



WHICH Generation Am I?

A Personality Quiz

As of 2010, there are 4 different working generations who comprise today's workplace: *Traditionalists, Baby Boomers, Generation X, and Millennials or Generation Y*. Please keep in mind that not every person fits all of the characteristics of his/her generation's description. Do you think that you fit the characteristics of your defined generation? Take this quiz developed by graduate student T. Sesangthong of the University of Denver—University College in 2009 to see which generation fits you the most. After you have done with the quiz, turn over the paper and add up your point totals to see which generation fits you best.

- If you have to contact a customer, which type of communication do you prefer the most?
 - Face-to-Face communication
 - Through e-mail
 - By phone
 - Texting your customer
- Which type of reward motivates you the most?
 - Money
 - Vacation
 - Title and recognition
 - Compensation in a job done well
- What's important to you?
 - Your experience is respected
 - Do it your way and forget the rules
 - Being valued and needed in your workplace
 - Working with other bright and creative people
- Which type of leadership style belongs to you?
 - Chain of command
 - Self command
 - Collaborate
 - Top-down style of management
- Which best describes your interactive style?
 - Individual
 - Entrepreneur
 - Participative
 - Team player
- As a teenager, you...
 - Rebelled and challenged authority
 - Respected your parents
 - Friends were more important than family
 - Counted on your parents for advice and guidance
- How often do you want feedback?
 - All the time
 - During a performance review
 - Feedback is not necessary
 - Just enough to let me know that I am on the right track
- You're loyalty is toward...
 - The organization
 - Your individual goals
 - People or projects
 - The importance and meaning of work
- How often do you use computer for personal use?
 - Everyday
 - Just use at work is enough for me
 - Seldom
 - Cannot live with out
- How do you feel about work and money?
 - Work should be meaningful, and money should be spent on something you love
 - Work should be short, so you can get on to your true interests. Money is not all that important
 - Work should be as fun as possible. Life is short, so enjoy your money
 - Work hard to be financially secure, and do not waste your money

Now turn over your paper to score your results!



Generation Personality Quiz:

Scoring The Results

Now that you have completed the quiz, it is time to score and interpret your results. For each question asked, every choice has a point value. Please identify your point values for the selections you made. Then add up your total points and compare it with what generation you fall into. Descriptions of each of the 4 work generations is located below the graph.

Would you like to try a similar quiz online? Then check out this link: <http://projects.usatoday.com/news/generations/quiz/>

Point Value By Letter

	Selection (A, B, C, D)	Point Value	A	B	C	D
1.			1	2	3	4
2.			3	4	2	1
3.			1	3	2	1
4.			2	3	4	1
5.			1	3	4	2
6.			2	1	3	4
7.			4	2	1	3
8.			1	3	4	2
9.			3	2	4	1
10.			2	3	4	1
GRAND TOTAL (Add Questions 1—10)						

My Generation Is....

If you score 10-25: You belong in the Traditionalist Generation

You fit best with people born between 1922–1945. You are a person of high values and character. Family, your country, loyalty and hard work are all important to you. You are willing to do the right thing when it is difficult. *As of the 2000 Census, 63 million (or 23%) of Traditionalists comprise the American workforce.*

If you score 25-30: You belong in the Baby Boomer Generation

You fit in best with people born between 1945–1964. You are optimistic and rebellious. You believe that you will change the world. You detest authority and rules. You are also team players and service-oriented. *As of the 2000 Census, 78 million (or 29%) of Baby Boomer's comprise the American workforce.*

If you score 31-35: You belong in Generation X

You fit best with people born between 1965–1980. You are fun, laid back and very independent. You are willing to take risks and live your life however you see it fit. In addition, you are casual, accepting and friendly, which make you see everyone as equal. *As of the 2000 Census, 48 million (or 18%) of Generation X comprise the American workforce.*

If you score 36-40: You belong in Generation Y (also known as the Millennials)

You fit best with people born between 1981–2000. You are cooperative, flexible, techno savvy and adaptable. You know that world changes quickly, and you are eager to change with it. Moreover, you are socially responsible, forward thinking and open-minded. *As of the 2000 Census, 80 million (or 30%) of Millennials comprise the American workforce.*

RADR 2305 – Group Oral Presentation

CATEGORY	Exemplary - 4	Adequate - 3	Work in progress - 2	Total
Organization	Students organized oral presentation in an effective and unique way as to inform & entertain audience.	Each student spoke an equal amount of time & organization was evident.	Disorganized as to order of speakers and/or content which distracted from topic.	
Transition	A nice easy flow between speakers. Group obviously practiced prior to class presentation. Pleasing to listen to/participate in.	Transition between speakers was mostly smooth; however more practice would have enhanced this element.	Appears as not much practice and/or work went into oral presentation prior to class presentation.	
Content	Oral presentation followed along a consistent path whereas no information was repeated twice and a logical order was evident. Audience was well informed about topic thus did not leave listener wondering about the issue at hand.	Most all requirements evident concerning topic, thus informative but at times vague.	Some students prepared whereas others were lacking in topic content.	
Preparedness	All group members knew exactly what they were doing which gave this presentation a professional look. Dress attire extremely professional. Visual aids were excellent – notes were rarely used.	Mostly prepared however, some stumbles concerning preparedness. Dress attire adequate. Visual aids were adequate – notes were mostly used.	Group appears to be scattered and disorganized, thus audience is uninterested by teams lack of preparedness. Dress attire lacking. Visual aids were inappropriate – student(s) read entire presentation.	
Interest & Value	Students interested audience from first moment of presentation & kept audiences' attention throughout. Information maintained an academic value.	Presentation was of interest to audience at times however there were moments where speaker(s) lost audience interest. Mostly academic value.	Because of poor preparedness, group did not capture audiences' attention nor hold it throughout presentation, thus presenting little academic value.	

Start time: _____ **Finish time:** _____

Comments:

Total Score: _____ x 5 (sections) = _____%

Customer Service Reflection

Instructions: You are to go individually or with a partner to a local hospital/clinic and spend 30-45 minutes in the patient waiting area (doesn't matter which department). Make sure that this waiting area is one where patients check-in and are called back for their appointments (not the main lobby of CSMC or SJRHC). If you are asked why you are there, please explain to them that you are a radiography student at Blinn and are completing a mini-project on customer service. If you are asked to leave, please do so quietly.

Some examples:

- Any patient check-in area at Scott & White Clinic
- Radiology department waiting room at SJRHC or CSMC
- Texas Dept. of Health (Bryan) patient waiting area
- Any doctor's office or outpatient clinic check-in area in Bryan-College Station

While you wait, observe the things going on around you . . . reflect on the following questions.

- How big is the waiting room?
- How many clerks are available to work with patients?
- Are patients greeted upon arrival?
- How are patients addressed for their appointments?
- Does anyone ask you why you are there and if they can help you?
- What is the atmosphere of the waiting room? (TV, music, magazines, children's area, etc.)
- Can you see any patient records (computer, files, paperwork, etc.) while you are sitting/walking through the area?
- Does every patient know exactly where to go to check-in? Are there directional signs?
- What is the average time from when a patient checks-in to when they are called back?
- When patients are called back, how is it done?
- Do patients seem comfortable with the type of service they are receiving or do you hear grumbling (if so, what?)?
- Can you overhear confidential patient information being shared between the clerks? Between a patient and clerk?
- Ect.

Once the observation is completed, please write a 1-2 page paper explaining your findings and reflecting on areas of improvement for the waiting area. This is to be typed, Times New Roman font, 12pt, 1" margins, 1.5 – line spacing. Please list both students names on the top of the page, the site/department visited with the date and time of the visit, and title of – Customer Service Reflection.

CLINICAL INSTRUCTOR'S ORIENTATION

The clinical component is probably the most important part of a student's education. It is during the practical phase that the student develops the skills and attitudes necessary to become a competent radiologic technologist.

As a clinical instructor, you play a critical role in the students' education. It is imperative that the student recognizes you as a professional role model.

The following is a list of personal qualities that are characteristic of effective clinical instructors. Please review this list and circle your **personal characteristics** that will enable you to become an effective clinical instructor.

- | | |
|--------------|---------------|
| Enthusiastic | Accessible |
| Energetic | Patient |
| Exciting | Friendly |
| Empathetic | Understanding |
| Humorous | Imaginative |
| Approachable | Honest |
| Warm | Fair |
| Cheerful | Motivating |

The following is a list of **professional qualities** that are characteristic of effective clinical instructors. Please review this list and circle your professional characteristics that will enable you to become an effective clinical instructor.

- Knowledge of subject matter
- Organized in making a presentation
- Competent in the profession
- Resourceful in problem solving
- Communicated clearly and concisely
- Personal appearance
- Professional behavior
- Demonstration of proper ethics

The roles of the clinical instructor:

- A. Director of learning
You have the responsibility of organizing the learning opportunities for each student rotating through your facility. You will make day-to-day decisions regarding a student's clinical experience and will be recognized as a mediator between the technologists and the students.
- B. Role Model
As the primary role model for the students, it is essential that you exhibit appropriate professional behavior at all times. It is your responsibility to help the students recognize acceptable and unacceptable professional behavior. Students are likely to mock your behavior and develop your attitude towards our profession.

C. **Builder of the Program/Profession**

As a member of the health care team, you are considered a builder of our profession. We strongly advise you to join your local, state, and national professional organizations in effort to keep abreast of our rapidly changing profession. On occasion, the Blinn Radiologic Technology Program may invite you to present new professional ideas and goals during a professional meeting.

D. **Liaison**

As a clinical instructor, you will be recognized as a liaison between your health care institution and Blinn College. It is critical that any changes in policies and procedures affecting students be communicated to the clinical coordinator or program director as soon as possible.

Ways to Motivate Students



1. Challenge the students
2. Provide concrete examples and illustrations
3. Reinforce positive learning behavior
4. Provide feedback and cues
5. Communicate clearly
6. Be a good role model for students
7. Build on interests of the students
8. Provide opportunities for the students to give recommendations/suggestions related to what they are learning
9. Use a change of pace--different teaching strategies
10. Compare past experiences with projected new learning tasks
11. Tell the students what you expect

Samples of Student Handbook Policies . . .

- **Professional Ethics/Confidentiality**

Students must remember at all times that the information in a practicum area is confidential. This means that all radiological results are to be directed only to physicians for diagnosis and treatment. All patient computer files and histories are confidential information and should not be accessed by a student unless expressed as necessary by a registered technologist. **Students shall not tell patients, parents, friends, relatives, or non-hospital employees the results of examinations or the nature of any illness.** Only the physician gives this information to the patient. In addition, students shall not post any patient information including images on the internet in any form. Failure to comply with the above rules will result in a disciplinary action to be decided by the program director, faculty, and clinical instructor. (Code of Ethics of the American Society of Radiologic Technologists\ Patient's Bill of Rights, are discussed in detail during orientation).

- **Study Policy**

It is each student's responsibility that while attending practicum, he/she performs all the duties of a student radiographer. This includes, but is not limited to viewing/performing exams, cleaning/stocking exam rooms, checking equipment, clerical/filing tasks, reviewing images, etc. Once all radiography duties are completed, the student is allowed to review/study any books or notes pertaining to the radiologic technology program. This DOES NOT include:

- Computer assignments, eCampus assignments, internet use, magazines, newspapers, personal books

When studying, it is the student's responsibility to periodically check with the technologists or clinical instructors. This will ensure that there are no radiography duties pending and that the student is not needed.

- **Absence Policy for Practicum**

The practicum components comprise a very large portion of the students learning activities; therefore, we want to stress that any absences should be taken only in the event of illness or family emergency. Notify practicum of your absence by calling **at least 15 minutes prior to normal reporting time**. If the need arises to leave the practicum site earlier than the scheduled time, the student must properly document exit time, and have the approval of the clinical instructor. If the clinical instructor deems it necessary for the student to leave the clinical site due to a communicable illness, the student will also properly document exit time and go home. All time will be deducted in four hour increments.

Punctuality, consistent attendance, and the student's diligence in participating 100% with patient care and examinations are key factors to the successful completion of this program as well as securing employment. Each student must be registered in the practicum course at Blinn College prior to attending the practicum site.

Students are involved with practicum rotations for six semesters. Students are required to be at their assigned practicum site during their assigned hours only . . . For each absence occurrence beyond the maximum allowed (chart), **ten points will be deducted from the overall practicum course grade.**

- **Time Sheet Policy**

Each student will fill out his or her time sheet accordingly:

1. ONLY the student whose name appears on the time sheet may write on that time sheet.
2. All time sheet entries will be made in blue or black ink **ONLY**.
3. Sign in immediately before beginning practicum duties; take care of personal items **BEFORE** you clock in.
4. Sign out for lunch and sign in upon returning from lunch.

5. Sign out at the end of your practicum shift with a **DAILY** clinical instructor signature.
6. Student must transfer the time sheet to the different sites and sign in and out when scheduled to different practicum sites.
7. Student must transfer the time sheet to each modality area and sign in and out when scheduled for modality rotations.
8. Time sheets are to remain in the practicum settings at all times.
9. Make sure the **clinical instructor** signs the bottom of the time sheet upon semester completion.

Please arrive at the practicum site at least ten minutes before designated practicum time.

Any falsification of the time sheet is a very serious infraction of policy.

- **Tardy Policy**

A student who is late will be assessed a tardy. **Late is defined as one minute after the beginning time, whether it is the beginning of the shift or the resuming of the shift after lunch.**

One point will be deducted from the overall practicum course final grade for each tardy. Only two tardies will be allowed in any practicum semester. If a third tardy is accrued in one semester, a five (5) point final grade penalty will apply in addition to the two points deducted for the first two tardies . . .

If a student anticipates being late more than 15 minutes, the student needs to inform the clinical instructor at the assigned site. **Any tardy over 30 minutes will include the tardy point penalty AND the absence deduction as outlined in the absence policy.** It's the student's responsibility to set their watch in synchronization with the individual practicum site clock.

- **Practicum Site Telephone Calls Policy and Cellular Phone Policy –**

NO PERSONAL TELEPHONE calls will be **MADE** or **RECEIVED** unless an emergency situation arises.

Guidelines outlined in handbook.

Cellular phones may not be carried by the student at any time during the rotational shift but must remain in the **OFF** mode in the student storage area.

- **Uniform Policy**

1. The appearance of all students must generate confidence and respect from patients, families, and other visitors from the community in all practicum agencies.
2. Students' grooming practices shall make ample provision for sanitation, safety, and comfort. The student must wear the practicum uniform **AT ALL TIMES** while at the practicum site, with the exception of surgical scrubs during OR rotation. Blinn uniforms are **NOT** to be worn when the student is working as an **EMPLOYEE OR VOLUNTEER.**
3. All students shall be required to present a clean and neat appearance. All students shall dress in a manner appropriate for a professional health care environment.
4. Failure to have the correct uniform in clean and neat fashion will result in the student being sent home. The student may return with the understanding that the time missed at the practicum site will be deducted according to the absence policy in two hour blocks.
5. Uniform consists of: Regulation top, regulation pants, white or black socks, white or black shoes, regulation lab coat, student name tag, clean body and nails with no offensive odors, heavy perfumes, nail polish, or acrylic nails. Additional accessories may include: Brown, black or white hair ornament for keeping the hair out of the face, small stud type earrings (max. 2, no hoops) and one ring/set. A white regulation long-sleeved undershirt or white short-sleeved crew neck undershirt (per uniform information sheet) may be worn under the uniform top.

