

# Leadership in Cinema



Wildland Fire Leadership Development Program

## BAND OF BROTHERS PART FOUR: REPLACEMENTS

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

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

Runtime: 1 hour

### 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 Brother – Part Four: Replacements Summary

Easy Company's stay in England is far too short when they are ordered to participate in operation Market Garden. This major engagement is to thrust north into Holland seizing the bridges along the way with a view to giving the Allies a clear route into Germany. The men of Easy Company are told that they will be leaving for good as they parachute into Holland near Eindhoven, where after landing, are met with a huge welcome from the war-weary population. With significant losses in the Normandy invasion, Easy Company also has to welcome in the new recruits. In the eyes of the now veteran combat soldiers who have survived, these new recruits are as much of a liability as they are a benefit. The battles in the Market Garden campaign are not easy with the Germans putting up fierce resistance. The situation is particularly dire for Sgt. Bull Randleman who is separated from the rest of the Company and is forced to hide out alone in a local barn overnight. The battle was not a success and Market Garden did not shorten the war as was hoped. (Taken from [Internet Movie Database](#))

## Cast of Main Characters

Capt. Winters/Richard D. Winters.....	Damian Lewis
1st Sgt. Lipton/Carwood Lipton.....	Donnie Wahlberg
Lt. Nixon/Lewis Nixon .....	Ron Livingston
SSgt William "Wild Bill" J Guarnere .....	Frank John Hughes
Pvt. Malarkey/Donald G. Malarkey .....	Scott Grimes
1st Lt. Compton/Lynn "Buck" Compton .....	Neal McDonough
Pvt. Webster/David Kenyon Webster .....	Eion Bailey
Pvt. Hashey/Lester Hashey .....	Mark Huberman
Pvt. Garcia/Antonio Garcia .....	Douglas Spain
1st Sgt. Randleman/Denver "Bull" Randleman .....	Michael Cuditz

(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 Four: Replacements.
- 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).

## Facilitator Reference

- 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 Four: Replacements**

**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** (14:56/15:07): Sgt Randleman looks over the new recruits by showing them proper jump procedures and helps them ready their gear for a low elevation jump.

**Discussion Point Two** (43:55/49:03): Sgt. Randleman has to make an important decision in what actions he should take, regarding the two civilians in the barn. Should he only protect himself, or protect the couple as well? Randleman decides that it is his duty to not only let the civilians live, but to protect them.

**Discussion Point Three** (4:55/7:40): Guarnere takes it upon himself to introduce himself and get to know the new recruits. From that point on Guarnere looks after the men and does his best to make sure they are safe.

#### **Respect**

**Discussion Point One** (15:45/16:46): Sgt. Randleman constantly looks out for his men. Whenever he sees one of his men with a problem, Randleman straightens them out without thinking twice. In return Sgt. Randleman gains respect from his men.

**Discussion Point Two** (26:00/28:32): Sgt. Randleman gains respect from his men throughout the movie. When Randleman finds himself alone and in trouble, his men decide to go looking for him. How does Randleman gain respect? How does a good leader show respect towards their subordinates?

**Discussion Point Three (7:05/7:40):** Sgt. Guarnere shows respect to Sgt. Randleman by telling Randleman's new privates that Sgt. Randleman is the smartest man in the regiment. Why does it take respect to "talk up" another leader?

## Integrity

**Discussion Point One** (7:50/9:00): Sgt. Randleman sticks up for one of his privates when he is accused of wrongfully wearing the Distinguished Unit Citation. Why is it important for a leader to look out for their men?

**Discussion Point Two** (49:32/50:07): When Sgt. Randleman goes missing, his men take it upon themselves to risk looking for him without being told to do so.

**Discussion Point Three** (38:00/38:45): Lt. Compton is shot and injured. When his men arrive to help, the Lt. tells them to leave so they can get away from the Germans advance. On the other hand, Compton's men refuse to leave him. Integrity is displayed on both sides.

## Film/Book Discussion

Consider having a few students read Stephen E. Ambrose, *Band of Brothers: E Company, 506th Regiment, and the 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 – Part Four: Replacements

### 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. Make sound and timely decisions.
3. Ensure that tasks are understood, supervised and accomplished.
4. Develop your subordinates for the future.
  - Sgt. Randleman is very proficient in his job. (Specifically, how did Randleman show that he was proficient?)
  - In the battle at Nuenen, even with the Company having to withdraw, were there any decisions that were made untimely or delayed?
  - Notice the role change of Captain Winters through the ongoing battles. He is seen more and more in the back of the line allowing his Lieutenants and 1st Sergeants to lead the troops. (empowering his employees)

### Respect

1. Know your subordinates and look out for their well-being.
2. Keep your subordinates informed.
3. Build the team.
4. Employ your subordinates in accordance with their capabilities.
  - Pvt. James Miller gives up his citation award knowing that everyone in the Company is allowed to wear one. Even though he was persuaded against his will, he performs this act out of respect of the regiment that was in Normandy.
  - Because of Sgt. Randleman's success in looking out for his men, analyze the amount of men that were willing to risk their lives and go looking for him when he came up missing.
  - An important note to leaders on earning the respect of your subordinates. When Easy Company's first CO Sobie arrives on the tarmac as a Supply Officer, the tension and lack of respect still remained in many of the soldiers even over a year later.

## Integrity

1. Know yourself and seek improvement.
2. Seek responsibility and accept responsibility for your actions.
3. Set the example.
  - Did Cobb show integrity by having the new recruit Pvt. James Miller give up his citation pin, when in fact Cobb himself did not jump into Normandy and was wearing that same pin?
  - As the Company approaches Eindhoven and Nuenen, who stays out in front to scout ahead?
  - Was Winters content on the outcome at Nuenen? Did his comment, “I don’t like retreating” allude to the possibility of Winters wanting Easy Company to seek improvement for future engagements?

## 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 Four: REPLACEMENTS**

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. Make sound and timely decisions.
3. Ensure that tasks are understood, supervised and accomplished.
4. Develop your subordinates for the future.

### **Respect**

1. Know your subordinates and look out for their well-being.
2. Keep your subordinates informed.
3. Build the team.
4. Employ your subordinates in accordance with their capabilities.

### **Integrity**

1. Know yourself and seek improvement.
2. Seek responsibility and accept responsibility for your actions.
3. Set the example.

**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 Four: Replacements***



1st Sergeant Lipton: Minor role in this episode.



Captain Nixon: Minor role in this episode.



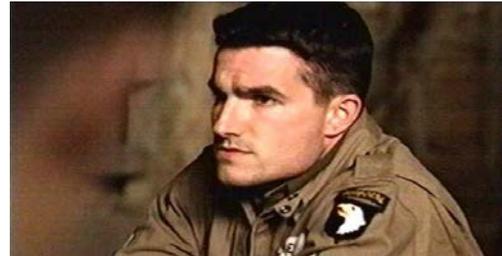
Lt. Compton: Assisted by his privates to escape getting captured.



1st Sgt. Randleman/Denver "Bull" Randleman



Captain Winters: Promoted to Battalion Executive Officer after a successful attack on two companies of German SS troops, leaving Easy Company in shortage of leadership.



1st Sgt. Guarnere: "Talks up" 1st Sgt. Randleman to the new recruits.



Pvt. Mularkey: Minor role in this episode.



SSgt. Talbert: Minor role in this episode.



Pvt. Webster: Minor role in episode.

## Student Reference



Pvt. Garcia: Film utilizes Garcia as an introduction to one of the replacements and their role in Easy Company.



Pvt. Hashey: Film utilizes Hashey as an introduction to one of the replacements and their role in Easy Company.