## Lesson Plan

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Charisma Development</th>
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</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td>Morgan Garlock</td>
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<tr>
<td><strong>Target Audience</strong></td>
<td>Dietetic Interns</td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>Illustration, minute drama</td>
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### Terminal Objective
Learners will be able to identify how they can develop the leadership quality of charisma.

### Terminal Concept
Charisma is an important component of leadership and it can be developed.

### Domain: Cognitive, Affect

### Taxonomic Level: Application, Responding

### References

### Preparation
Ppt slides, practice the posture and pose positions before class, practice the minute drama and have copies for the learners who will be staff members.

### Pre-assessment
How many you consider yourselves to be charismatic? How many of you would like to become more charismatic?

**Time:** 1 min

### Supporting Objectives
Learners will be able to explain what charisma is.

### Content Outline
Charisma: The ability to communicate a clear, visionary, and inspirational message that captivates and moves an audience. According to Aristotle, there are 3 parts:
- Logos: logic
- Ethos: credibility

**Time:** 6 MIN

### Learning Experience (Activity Outline)
How would you describe a charismatic person? What is charisma? Slide
Learners will be able to identify charismatic leadership.

<table>
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<th>Pathos: emotions</th>
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<td>To influence others, use powerful and reasoned rhetoric, establish credibility, and engage followers’ emotions and passions. Charismatic leaders give others a sense of purpose and inspire them to do great things.</td>
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Research shows that 75% of employees in organizations are not engaged or giving their best work (Stallard). Leaders can engage their employees by reaching out and connecting with them so they become part of the organization.

Research shows that the chance that a manager who is strongly disliked will be considered a good leader is only about 1 in 2,000 (Cuddy pg 56).

Charismatic leaders will focus on 3 elements to connect with their employees:
- Share vision, increase value, and allow employees to have a voice.

Learners will be able to demonstrate non-verbal

Part of charisma is verbal, but a significant portion is non-verbal.

See scenario attached below.

4 MIN  Minute drama. The learners will be the staff members and the teacher will be the nutrition director. Hand out the staff member scripts so that they can follow and participate. Ask learners, did this nutrition director influence and inspire others with their charisma? Why not? How do you think this effected employee engagement?

4 MIN

6 MIN
charisma through good posture.

Maya Angelou wrote, “Stand up straight and realize who you are, that you tower over your circumstances.”

We all like being around people who may be termed “happy warriors. These are the people who reassure us that whatever the situation or challenge, it will work out in the end.

Good posture can help us feel inner strength, confidence, and calmness. This can make us be more open to others, feel less threatened, and also be less threatening in stressful situations. Good posture also affects how others perceive us.

Good posture:
- Stand up
- Reach full height
- Straighten s-curve in your spine
- Avoid exaggerated chest-out pose or raising chin high

There are physical poses, which alter body’s chemistry and increase confidence. These are known as power poses. They increase testosterone and decrease cortisol (stress hormone). Power poses are open, expansive, and space occupying.

| 4 MIN | Give participants one minute to find a pose that is open, expansive, space occupying. After they have found a pose that works for them, show them the suggested power pose by standing tall with hands on your hips and feet spread apart. Also show participants the pose of putting arms directly in the air, above the head. Ask participants, to try these two poses as well. After the power pose exercise, ask, “What sensations do you feel in your body?” |
| Ask participants to stand and practice standing tall. Have them work in partnerships to help adjust the other person’s posture as needed. Have them practice sitting tall and invite them to try this throughout the rest of the class. |

Learners will be able to demonstrate strength poses.

How many of you have friends who you would consider “happy warriors?” How do they make you feel when you tell them about a problem?
Learners will be able to demonstrate “cold” and “warm” positions.

Research shows that the way to influence and lead is to begin with warmth. Warmth facilitates trust, communication, and absorption of ideas. Small nonverbal signs such as a nod, a sincere smile, or an open gesture can show this (Cuddy pg 56).

We will practice standing and sitting positions contrasting warmth and coldness.

Standing positions:
*Warm:* Balance weight on one hip to avoid appearing rigid or tense. Tilt your head slightly and keep your hands open and welcoming.

*Cold:* Avoid standing with chin pointed down. Don’t pivot your body away from the person you’re engaging with. Avoid closed-hand positions and cutting motions.

Sitting positions:
*Warm:*
- Lean inward in a nonaggressive manner to signal interest and engagement.
- Place your hands comfortably on your knees or rest them on the

7 MIN

Slides: For each ppt slide, have participants try each position with a partner observing. Have the partner assess the warmth level. At the end of the exercise, ask participants to talk to their partner about how they are doing in showing warmth towards others.

Ask each other questions about rotations, personal life, future, etc. and each person will choose a cold or warm position to take on.
<table>
<thead>
<tr>
<th></th>
<th>Aim for body language that feels professional but relaxed.</th>
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<tbody>
<tr>
<td>Cold:</td>
<td></td>
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<tr>
<td></td>
<td>• Try not to angle your body away from the person you’re engaging.</td>
</tr>
<tr>
<td></td>
<td>• Crossing your arms indicates coldness and a lack of receptivity.</td>
</tr>
<tr>
<td></td>
<td>• Avoid sitting “at attention” or in an aggressive posture.</td>
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**Assessment**

What are you going to work on in order to become a more charismatic leader?

**Closure**

Charisma can be seen, felt, and heard. It can become natural with practice and self-evaluation. I would encourage you to observe those who are charismatic leaders to see what they do and strive to emulate the qualities within yourself.
**Lesson Plan**

<table>
<thead>
<tr>
<th>Title</th>
<th>Success and Failure</th>
<th>Name</th>
<th>Morgan Garlock</th>
</tr>
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<td>Target Audience</td>
<td>Dietetic Interns</td>
<td>Method</td>
<td>Music, role play</td>
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**Terminal Objective**

By the end of the lesson, learners will be able to recognize different types of failure and learn to creatively respond in order to promote productivity and progression in the workplace.

**Terminal Concept**

Failure and success are not two entirely separate concepts; rather, failure is closely associated with ultimate success.

**Domain** Cognitive   
**Taxonomic Level** Comprehension, application, affective

**References**


**Preparation**

Print out scenarios and cut them to give to learners. Prepare to play the “Best Day of my Life” song—either purchase on itunes or open page: [http://www.youtube.com/watch?v=Y66j_BUCBMY](http://www.youtube.com/watch?v=Y66j_BUCBMY)

**Pre-assessment**

How many of you enjoy losing or failing? How many of you want to be successful all the time?

**Supporting Objectives**

Interns will be able to describe what constitutes a successful day.

**Content Outline**

In the study completed as described in “The Power of Small Wins,” the best days at work were always associated with progress, whereas the worst days were associated with setbacks.

**Time (if in class): 1 min**

**Time:** 3:30 min

**Learning Experiences**

- Ask interns, “What did each of you write as the best day of your life?” Follow up with “What made it the best day?”
Of all the things that can boost emotions, motivation, and perceptions during a workday, the single most important is **making progress in meaningful work**. And the more frequently people experience that sense of progress, the more likely they are to be creatively productive in the long run.

- **Catalyst**: an action that directly supports work
  - Help from a person or group
  - Setting clear goals
  - Allowing autonomy
  - Providing sufficient resources and time
  - Helping with the work
  - Openly learning from problems and successes
  - Allowing a free exchange of ideas
- **Nourishers**
  - Respect
  - Words of encouragement
  - Interpersonal support: emotional comfort,

Interns will be able to explain the catalysts, nourishers, inhibitors, and toxins of progress.
Interns will be able to describe the difference between the results of progress and setbacks.

- Inhibitor: actions that fail to support or actively hinder work
  - Failing to provide support
  - Actively interfering with the work
  - Disregard for emotions
  - Interpersonal conflict

- Toxins: discouraging or undermining events

The success or progress of one day often affects the next day as well.

People are more creative when their inner work lives are positive. A positive inner work life means they:

- Feel happy
- Are intrinsically motivated by the work itself
- Have positive perceptions of their colleagues and the organization

Result of a positive work life: Higher commitment to the work. Improved perceptions of employer and peer...
Interns will be able to recognize the different types of failure and appropriately respond to unexpected failures.

<table>
<thead>
<tr>
<th>Support</th>
<th>The results of progress:</th>
<th>The results of setbacks:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Positive emotions: joy, warmth, pride</td>
<td>• Frustration, fear, sadness</td>
</tr>
<tr>
<td></td>
<td>• Decreased motivation</td>
<td>• Decreased motivation</td>
</tr>
<tr>
<td></td>
<td>• Less motivated by recognition</td>
<td>• Less motivated by recognition</td>
</tr>
<tr>
<td></td>
<td>• Apathy</td>
<td>• Apathy</td>
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The Progress Loop

Thus, it is important as a manager to promote progress. Failures do not have to be seen as setbacks. They can be viewed as opportunities. There is a spectrum of failure that goes from blameworthy to praiseworthy. Rarely is a failure blameworthy. Failure can be grouped into 3 main categories:

- Preventable
  - Most common in routine/predictable operations
- Complexity-related
  - Manage these so they do not become bigger
- Intelligent
  - Generate knowledge

In the following scenarios, determine which category the failure fits into.

Have interns get into partners and one group of three. Hand out scenarios to each group and have them practice responding to the situations. Give them 2-3 minutes to role-play.

**Scenario 1:**
*Diet Tech:* The hospital that you work at has been working on implementing room service. Unfortunately, one of the diet techs who should be helping to answer the calls did not show up. The phone lines are clogged and that patients are giving up on ordering because they do not want to wait. Tell your foodservice director.

*Cook:* The hospital that you work at has been working on implementing room service. You accidentally left out the salt in the beef fajitas (the most popular item on the menu). You are not sure if you should tell anyone, but in the end you decide to approach the foodservice manager so that if reviews of poor flavor come back, she knows why.

*Foodservice manager:* It is a busy week! Room service is being implemented.

**Scenario 2:**
*Jr in the BYU Dietetics class:* You are working in the PenCourt and accidentally spill the whole container of taco seasoning on the floor. There is no more left in dry storage and it is needed to season the taco meat and for the taco soup. Tell the intern in charge what has happened.

*Intern:* It is staff relief week. You are planning at the end of the week to ask Professors Mitchell and Duncan to write your letters of recommendation for
Interns will feel a desire to embrace crucible moments to become stronger leaders.

“Those who come forward with bad news, questions, concerns, or mistakes should be rewarded rather than shot. Celebrate the value of the news first and then figure out how to fix the failure and learn from it.” The Power of Small Wins

Scenario 3:
Research assistant: You have been working in Dr. Parker’s lab all semester studying the benefits of the phytochemicals and antioxidants in mulberries. Though the results have been promising, you are concerned that the results are pointless. Who even eats mulberries?! Plus, you just realized that you ran the last test on mulberries that were pureed instead of whole, which is entirely different from what you had been doing for the past four months. Approach Dr. Parker and let her know your concerns.
Dr. Parker: You have been very excited about the work being done in your lab on mulberries. It is really an unusual berry and you believe that you may be able to discover unique properties, which could lead to great breakthroughs in your field.

Give another 2-3 minutes to have the partners evaluate how the other person responded and discuss within their groups how to respond in a way that embracing failure.
Ask each set of partners to share with the group what type of failure their scenarios were.

Ask, Have you had crucible experiences in your life? Have you seen them in the lives of friends, family members, or even employers? Would someone like to share the experience and how it impacted them?
According to “The Crucibles of Leadership,” one of the best indicators of leadership is the ability to find meaning in negative events and learn from trying experiences. A crucible is a container that can withstand very high temperatures, often used for metal or glass production. A crucible experience is a trial, which causes leaders to engage in deep self-reflection, examination of values and alteration of judgments. Essentially, the difficult experience is an invaluable one because it leads to change.

**Assessment**
How many of you will view failure differently as a result of what we discussed today?

**Closure**
I hope that throughout the rest of your rotations and in your future career and personal life, you will celebrate failures and look for the positive in difficult situations.
Minute Drama Scenario

It is the end of the month and it is time for the monthly staff meeting. The WIC Nutrition Director comes into the meeting to discuss the plans for a change in the computer system and restructuring of the office to be more cubical like in order to enhance patient privacy.

Director (walks in slouching, avoids eye contact as she speaks, and talks in a rather curt voice): So I want to talk about how the month has gone. It’s been pretty busy and seems like most of the efficiency goals have been met by most of you. I didn’t notice any problems with your care plans.

Dietitian: I heard from another dietitian at another WIC clinic that the state is requiring us to change the building structure so that our offices are cubicles and the front desk staff has dividers. This sounds awful. I wish that I had known that

Director (cuts off the dietitian right as she is saying “This sounds awful.” And rushes into saying the next statement): Yes that is true and it will be done in just one month. It will probably have to be done during normal work hours so you guys may have to stay latter and we will schedule clients later in the day. Also, the office staff will need to call and cancel all of the appointments for the mornings when the workers are coming.

Office staff member (protesting): We don’t have time for that! When are we expected to call?

Director: You will have to figure that out. Just don’t go into overtime. Ok that’s all there is for the meeting today. I’ll be back in my office the rest of the day, so it would be best if you don’t bother me.

Staff member (who pauses as she is putting on her makeup): Wait a minute, I’m confused. We have to do what?