



**Yale College**  
**Center for International and Professional Experience**

**Luke Hellum**  
**Saybrook College, Class of 2019**  
**YACSF**  
**Greenwich, CT**

**Tech Intern at Greenwich Library**

**Section One: Objective Narrative**

At the Greenwich Library, I simultaneously managed multiple responsibilities and projects that included teaching workshops, training staff, assisting patrons, and revamping internal administrative systems. The assistant reference librarian Michele Martin and the head of the information services department Wynnkie Delmhorst oversaw my work.

Throughout the summer, I spent roughly 1-2 hours a day providing one-on-one tech assistance to library patrons of all ages and tech skills. I helped them with tasks that included printing from library computers, submitting job applications, developing impressive LinkedIn profiles, and even using Greenwich Library's Bloomberg terminal. Twice a week, I provided assistance at "drop-in labs" in the Technology Training Center where patrons could bring their own laptops into the library and get help.

While working with these patrons, it often became clear that some struggled with the basics of using the library's website. To improve their technological literacy, my boss assigned me a project to write and record instructional videos on how to properly use the Greenwich Library website. When completed, this 5-part video playlist was about 10 minutes long and had been approved by over ten staff members in four different departments.

I also learned how to use and maintain the library's recently acquired 3D printer and by the end of my tenure had effectively become its manager. I printed out manuals, created printing guides, and wrote answers to frequently asked questions that arose in my training of the staff. While I worked with the 3D printer, Wynnkie and Michele often consulted me on how to effectively build and implement a creative "Maker Space" for teenagers to print 3D objects, make movies, and even record music. These informal discussions ultimately led to my making and presenting a PowerPoint at a staff meeting about how to develop spaces for teen patrons.

My responsibilities at the Technology Training Center extended into teaching and developing educational workshops for Greenwich Library patrons. I created and taught the curriculum for a two-part programming class in the statistical computing language R. Drawing from my prior experience teaching an after-school enrichment geography class in high school, I created presentations, developed sample code, and wrote hand-outs in preparation for these workshops. To practice, I conducted three mock presentations with college students who had prior programming experience and incorporated their critiques into my curriculum. In addition, I assisted with photo organizing, web development, and online travel resource classes.

Finally, I lent my time to anyone on the Information Services team who needed projects completed. Some were small, like reformatting reports, creating Google forms to conduct department-wide surveys, and covering the welcome desk periodically. Some were quite enjoyable. I maintained my own public display of my favorite books, DVDs, and movies for over two weeks, for which I had to curate and physically find over 100

Greenwich Library titles. Some had serious implications. I conducted an analysis of the two financial services subscriptions that the Greenwich Library system had access to, Money.net and Bloomberg. I mined usage statistics over the past year of both terminals and ultimately recommended to cancel the \$1,800/year Money.net subscription.

### **Section Two: Professional Reflection - Learning Objectives**

My goals coming into this fellowship were to effectively carve myself a niche of responsibility within this large organization and to continue developing my ability to educate others. During my interview, I proposed my teaching a workshop on the programming language R. After having taken two classes in R last semester, I was able to hone my expertise while developing my curriculum and found that preparing and then teaching gave me a much more strong grasp on the language. I enjoyed the opportunity to teach classes on R and plan next year to build on this experience by taking three more classes in R toward my statistics major.

### **Section Three: Personal Reflection – Individual Growth**

I had no prior experience having a boss. During the first three weeks at the library, I figured out how to balance staying in the loop with her while not draining too much of her time by checking in too often. Not wanting to deliver incomplete work to her, I, in the beginning, would ask too many questions. I learned to have a list of questions prepared when I checked in with her and to take notes during that meeting.

I expected that having a 9-5 job for the first time would teach me new interpersonal skills and, in retrospect, think that this is the most valuable skill I learned. I've wondered for a long time why employers list what seemed to be superfluous criteria such as project management skills, but I now understand how valuable it is between a boss and a subordinate to structure and time projects. I found my direct communication style allowed me to overcome my initial naiveté because I wasn't afraid to ask questions when they arose. For the first time in my life, I was obligated to manage my time consistently throughout the day.

In conclusion, I sincerely enjoyed and valued my time at the library. I would like to thank the Yale Alumni Association of Greenwich for sponsoring my fellowship, specifically Lisa Beth Savitz. She was a kind host who took me out to lunch twice and invited me to Yale Alumni Association of Greenwich events. Thank you!