„We choose channels our target people are using, Google, facebook, intranet and so on .... “ (Interview 2, March 30, 2015).

„We are using all available web platforms, also posters and flyers, information screens in the public areas of the libraries, and try to direct the information as close as possible to the relevant user groups“ (Interview 3, April 6, 2015).

„Through these channels we can inform people about library everywhere they are. And many people find out about us on twitter or facebook.“ (Interview 5, April 27, 2015).

„The channels are chosen based on the audience targeted and the need for speed of information. Also the life cycle of the said information is considered.“ (Interview 6, April 28, 2015).

The principles of library marketing and the goals tend to overlap. The reason for this result may derive from the fact that marketing strategies with clear plan and goals are not set, and it is not clear to all employees. Overall the libraries want to be visible and disseminate

information, they want to show that library is available and open to everyone. The main goals are to effectively reach target audience, offer good service, attract and help more students and researchers, make people aware of the possibilities of the library:

„[...] with marketing we want that people are involved in the life of the library.“  
(Interview 5, April 27, 2015).

„To emphasise that library is contemporary, changing and adaptive and user friendly organization.“ (Interview 4, April 20, 2015).

„We want to help our users finding and accessing the resources they need as fast and efficient as possible, whether they visit us to do it or order/access resources from office or home.“ (Interview 7, April 28, 2015) .

University libraries use their web site for main marketing channel, social media have become also important part of marketing. In addition, printed handouts and posters are used, also information screens if possible. Less information is communicated through newspapers and only one representative of a library mentioned subject librarians. All respondent pointed out, that channels are chosen because their target audience (students, researcher) are using those already.

#### **4.2.2 Libraries using social media**

All seven respondents agreed that any library should use social media to make organization more visible. Social media is popular and intensively used by university libraries' target audience – students, and they seek information from those environments. However, respondents pointed out some additional reasons:

„It is also a more informal way to communicate with the users. And it give us as library/library staff a more „human“ face to the users. Notable: when we post an image of snowdrops from our garden, we get a lot of likes. When we are being serious and try to promote some databases, no one likes it. It is the nature of social medias like facebook, i think. They are informal, they are private, and it is also a room for fun stuff.“ (Interview 3, April 6, 2015).

„Library should be modern and adaptive in order to fulfill high society’s expectations.” (Interview 4, April 20, 2015).

„If we are not there, we don’t exist. Social media offers an easy-to-use channel for customer to give us feedback. We can also learn a lot by monitoring the discussion regarding the library scene on social media.” (Interview 6, April 28, 2015)

„This is where our users are, we want to meet them there. It is a way for us to have more communication with our users and to be more available to them.” (Interview 7, April 28, 2015).

However, one respondent pointed out a possible reason why libraries should not use social media: „If library communicates of students through social media people will not to go to library, they will wait information only for social media” (Interview 5, April 27, 2015). The previous comment was presented together with positive attitude, in the researcher’s opinion the supplement was added for discussion and analysing different possibilities.

The suitable channels should be chosen according which environment fits to the library overall. Library has to decide according to the content informed whether Facebook, Instagram or Twitter-type of media is best possible. Overall, social media helps people to keep up with library’s news and events; and when user behaviour changes, then libraries have to adapt by choosing new channels.

#### **4.2.3 Marketing in Facebook**

Six of the interviewees represented the libraries that maintain Facebook page; one respondent administrates a branch library’s Facebook page, but the main library belonging to research objects does not have Facebook profile. The main reasons, why libraries should include Facebook into their marketing activities, were discussed in subsection 4.2.2. One respondent described, how the development of Facebook marketing took place:

„The Facebook Page was created in 2009/2010 when the faculty and campus libraries merged [...], and the web presence was created for the new entity. It had both marketing as well as creating awareness purposes. We soon realized that most of our Facebook audience consists of other library professionals and that the channel is not working as such to reach the customers. The number of followers has

been rising slowly, including now also a lot of university alumni, an important target group for the university.” (Interview 6, April 28, 2015).

The content communicated in Facebook do not differ from the information shared through other channels: trainings, databases, services, opening hours, events in library and outside, exhibitions. The latest information is promoted and participation of events is encouraged. Most times the communication person/team is responsible for the content; in some extent also customer service department and subject librarians. Often the content in Facebook is shared from and to library’s blog or Twitter wall.

The native language is chosen, because main part of the university students is local. Some libraries use Twitter to inform international students, others just hope Facebook translating system works effectively enough at their library’s page. Libraries do not have specific marketing plans or strategies for using Facebook, the goals of marketing overall apply also to this social network. Besides, libraries have quite different point of views about setting goals:

„We have a „rule“ that says 1 post as minimum each week.” (Interview 3, April 6, 2015).

„We discussed to write down a concrete development or activity plan, but we found that 7 posts a week is not important to us, and as a communication tool our Facebook does not work, we don’t get almost no feedback from there.” (Interview 1, March 30, 2015).

„No quantitative goals have been set, but the number of followers is steadily increasing, and we celebrate in some way every time we reach a another thousand followers.” (Interview 7, April 28, 2015)

The respondents declared that Facebook is important marketing channel as majority of users have an account in this media. However, Facebook is considered a supplement next to the other traditional and social media channels:

„The use of Facebook here is more as a supplement. And in a more local way.” (Interview 3, April 6, 2015).

„In these days it is inconceivable that we that we would not have Twitter or Facebook account.” (Interview 5, April 27, 2015).

„As an independent channels it’s no longer important because of the fact that without paid advertisement you reach only very few users there.” (Interview 6, April 28, 2015).

„I am not sure, that i would bother to make a facebook-page today if we were a new library. Maybe resources would be better used on instagram.” (Interview 3, April 6, 2015).

Interestingly libraries point out that big part of their Facebook friends belong into library profession community; it is good place to follow, what other libraries and universities do. This increased the target audience from students, researchers, and university staff also to librarians and information professionals.

There is one respondent, who gave answers about the library, which does not own Facebook profile. The reason why this university library does not have Facebook page, is simple – branch libraries have separate pages. There is no need to create another concluding page as the branch libraries effectively manage themselves and there has never been much focused cooperation. Unfortunately, no answers to the interview questions were received from the representatives of other two libraries’ that have not joined Facebook, which makes it impossible to generalize.

#### **4.2.4 Summary of the interview results**

University libraries use their web site, social media environments, posters, and local media in some extent to promote availability and services. The target audience are students, researchers, and university staff, so the marketing channels are chosen according what is popular amongst those groups. Intranet, university information systems, info screens, and subject librarians are included to communicate information to university members as those are the most direct channels.

Different channels and social media environments are used for different purposes. In many cases Facebook is for sharing information to local audience, Twitter to international students, Instagram is to promote events, and through web site the basic formal



information is communicated. Overall, all possible news and pieces of information is announced through all channels. The libraries are aware that best content for sharing in social media is fun, informal, and inviting, on the other hand the communication teams responsible for the messages want to post formal news about opening hours, renovation works, and trainings.

Often the same content is communicated through multiple mediums: Facebook, blog, Twitter, web site. The channels are chosen, because most of the users have chosen those first and they are already active in there. Libraries want to show their openness, helpfulness, youthfulness, and availability; greater idea is to involve people to library's everyday life. The Facebook profiles should help libraries to offer better service, and bring together students and researches with library for finding and accessing the needed resources.

Regardless of having proper marketing plans, the libraries are satisfied with the supplementary role of Facebook. The shortcomings of Facebook are known and some have even hesitated to keep on, but still the most of the university libraries use Facebook and do not plan to stop. The goals of setting up a Facebook profile has been to communicate information to students, the end results almost satisfy the libraries.

### **4.3 Discussion**

The Facebook marketing of university libraries has evolved significantly, as majority of the research objects are present in the social network (13 out of 16 libraries). Compared to the situation some years ago when librarians considered Facebook as an inappropriate marketing tool for academic library (Charnigo & Barnett-Ellis, 2007) or they were confident that readers do not use this environment (Hendrix et al., 2009), university libraries are quite active in Facebook posting information every week. In addition to the textual material also photos and videos are posted, very few messages do not include any visual content, which is also further development compared to older researches (Sokoloff, 2009; Calvi et al, 2010).

Baltic and Nordic university libraries provide basic information under profile information section. Although phone number and web site address included, there is information that does not necessarily send the user to find information from other sources. Still, all those

contact information pieces give users a possibility of choosing where and how to contact the library. The essence of social media is all about communication and interaction (Agesta, Bough and Miletsky, 2010), but libraries do not encourage users to contact them through Facebook itself. The interviews also revealed that libraries' Facebook profiles were created to make libraries visible, and not for communicating with people. This may also be a reason of low feedback rate and in some cases few user-generated posts on the libraries' wall.

The profile pictures of university libraries tend to be very official, presenting university's of library's logo. Indeed, there are some exceptions like DTU Library showing interior, UT Library demonstrating exterior of the building, and HU Library presenting girl with hat which connection with the library is difficult to understand. The profile pictures are static and in most of the cases also cover photos, those are not updated too often. Nevertheless, compared to the situation some years ago when photos were uploaded rarely (Calvi et al., 2010) and cover photos were not popular (Roos, 2013), the visual appearance of the libraries' profiles header has improved to be more friendly and appealing.

Marketing specialists recommend that organization should connect with people and engage the audience (Belew, 2014), it is important to reply to comments and keep the conversation going (Seiter, 2015). The respondents of the interviews follow those suggestions in some extent, the answers included statements that Facebook allows to give 'human face' to the library and communicated information should be informal to attract users. On the other hand, content analysis of Facebook pages revealed that most of the posts are formal and serious sharing news about library services, opening hours and databases.

The author of current research feels some conflict in this case. While effective marketing is considered to build and maintain strong relationships (Broady-Preston, 2013, Kotler et al., 2013), and social media is all about communication and social activities (Tălpău, 2014), then libraries still communicate formal information through their Facebook pages. The content analysis and interviews gave similar results as fun competitions and sharing interesting photos is not done often and formal news dominate. It seems that Facebook is used as just additional channel to provide all types of information. Although, not all mediums are suitable for everything (Brogan, 2008, Solomon, 2013) which also came out from some interviews where respondents described that for example web site is used for

stable information, social media for changing material, and Instagram for promoting courses for students.

Some libraries' Facebook page wall posts do not get any likes, commenting is also not very popular among friends. Still, many libraries (e.g. VU Library, LIRU, and KTH Library) have experienced that one post gets lots of feedback through 'likes'; on the other hand, those news were informal, inviting, and fun. Previous research by Palmer (2014) clearly showed that the feedback can be accomplished by sharing humorous content, re-posting fun announcements, or raising a challenge. Current research revealed that Baltic and Nordic university libraries have also experienced that situation, but still Facebook is used for sharing primarily formal information.

The amount of friends of university libraries' Facebook pages varies from 464 to 6919. Active libraries have more likes, and get also more feedback to the posts – there are libraries that have got over 20 post comments per year, while some got one or none. Another relation can be distinguished: more informal messages attract more users to like the page. Again, the perfect example is VU Library, which has 6919 page likes, and over half of the Facebook posts are on informal and fun topics; or HU Library with 2365 page likes and 31% of the posts are informal.

However, the content shared is Facebook by university libraries versatile, the users who prefer getting information about library from social media gets all news from one place. Content analysis showed that in average about six posts per month are communicated, which should effectively cover all the important events in the library, also promoting databases and introducing books. Although, surprisingly the books and collections of the library are not so popular to share in Facebook, more information about library is communicated. The libraries' representatives pointed out similar point of view, and author of the research understands that Facebook is used as “second web site” of the libraries.

The two-way communication works in some extent, there are posts written by other users at libraries' Facebook pages, and the administrators of libraries' pages have replied, when question concerns the organization or service (for example KTH Library, SU Library). The libraries' Facebook pages are 'liking' other pages, usually at least 10 different pages are listed. Although, some libraries have disabled the possibility that other users could add some information to the library's Facebook wall.

Six university libraries have installed additional applications to their Facebook pages as it is also recommended according to previous researches (Collins & Quan-Haase, 2014). The libraries have integrated such applications like e-catalogue searches, chat, e-book search, YouTube, RSS/Blog, weRead, Goodreads, Mixcloud. Those show that libraries are aware of other web resources and want to share those with users. It also shows to users that the libraries really want to make users' life easier and offer services in online environment.

During content analysis it was noticed that most libraries communicate information in Facebook in their native language – about 76% of all the posts of all the libraries were in mother tongue. Similar tendency came out from profile information section, where the descriptions of libraries were in native language, English was used very rarely. Although, this cannot be generalized too much as for example TUT Library had over half of the posts doubled in both Estonian and English, and KTH Library had very big part (60 posts out of 83) of the posts only in English. Some interview respondents pointed out that international students and researchers prefer Twitter to get information from library, this is a reason, why Facebook is directed to local audience. One interviewee pointed out the Facebook translation possibility, that if foreign user wants to understand the information in the page, it can be translated into appropriate language directly on library's Facebook page. Still, the author of this research found, that Facebook does not provide translation opportunity on every page, and it cannot be turned on and off. Understanding the provided information was difficult to the researcher, so probably the foreign students have experienced the same problem.

Interestingly there arose a conflict between actual posts on libraries' Facebook pages and respondents' understanding of the content. Analysis revealed that nine libraries out of 13 have posted some information about books and collections, most of them had posted only one or two news of this topic during a year. On the other hand, almost all respondents mentioned, that library informs about new and interesting books through Facebook page, which is not happening in real.

Overall, the content analysis showed clearly, that libraries are using Facebook for informing and disseminating information, and this result was supported by the answers of interviews. Although, the libraries' communication persons/teams are aware of student being main target audience and that informal messages are more suitable to Facebook

environment, the shared information tends to be similar to the official web site content. This leads to the libraries' attitude that Facebook has a supplementary role next to all other channels. There has been some hesitation should a library continue of maintaining Facebook page, also there has been a discussion that nowadays a library should not create Facebook page anymore as this is obsolete phenomenon.

The research revealed that Facebook is used simultaneously with other social media environments. The university libraries use Facebook page for informing other users about events, news, and opening hours, less databases and exhibitions. The pages are not used for promoting or even marketing purposes, sharing basic information is main purpose and goal. Facebook is additional channel and probably nothing negative would happen if the libraries stop using this network. The web sites of the libraries have remained the principal marketing channels.

The results of this research were presented in May 2015 at the „7<sup>th</sup> International Conference on Qualitative and Quantitative Methods in Libraries<sup>1</sup>” (Roos, 2015) held in Paris, France.

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<sup>1</sup> The web page of the conference <http://www.isast.org/qqml2015.html>

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

Facebook is the most popular online social network and it is used by millions of people. Organizations can benefit from this fact by communicating and promoting services through Facebook pages. There is very little literature about the usage of Facebook on European academic libraries and attitudes shaped towards this social network in the libraries. Even more, there are no researches about how Northern Europe university libraries are using Facebook for marketing.

This study applied mixed methods to collect both quantitative and qualitative data to explore the usage of university libraries on social network Facebook. The target population for his research were Baltic and Nordic university libraries, one multidisciplinary and one technical university library from each country. A content analysis of the libraries' Facebook pages was conducted, and semi-structured e-mail interviews were executed. 13 libraries out of 16 had Facebook pages, all of those were analyzed; seven representatives of the libraries agreed to participate in the study and answered interview questions.

This final chapter of the thesis presents conclusions about the findings of this research in relation to the research questions. A discussion of the implications of these findings on theory and practice is provided. Finally, suggestions for areas of further research are offered as well as implementation possibilities for practitioners are offered.

### **5.2 Conclusions about Research Questions**

The aim of the master thesis was to find out marketing information that libraries communicate in Facebook, and secondly to analyze the attitudes libraries have towards marketing in social media. These two aims lead to four research questions which are discussed individually.

## **Research Question 1:**

*Why university libraries use Facebook for marketing?*

On the whole, Baltic and Nordic university libraries tend to use Facebook, because they have done it already years, and it is a good supplement for other marketing channels. Libraries feel the need to be where users are, and use the same web environments as their patrons – Facebook has been logical step for university libraries. University libraries' advantage is that major part of their target audience is students, who have new technologies and social media environments important part of their lives. There have been many developments put through in Facebook, for example targeting ads (Weintraub, 2011), boosting and promoting posts (Vahl, 2014). Still, libraries prefer to use social network site for distributing news and disseminate information.

The libraries aims in Facebook are to help students and researchers, attract new people, disseminate information, and make patrons aware of their existence. Libraries want to show their openness and adaptability, invite people to library, and provide better service. The aims are rather great and noble, but it raises a question, is Facebook the right place to employ exactly this type of marketing. Libraries' aim is to be visible, but Facebook is rather communication environment which helps to connect with people and engage the audience.

Facebook is a tool to inform primarily local students and alumni; the researchers and international students are notified through other social media environments (e.g. Twitter, Instagram). This social network also helps to follow the other libraries and library professionals. Overall, Facebook is used to inform local students and monitor the activities of other libraries.

## **Research Question 2:**

*What kind of information libraries communicate through their Facebook pages?*

The information communicated through universities libraries' Facebook pages can be separated into two. At first, major part of the content is formal information of library and services: the changes in opening hours, renovation works, information about reading rooms, lectures and trainings, news about databases and e-catalogue. Also news about

events and exhibitions organized in the library are communicated. It is not surprising that libraries prefer to inform about themselves, same tendency appeared also from literature (Phillips, 2011, Tan et al., 2012, Roos, 2013, 2014). The content analysis of libraries' Facebook pages revealed that there lacks of information about traditional paper collections and e-materials, which have regarded the most important things in library since now.

Secondly, informal messages inviting users to communicate and interact are posted onto libraries' Facebook pages; although, the amount of those messages is rather small. The communication people and administrators of libraries' Facebook pages have an understanding that pages include much more informal posts (humorous quotes and pictures, contests and challenges, fun announcements) as they actually do. The proportions of different topics in wall posts vary by libraries; some prefer to promote the library, other favour fun pictures and informal content. Overall, the formal messages are dominating and those are illustrated with pictures or web links to attract users.

### **Research Question 3:**

*What attitudes and standpoints libraries have about marketing university library in Facebook?*

All the respondents of interview questions were confident, that libraries should use social media tools and Facebook in concrete for marketing the organization and services. Libraries consider Facebook as one equal marketing channel next to the web site, posters, and other social media channels. Social media is preferred as library patrons use those environments, but the marketing activities are not so planned and standardised. Facebook is not something special for libraries, overall strategy is to push out news through as many channels as possible.

The feedback from friends in Facebook can be measured by page likes, comments, posts likes (Glazer, 2012), but the posts do not have to invite users to respond, they have to be special with interesting content (Palmer, 2014). The content analysis and interviews revealed that fun and informal posts are not even priority to the libraries. Not to mention additional functions like chat or videos (Collins & Quan-Haase, 2014), which were not popular to add at all. Libraries do not aim to gather lots of followers or friends, the amount of post 'likes' is also not very important. The only goal respondents mentioned is not



measurable – to post informative news. University libraries' Facebook page administrators maintain just another web site that duplicates same information.

#### **Research Question 4:**

*What are the best practices of marketing libraries in Facebook among multidisciplinary and technical libraries?*

Although university libraries analysed in this study did not consider the amount of page and post likes most important, the determination of best practises base on previous researches focusing on the amount of feedback from friends (Sokoloff, 2009, Tan et al., 2012, Houk & Thornhill, 2013). The best practises among multidisciplinary and technical university libraries are presented separately with justifications of decision.

Amongst multidisciplinary university libraries the Vilnius University Library has been most active – 105 posts have received 1846 likes and 224 comments. VU Library's page was also only, where highlighting possibility was used; in addition to 144 photo albums there were videos uploaded and additional applications (reviews, events, notes, Mixcloud) used. VU Library posted the most messages with informal content and those also got the most feedback from other users, for example an update of cover photo received over 150 likes which is also best result from all university libraries' pages analysed.

The best ratio of activeness and feedback amongst technical university libraries had KTH Library from Sweden – 1975 friends, administrators posted 83 posts that got 634 likes and 21 comments from other users. KTH Library has uploaded six videos and 26 photo albums, there are reviews, events, RSS/Blog and e-books application integrated. Friends of library have posted 25 messages to the library's Facebook wall.

### **5.3 Suggestions for Further Research**

Based on the findings of this study it will be worth investigating how Baltic and Nordic university libraries are using other social media environments for marketing. The study can target also university libraries managers to find out the attitudes towards social media marketing even deeply. Another area of which needs further exploration is use and perceptions of students on Facebook and other social media. This study would be users'

needs evaluation which can be used in comparison and analysis to the existing studies about libraries' point of views.

## **5.4 Implementations**

The findings of this research can benefit to the library managers and marketing specialists, as it can help in forming libraries' marketing strategies concerning social media environments in particular. The communication specialists responsible for libraries' Facebook pages can analyze the results and notice which content works best for growing feedback from other users. Universities libraries' communication managers can frame short guidelines to market the library in Facebook.

## **5.5 Conclusion**

In conclusion, Chapter 1 of this thesis provides a justification for the research project giving background information and context in whole. The research problem, aim, and questions have been presented. Furthermore the methodology has been briefly described, limitations and scope are pointed out. Background literature was discussed in Chapter 2. The methodology for data collection and data analysis were discussed in Chapter 3, which also provided justification for the choice of methods applied. Chapter 4 presents are results from both content analysis and semi-structured interviews, the results were then discussed in relation to the literature reviewed. Conclusions were presented in the final Chapter 5 – conclusions about the findings on the research in relation to the research questions, suggestions for further research, and recommendations on implementation of the findings.

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## APPENDICES

### Appendix 1: Categories and codes of content analysis

Excel row	Category	Codes
2	Profile existence	No 0 Yes 1
3	Profile type	Person 1 Page 2 Group 3
4	Profile picture	No profile picture 0 Photo of building 1 Photo from inside (without people) 2 Photo from inside (with people) 3 Photo of books 4 Collage 5 Other 6
5	Cover photo	No cover photo 0 Photo of building 1 Photo from inside (without people) 2 Photo from inside (with people) 3 Photo of books 4 Collage 5 Other 6
6	Profile information	No profile information 0 History / establishment 1 Description 2 Location 3 Website address 4 Contact information (e-mail, phone) 5 Other 6
7	Number of 'likes' / followers	
8	Number of wall posts (created by library)	
9	Content of wall posts (created by library)	Information about library, notifications 1 Opening hours 2

		Information about event (trainings, lectures) 3 Exhibition 4 Books, collections 5 Reference to media publication 6 Competition, prize game, contest 7 Databases, information resources (incl. trainings) 8 Other 9
10	Number of comments to posts	
11	Number of 'likes' to posts	
12	Number of 'shares' of posts	
13	Number of wall posts created by followers	
14	Existence of photo albums	No 0 Yes 1
15	Number of photo albums	
16	Content of photo albums	Library building 1 Library rooms 2 Librarians 3 Students 4 Events 5 Books 6 Other 7
17	Existence of videos	No 0 Yes 1
18	Content of videos	Introduction of library / reading room / service 1 Library work (behind the scenes) 2 Introduction of book 3 Events 4 Other 5
19	Other applications (notes, events, etc)	
20	Other (recommendations, liked by page...)	

## **Appendix 2:** E-mail with request to find respondents to interview questions

Good Day!

I am Jaana Roos, a master student of international program Digital Library Learning (DILL), which is cooperation between Oslo and Akershus University College of Applied Sciences (Norway), Tallinn University (Estonia), and the University of Parma (Italy). I am in the process of writing my master thesis “Baltic and Nordic university libraries marketing in Facebook” and I am collecting data for that purpose. For my master thesis I am very interested of how university libraries have included social media into their marketing practice, what information is communicated on libraries’ Facebook pages, the aims and outcomes of this kind of marketing, and libraries main standpoints towards Facebook marketing. The study objects are one multidisciplinary and one technical university from each Baltic and Nordic country, your library belongs into my sample and this is the reason I contacted You.

The purpose of this letter is to ask for your assistance to find most appropriate person in your library, who is most directly responsible for marketing and/or Facebook communication, and who may participate in my study.

The interview will take place in English language, the questions will be focused on your library’s marketing practice and using social media for marketing the library. The semi-structured personal interview consists of 12 questions that require rather factual and concrete answers – it takes about 5 minutes to answer each question.

Please forward this information to the most appropriate person who agrees to participate in my study. If you have additional questions, do not hesitate to contact me.

Best regards,  
Jaana Roos

### **Appendix 3: Interview questions**

#### Overall marketing

- 1) How [library] services, events, etc., are marketed to the public?
- 2) What kind of information is communicated?
- 3) Which channels are used for that? How and why those channels were chosen?
- 4) What are the main principles of marketing the library?
- 5) What are the main goals [library] wants to achieve with marketing?
- 6) Should any university library use social media for marketing? Why/Why not?
  - a) If yes, then what kind of social media should/could libraries use in marketing? Why?

#### Facebook (library owns Facebook page)

- 7) Why Your library has decided to use Facebook for communication? On which purpose Facebook profile was created?
- 8) What information is communicated and who decides what content to create?
- 9) Who is the priority target audience of library's Facebook profile?
- 10) The information provided on your library's Facebook page is mainly in ... language. Why you have decided not to use any other languages (e.g. English)?
- 11) What goals have been set about marketing in Facebook?
  - a. In what extent previous activities have fulfilled the goals set? Has Facebook marketing given the expected outcomes?
- 12) How important is Facebook marketing to the library? Please explain.

#### Facebook (library does not own Facebook page)

- 7) Why Copenhagen University Library does not use Facebook for marketing?
- 8) Is the library going to create a Facebook page in future? Why / Why not?