

# Leadership in Cinema



Wildland Fire Leadership Development Program

## BAND OF BROTHERS PART SIX: BASTOGNE

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Studio: HBO Pictures..... Released: 2001

Genre: War/Drama ..... Audience Rating: R

Runtime: 56:00 min

### Materials

VCR or DVD (preferred) television or projection system, Wildland Fire Leadership Values and Principles handouts (single-sided), notepads, writing utensils.

### Intent of Leadership in Cinema

The Leadership in Cinema program is intended to provide a selection of films that will support continuing education efforts within the wildland fire service. Films not only entertain but also provide a medium to teach leadership at all levels in the leadership development process—self or team development. The program is tailored after *Reel Leadership: Hollywood Takes the Leadership Challenge*. Teaching ideas are presented that work with “students of leadership in any setting.” Using the template provided by Graham, Sincoff, Baker, and Ackerman, facilitators can adapt lesson plans to correlate with the Wildland Fire Leadership Values and Principles. Other references are provided which can be used to supplement the authors’ template. (Taken from the [Leadership in Cinema website](#).)

### Lesson Plan Objective

Students will identify Wildland Fire Leadership Values and Principles illustrated within Band of Brothers and discuss leadership lessons learned with group members or mentors.

## Basic Movie Plot

Starting with their rigorous boot camp training in Georgia in 1942, the miniseries recounts the remarkable achievements of this volunteer rifle company, which parachuted into France early on D-Day morning 1944; spearheaded the Market-Garden and Rhine offensives; engaged the Nazis in Bastogne and the Bulge; and captured Hitler’s “impenetrable” Eagle’s Nest at Berchtesgaden in 1945. (Taken from the [HBO official website](#))

This Emmy-winning miniseries etched an unforgettably vivid portrait of WWII, as experienced by an Army unit serving in Europe, which parachuted into Normandy on D-Day and fought for the remainder of the war. Band of Brothers gives the history and tells the story of Easy Company, 506th Regiment of the 101st Airborne Division, US Army. Drawn from the interviews with survivors of Easy Company, as well as soldiers’ journal and letters, Band of Brothers chronicles the experiences of these young men who knew extraordinary bravery and extraordinary fear. (Taken from the [History Channel](#))

## Band of Brothers – Part Six, Bastogne Summary

In the dead of winter, in the forest outside of Bastogne, Belgium, the men of Easy Company struggle to hold the line alone while fending off frostbite and hunger, Having arrived with no winter clothes and little supplies and ammunition. Medic Eugene Roe (Shane Taylor) is overwhelmed, on edge and close to combat exhaustion when he finds friendship with a Belgian nurse. Easy Co. spends a miserable Christmas in the trenches, and receives the news that the German army’s demand for surrender was met with Gen. McAuliffe’s defiant answer: “Nuts!” (Taken from HBO website)

## Cast of Main Characters

Cpl. Roe/Eugene Roe.....	Shane Taylor
Capt. Winters/Richard D. Winters.....	Damian Lewis
Lt. Dike/Norman S. Dike .....	Peter O’Meara
Lt. Nixon/Lewis Nixon .....	Ron Livingston
Gen. McAuliffe .....	Bill Armstrong
SSgt. Martin/John Martin .....	Himself
Pvt. Heffron/Edward “Babe” Heffron .....	Robin Laing
SSgt. Toyne/Joseph Toyne .....	Kirk Acevedo
Col. Sink/Robert Sink.....	Dale Dye
SSgt William “Wild Bill” J Guarnere .....	Frank John Hughes
Pvt. Malarkey/Donald G. Malarkey .....	Scott Grimes
1st Lt. Compton/Lynn “Buck” Compton .....	Neal McDonough

(Photographs of main characters at the end of the list)

## Facilitation Options

Band of Brothers is an excellent leadership film addressing multiple facets of the wildland fire leadership values and principles. Various avenues can be pursued depending upon the facilitator's intent. At a minimum, students can identify the Wildland Fire Leadership Values and Principles that are illustrated in the film. Students should be less concerned with how many principles they view within the film and more concerned with how the principles they do recognize can be used in their self development as a leader. The film can be viewed in its entirety or by clip selection depending on facilitator intent and time schedules. Another method is to have the students view the film, and then hold the discussion session with the entire group.

### Full-film Facilitation Suggestion

When opting for the full-film method, the facilitator should follow the outline below:

- Facilitator will go over a basic plot of the movie and cover the objective.
- Review the Wildland Fire Leadership Values and Principles with students (Hand out sheets)
- Advise students to document instances within the film that illustrate/violate the Wildland Fire Leadership Values and Principles on the handout provided.
- Show students Band of Brothers – Part Six: Bastogne
- Break. After showing the movie, provide at least 15 minutes for a break, and also give time for the students to discuss their finding and reflect on how this movie applies to their jobs and private lives.
- Have students discuss their findings and how they will apply leadership lessons learned to their leadership role in wildland fire suppression. The facilitator can reference the specific clips (see clip facilitation section) to encourage further discussion or help clarify points of interest.
- Wrap up the session and encourage students to apply leadership lessons learned in their personal and work lives, as well as take the opportunity to initiate or update their leadership self-development plan. Also, consider mentioning to the students about acquiring a mentor and relate this to the self-development plan.

### Clip Facilitation Suggestion:

When opting for the clip method, the facilitator should follow the outline below:

- Break into smaller groups. (Optional) But consider breaking up into three groups, one for each of the Leadership Values and Principles (example).
- Review the Wildland Fire Leadership Value or Principle(s) targeted for discussion. Hand out the sheets, and briefly go over each one, duty, respect and integrity.
- Facilitator will go over a basic plot of the movie and cover the objective.

- Facilitator will briefly describe the clip and guide the discussion of the clip to the specific principle that is discussed. Make sure to get plenty of feedback from the students before revealing the answer. (Spend approximately 5 minutes per clip).
- Have students discuss their findings and how they will apply leadership lessons learned to their leadership role in wildland fire suppression. The facilitator can reference the specific clips (see clip facilitation section) to encourage further discussion or help clarify points of interest.
- Wrap up the session and encourage students to apply leadership lessons learned in their personal and work lives, as well as take the opportunity to initiate or update their leadership self-development plan. Also, consider mentioning to the students about acquiring a mentor and relate this to the self-development plan.

### **Specific Clip Usage for Band of Brothers – Part Six: Bastogne:**

Facilitator Hint: Ensure familiarity with each individual clip in order to guide the groups.

The following clips may assist facilitators with leadership discussions. All times are approximate. (Start time/Stop time.)

#### ***Duty***

**Discussion Point One** (24:00): In this episode, Medic Eugene Roe is constantly seen scavenging for much needed supplies (bandages, plasma, morphine etc.). Discuss how this relates to duty in his position.

**Discussion Point Two** (16:13): During Medic Roe's scavenging efforts, Roe asks Lt. Dike for any supplies he can give from his kit. Lt. Dike clearly does not know what is in his kit and where things such as morphine is located. How does this fit in with being technically proficient in your job?

**Discussion Point Three** (46:55): The men of EZ Company are faced with many hardships, including limited resources while holding back the German lines. How does this affect their ability to get the job done, and specifically what effect does this have on Medic Roe's morale?

#### ***Respect***

**Discussion Point One** (30:00): After a patrol was ambushed, SSgt. Martin informs Lt. Nixon that one of the members was hit and that the patrol had to leave him as they pulled back. Pvt. Heffron pleads to go rescue his fallen comrade, but Nixon has to make a tough call and gives the order to fall back. Discuss how this decision falls under the values and principles of respect.

**Discussion Point Two** (32:22): While checking on the men in his unit, Medic Roe sternly instructs SSgt. Toye how to take care of his feet to prevent frostbite and potential gangrene. Discuss how respect falls into play in this situation.

**Discussion Point Three** (34:45): Roe checks in on Pvt. Heffron to see how he is doing after he loses his friend during the patrol and ensuing firefight. He offers Heffron some of his chocolate. How does this act of comforting relate to the principles of respect?

### ***Integrity***

**Discussion Point One** (7:15): Early on in the episode, Gen. McAuliffe comes to the line to get updated on the current situation. After hearing about the lack of resources, supplies and the situation from Cpt. Winters and Lt. Nixon, the General tells EZ Company, “Hold the line; close the gaps.” He informs them that there is no backup, they are cut off, and there will be no air support; then he leaves. Discuss how EZ Company reacts to the Gen. and how this fits under the principle of integrity.

**Discussion Point Two** (26:20): When Roe returns from collecting supplies at the C.P. he volunteers to go out on the combat patrol. Discuss how his volunteering for this dangerous assignment displays integrity.

**Discussion Point Three** (51:00): What principle of integrity is Col. Sink displaying when he reads the message from Gen. McAuliffe to EZ Company congratulating the men for effectively stopping all German advances and not surrendering?

### **Film/Book Discussion**

Consider having a few students read Stephen E. Ambrose, *Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler’s Eagle’s Nest* (New York, 1992). Lead a discussion between students who have read the book and those who watched the film. Compare and contrast the book and the movie.

### **References**

- [Band of Brothers website](#)
- The Avalon Project: [World War II documents](#)
- National Archives: [Powers of Persuasion – Poster Art of World War II](#)

### **Resources – Books**

- Ambrose, Stephen E. *Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler’s Eagle’s Nest*. New York. 1992.
- Kennedy, David. *Freedom from Fear: The American People in Depression and War, 1929-1945*. 1999.

Hyperlinks have been included to facilitate the use of the Wildland Fire Leadership Development Program website. Encourage students of leadership to visit the [website \(https://www.fireleadership.gov/\)](https://www.fireleadership.gov/).

### **Band of Brothers: Bastogne**

(Facilitator Reference)

Below is a short list of examples from the movie that coincide with the Wildland Fire Leadership Values and Principles. Discuss leadership lessons learned from the film with the

class and have the class discuss these within their groups. Have the group document film clips illustrating the Wildland Fire Leadership Values and Principles.

## Duty

1. Be proficient in your job, both technically and as a leader.
2. Maintain situational awareness in order to anticipate needed actions.
3. Improvise within the commander's intent to handle a rapidly changing environment.
  - Medic Eugene Roe is seen constantly scavenging for much-needed supplies (bandages, plasma, morphine etc.).
  - During Medic Roe's scavenging efforts he asks Lt. Dike for any supplies that he can give from his first aid kit. Lt. Dike clearly does not know what is in his kit or where items such as morphine are located.
  - The men of EZ Company are faced with many hardships, including limited resources, while holding back the German lines.

## Respect

1. Know your subordinates and look out for their well-being.
2. Put the safety of your subordinates above all other objectives.
3. Take care of your subordinates needs.
4. Observe human behavior as well as fire behavior.
5. Consider team experience, fatigue and physical limitations when accepting assignments.
  - After a patrol was ambushed SSgt. Martin informs Lt. Nixon that a member was hit and that the patrol had to leave him as they pulled back. Pvt. Heffron pleads to go rescue his fallen comrade but Nixon has to make a tough call and give the order to fall back.
  - While checking on the men in his unit, Medic Roe sternly instructs SSgt. Toye on how to take care of his feet to prevent frostbite and potential gangrene.
  - Roe checks in on Pvt. Heffron to see how he is doing after he loses his friend during the patrol and ensuing firefight. He offers Heffron some of his chocolate.

## Integrity

1. Share the hazards and hardships with your subordinates.
2. Actively listen to feedback from subordinates.
3. Set the example.
4. Don't show discouragement when facing setbacks.

5. Choose the difficult right over the easy wrong.
6. Credit subordinates for good performance.
  - Early on in the episode, Gen. McAuliffe comes to the line to get updated on the current situation. After hearing about the lack of resources, supplies and the situation from Cpt. Winters and Lt. Nixon, the General tells Easy Company, “Hold the line; close the gaps.” He informs them that there is no backup, they are cut off, and there will be no air support; then he leaves.
  - When Roe returns from collecting supplies at the C.P., he volunteers to go out on the combat patrol.
  - Col. Sink’s shares the message from Gen. McAuliffe to EZ Company congratulating the men for effectively stopping all German advances and not surrendering.

## Questions to Generate Further Discussion

Excerpt from: “Leaders We Would Like to Meet” Interviews

1. What makes you want to follow someone?
2. What kind of leader do you think you are? What do you think others would say?
3. If you were to pick three of the most important character traits for an effective leader, what would those be?
4. Are leaders born or made?
5. Who are some of the individuals that had a significant influence on your life? Currently, who do you think is a role model and why?
6. If you are not currently in fire, how do you think this movie could be applied to your job?
7. What are some of the toughest decisions or dilemmas you have faced? What helped to guide you through those situations?
8. Why do you think people follow you?
9. How do some of the events in Band of Brothers apply specifically to your job, to your personal life?
10. Which character in Band of Brothers do you think is most like you?
11. How do you go about initiating a new idea in order to put it into practice?
12. Regarding leadership, what quotes come to mind?
  - “Before honor comes humility.” Proverbs
  - “Lead me, follow me, or get out of my way.” General George Patton
  - “Leadership is not only doing the right thing, but it is doing the right thing at the right time.” Life Application Bible
  - “Leaders are not born, they are made. They are made by hard effort, which is a price all of us must pay to achieve any goal that is worthwhile.” Vince Lombardi
  - “Only one man in a thousand is a leader of men, the other 999 follow women.” Groucho Marx



## **Band of Brothers – Part Six: Bastogne**

Document film clips illustrating the Wildland Fire Leadership Values and Principles and discuss leadership lessons learned from the film with the class.

### **Duty**

1. Be proficient in your job, both technically and as a leader.
2. Maintain situational awareness in order to anticipate needed actions.
3. Improvise within the commander's intent to handle a rapidly changing environment.

### **Respect**

1. Know your subordinates and look out for their well-being.
2. Put the safety of your subordinates above all other objectives.
3. Take care of your subordinates needs.
4. Observe human behavior as well as fire behavior.
5. Consider team experience, fatigue and physical limitations when accepting assignments

### **Integrity**

1. Know yourself and seek improvement.
  - Actively listen to feedback from subordinates.
2. Seek responsibility and accept responsibility for your actions.
  - Credit subordinates for good performance.
3. Set the example.
  - Share the hazards and hardships with your subordinates.
  - Don't show discouragement when facing setbacks.
  - Choose the difficult right over the easy wrong.

**Be proficient in your job, both technically & as a leader.**

- Take charge when in charge.
- Adhere to professional standard operating procedures.
- Develop a plan to accomplish given objectives.

**Make sound & timely decisions.**

- Maintain situation awareness in order to anticipate needed actions.
- Develop contingencies & consider consequences.
- Improvise within the commander's intent to handle a rapidly changing environment.

**Ensure that tasks are understood, supervised, accomplished.**

- Issue clear instructions.
- Observe & assess actions in progress without micro-managing.
- Use positive feedback to modify duties, tasks & assignments when appropriate.

**Develop your subordinates for the future.**

- Clearly state expectations.
- Delegate tasks that you are not required to do personally.
- Consider individual skill levels & developmental needs when assigning tasks.

**Know your subordinates and look out for their well-being.**

- Put the safety of your subordinates above all other objectives.
- Take care of your subordinate's needs.
- Resolve conflicts between individuals on the team.

**Keep your subordinates informed.**

- Provide accurate & timely briefings.
- Give the reason (intent) for assignments & tasks.
- Make yourself available to answer questions at appropriate times.

**Build the team.**

- Conduct frequent debriefings with the team to identify lessons learned.
- Recognize accomplishments & reward them appropriately.
- Apply disciplinary measures equally.

**Employ your subordinates in accordance with their capabilities.**

- Observe human behavior as well as fire behavior.
- Provide early warning to subordinates of tasks they will be responsible for.
- Consider team experience, fatigue & physical limitations when accepting assignments.

**Know yourself and seek improvement.**

- Know the strengths/weaknesses in your character & skill level.
- Ask questions of peers & supervisors.
- Actively listen to feedback from subordinates.

**Seek responsibility and accept responsibility for your actions.**

- Accept full responsibility for & correct poor team performance.
- Credit subordinates for good performance.
- Keep your superiors informed of your actions.

**Set the example.**

- Share the hazards & hardships with your subordinates.
- Don't show discouragement when facing setbacks.
- Choose the difficult right over the easy wrong.

**DUTY**

**RESPECT**

**INTEGRITY**



## Leadership Self Development Plan

For Wildland Firefighters...a Lifetime of Learning

**Next level of leadership:**

**Directed reading (Professional Reading Program) and other self-study:**

**Training (Next wildland fire L- and S-courses):**

**Details (Temporary assignments with new or increased responsibility):**

**Mentor (Identifying and asking a role model to provide guidance):**

**Outside Activities (Associations, volunteer programs, higher education, etc.)**

**Employee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Main Character List

### ***Band of Brothers – Part Six: Bastogne***



Cpl. Medic Eugene Roe: Main character in this episode. He deals with the frustrations of losing men from his unit while trying to be their constant care-giver.



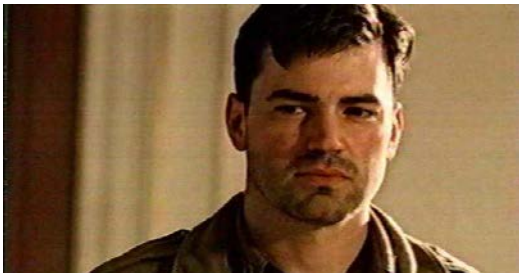
SSgt. Martin: Leads a patrol that gets ambushed and loses one of his members.



1st Sergeant Lipton: Minor role in this episode.



Pvt. Mularkey: Plays a minor role in this episode.



Captain Nixon: Has to make the tough call whether or not to risk more lives to get a fallen comrade.



SSgt. Joseph Toye: Provides us with a glimpse of a soldier that will not leave the line or EZ Company even as he suffers from “trench” foot.



Captain Winters: Continues to provide solid leadership and support to EZ Company with timely words and actions.



Col. Sink: Is involved in the discussion with Gen. McAuliffe about the lack of resources and supplies. Provides a moral boost to EZ Company with his timely delivery of information.

## Student Reference



"Babe" Edward Heffron: Soldier who is traumatized by seeing his friend shot and having to leave him behind.



Gen. McAuliffe: Visits EZ Company to check on their current situation in regards to resources and supplies. He also provides instructions on their assignment.