

# Leadership in Cinema



Wildland Fire Leadership Development Program

## GLORY ROAD

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Phone: 208-387-5318  
Studio: Walt Disney Pictures ..... Released: 2006  
Genre: Drama ..... Audience Rating: PG  
Runtime: 118 minutes

### Materials

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

### Objective

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

### Basic Plot

Glory Road is about more than a college basketball team in the mid-1960s playing its way to the championship: it is the true story of a coach and his team taking a stand against discrimination in order to play their best game. As the new men's basketball coach at Texas Western, Don Haskins has one goal: to win. At a time when most Southern universities had few black players on their teams and rarely played more than two at the same time, Haskins recruits an unprecedented seven black players for his team and often has three of them starting. His new additions have played on the streets of the South Bronx between breaks at a Detroit steel company, and added fancy moves with hope of playing for the Harlem Globetrotters. In addition to adjusting to life at Texas Western in El Paso, the players have to integrate with their white teammates and face discrimination from all fronts: the school administration, donors and alumni, spectators, and random strangers, not to mention other basketball teams. To everyone's surprise, the underdog Miners take on team after team, making it all the way to the 1966 NCAA championships. In an historic NCAA final game against the University of Kentucky Wildcats, Haskins played the first all-black collegiate basketball starting lineup, in many ways opening new doors for black players everywhere.' (Synopsis from rottentomatoes.com)

## Cast of Main Characters

Josh Lucas .....	Coach Don Haskins
Mehcad Brooks.....	Harry Flournoy
Schin A.S. Kerr .....	David Lattin
Alphonso McAuley.....	Orsten Artis
Mitch Eakins .....	Dick Meyers
Alejandro D. Hernandez .....	David Palacio
Sam Jones III.....	Willie Worsley
Austin Nichols.....	Jerry Armstrong
James Olivard.....	Louis Baudoin
Damaine Radcliff .....	Willie Cager
Al Shearer.....	Nevil Shed
John Voight.....	Coach Adolph Rupp
Kip Weeks .....	Togo Railey
Red West.....	Ross Moore
Evan Jones.....	Moe Iba
Emily Deschanel.....	Mary Haskins

## Facilitation Options

Glory Road is an excellent leadership film addressing discrimination and going against the norm. 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 on their and then hold the discussion session with the entire group.

The DVD has a few bonus features that may be appropriate for use while facilitating this movie. Of particular interest are “Don Haskins “The Bear” – Legacy of the Bear (12:36 minutes) and “In Their Own Words: Remembering 1966” (22:00 minutes).

## Full-film Facilitation Suggestion

When opting for the full-film method, the facilitator should determine a good breaking point near the middle of the film.

1. Review the Wildland Fire Leadership Values and Principles with students.
2. Advise students to document instances within the film that illustrate/violate the Wildland Fire Leadership Values and Principles on the handout provided.
3. Break students into small discussion groups.
4. Show students Glory Road.
5. Break. (Suggestion: After Mary confesses to Coach Haskins that she has been throwing away hate mail—counter approximately 1:00:06)
6. Begin the guided discussion.
7. Provide a short synopsis with some “ticklers” to pay attention before beginning the rest of the film.
8. Resume the film.
9. Have students discuss their findings and how they will apply leadership lessons learned to their role in wildland fire suppression. Facilitate discussion in groups that have difficulty.
10. Wrap up the session and encourage students to apply leadership lessons learned in their personal and work lives.

## Clip Facilitation Suggestion

1. Review the Wildland Fire Leadership Value or Principle(s) targeted for discussion. (May be given or ask students to identify the value or principle being illustrated after viewing the clip.)
2. Show the clip.
3. Facilitate discussion regarding the selected clip and corresponding value and/or principle.
4. Break students into small discussion groups.
5. Have students discuss their findings and how they will apply leadership lessons learned to their role in wildland fire suppression. Facilitate discussion in groups that may have difficulty.
6. Wrap up the session and encourage students to apply leadership lessons learned in their personal and work lives.

## Possible Clip Usage

The following clips may assist facilitators with leadership discussions. All times are approximate.

5:42 – 9:10	Coach Haskins, Moore, and Moe recruit basketball players.
9:10 – 10:37	Interaction between Moore and Haskins regarding the recruitment of black players and the unwritten rules of playing them once recruited.
12:37 – 14:28	Haskins recruits Orsten Artis—not only tries to recruit him but shows him how to be a better player.
16:43 – 17:13	Coach Haskins meets with college administrator regarding black players. Exchange about what Haskins was hired to do.
17:13 – 20:38	Black and white players meet in the lunch room. Togo breaks the ice, monetarily. First exposure to resolving conflicts between individuals on the team.
22:11 – 22:53	Coach Haskins expresses his intent and leadership plan.
22:53 – 23:52	Consequences to actions after comments made in the previous clip; Nevil and Lattin are given their expectations and boundaries respectively.
28:09 – 30:35	Difference between how Coach Haskins wants the players to play and how the players think they should play.
31:07 – 31:41	Coach Haskins handles trouble between teammates.
37:40 – 39:58	Coach Haskins addresses the team about perceptions outside the gym.
43:13 – 45:48	Coach Haskins confronts Bobby Joe Hill about demonstrating respect and being a leader.
45:48 – 50:15	Hill asks Coach Haskins to let them play their game. He agrees to allow them to play their game and his.
55:10 – 58:03	Nevil Shed is beaten in a restaurant bathroom. Talk of racism and hate crimes. Haskins: “This is more than just a game now. And I can’t quit on it.”
1:12:16 – 1:14:54	Texas Western loses their first game. Confrontation results between team members.
1:25:55 – 1:30:30	Coach Haskins brings the team together in the gym before the final game to notify them that he is going to play only seven players—the black team members.
1:30:30 - end	Championship game. Coach Haskins releases Lattin to set the tone of the game—dunk at first opportunity. Send them a message.

## Mentor Suggestion

Use either method presented above. The mentor should be available to the student to discuss lessons learned from the film as well as incorporating them to the student's leadership self-development plan.

Encouraging individuals to keep a leadership journal is an excellent way to document leadership values and principles that are practiced.

Suggest other items that will contribute to the overall leadership development of the student. An excellent activity in the Toolbox is "Leaders We Would Like to Meet." Examples and leader selection criteria for interviews are posted in the Toolbox on the [Wildland Fire Leadership Development Program website](#).

## Film/Book Discussion

Consider having a few students read Coach Don Haskins and Dan Wetzel's *Glory Road*. Lead a discussion between students who have read the book and those who watched the film. The film shows the Miner's 1966 season; students who read the book can elaborate on events that occurred throughout Don Haskins' life.

### Self-Development Plan

Have students begin or update their leadership self-development plan. Copies of the plan for various leadership levels are available in the Toolbox of the [Wildland Fire Leadership Development Program website](#).

## References

- Fitzpatrick, Frank. *And the Walls Came Tumbling Down: Kentucky, Texas Western, and the Game That Changed American Sports*. Simon and Schuster. 1999.
- Haskins, Don. Wetzel, Dan. *Glory Road: My Story of the 1966 NCAA Basketball Championship and How One Team Triumphed Against the Odds*. Hyperion. 2006.
- [The Road to Glory – UTEP](#)
- [Youth Film Project](#). Included on the site is an activity guide for youth leaders, educators and families which can be adapted to fit students of fire.

Hyperlinks have been included to facilitate the use of the [Wildland Fire Leadership Development Program website](#). Encourage students of leadership to visit the website

## Glory Road

The following clips illustrate the Wildland Leadership Values and Principles (a support or violation of). These are only guidelines and may be interpreted differently by other views; they are presented as a guide for facilitation.

### Duty

- Haskins has Moe recruit the New York players. (Develop your subordinates for the future.)
- Haskins wants Bobby Joe Hill to be on the team and the point guard. (Consider individual skill levels and development needs when assigning tasks.)
- Coach Haskins lays out his expectations and team behavior boundaries. (Clearly state expectations.)
- Coach Haskins tells Nevil to go home because he is too weak. (Consider individual skill levels and development needs when assigning tasks.)
- Coach Haskins fails to address the magnitude of the racial hate. Shed is beaten, hate mail is received, and team members are spit on. (Maintain situation awareness in order to anticipate needed actions.)

### Respect

- Coach Haskins fails to provide for the protection of his team while on the road—was proactive with hate crimes. (Put the safety of your subordinates above all other objectives.)
- Coach Haskins applies team punishments instead of individual punishment. (Apply disciplinary measures equally.)
- Coach Haskins benches Cager after heart problems surface. Allows Cager to play even though he runs the risk of heart problems after talking with Mrs. Cager. (Consider team experience, fatigue and physical limitations when accepting assignments.)
- Coach Haskins and Ross Moore resolve conflict between the white and black players after the loss in Seattle. (Resolve conflicts between individuals on the team.)
- Coach Haskins tells the team about his plan to play only the black players in the championship game. (Give the reason [intent] for assignments and tasks.)

### Integrity

- Coach Haskins allows the black players to play their game. (Accept full responsibility and correct poor team performance.)
- Coach Haskins benches Cager after heart problems. (Choose the difficult right over the easy wrong.)

## Facilitator Reference

- Coach Haskins puts the team on the bus after hate crimes occur at the hotel. (Share the hazards and hardships with your subordinates.)
- Coach Haskins questions his decision of recruiting black players after the hate crimes become more frequent. (Seek responsibility and accept responsibility for your actions.)
- Coach Haskins asks the players what they want to do after they lose the game in Seattle. (Ask questions of peers and superiors.)

## Glory Road

### Guided Discussion – Possible Answer

1. At the beginning of the movie Coach Haskins attempts to present his coaching philosophy to Texas Western officials but is cut off. Later in the movie, he is told: “I hired you to ride herd on the athletic dorm. I’ve got a little more than I bargained for.” (This regards the recruitment of seven black athletes.) Communication is an important leadership tool. Was it Coach Haskins’ responsibility to inform the administration of his intent prior to recruiting the seven black players?

- **Answers will vary, but may include:**

- **“Keep your superiors informed of your actions” is listed as a principle under the Integrity section of the Wildland Fire Leadership Values and Principles.**
- **Coach Haskins embarked on a personal mission to break down the walls of diversity. The movie hints that there were a few individuals that had issue with Coach Haskins leadership.**

2. Although this movie takes place in the mid-60s, discrimination is an issue in today’s society. Discuss situations where you have witnessed discrimination in the wildland fire service. Limit your discussion to the event and avoid names. How did you handle the situation? How did other leaders handle the situation?

3. Coach Haskins demanded a lot from his team, thus his nickname, “The Bear.”

*“You’re here to learn fundamental, disciplined defensive basketball. Now that means discipline both on and off the court. No girls. No booze. No late nights. Nothing besides fundamental basketball. I speak, you listen. I don’t wanna hear ‘can’t’ or ‘won’t’ or Coach, I’m bleeding. I don’t wanna hear anything except the basketball bounce. You play basketball my way. My way’s hard.”*

Is this rigid, authoritative leadership style effective?

- **Answers will vary, but may include:**

- **Coach Haskins meets with some resistance to his coaching style. Team members, with Bobby Hill in the lead, break the Coach’s rules (head to Juarez, Mexico). Later in the movie when the team is losing, Bobby asks Coach Haskins to let them play their game. This motivates the black team members renewing a fight to win.**

4. Coach Haskins not only deals with the racial issue with the community but also among members of his own team. Was it “right” for Coach Haskins to play only the seven black team members during the championship game? Did his plan work?

- **Answers will vary.**

- **The plan seems to have worked. In the years that followed, other schools in the South began recruiting black athletes and coaches. In the bonus features, Pat Riley equates Haskins leadership the Emancipation Proclamation of 1966. His actions changed the future of college basketball.**
5. Coach Haskins has a heated exchange with Bobby Joe Hill demanding respect. “You got energy for all kind of nonsense instead of putting it in your team instead of demonstrating some respect and being a leader!” Bobby responds, “I ain’t got no team! We ain’t going nowhere! You telling us all the time how bad we are! We know we ain’t gonna win! What do I got to respect?” Does a supervisor have the right to demand respect from his superiors?
- **Answers will vary, but may include:**
    - **Respect is a two-way street—equally given and received.**
    - **An effective wildland fire leader will assure that the principles under the respect value of the Wildland Fire Leadership Values and Principles will be accepted and practiced by all—including him- or herself.**
    - **Review the respect principles in the Wildland Fire Leadership Values and Principles.**
6. Haskins asserts that he always played his best players. Do you believe this assertion? Give examples for the film/book that support your decision.
- **Answers will vary, but may include:**
    - **The movie tends to dwell on the race issue more than the book. Although race was a major issue and hate letters, phone calls, etc., existed, Coach Haskins and his assistants were committed to recruiting the best players they could—the best that other schools did not or could not sign.**
    - **Coach Haskins treated boys and girls alike as a high school coach. The book does a much better job of describing Don Haskins coaching philosophy. Rarely did he or his assistants see color or gender. They were committed to making young people both students and athletes. In the book, parents of the high school girl athletes demanded that the girls be treated the same as the boys when Coach Haskins’ eases up on the girls.**
    - **The book notes that Coach Haskins had started a game with all black players prior to the 1966 championship game. During the 1962-63 season, Haskins started or played five black players at the same time. Due to the national coverage of the championship game, however, and the fact that no white players played during that game, race became the center of attention.**

7. A good leader will devote time to help his/her subordinates reach their full potential and discover their strengths. As a leader what have you done (or will do) to contribute to the success of those under your charge?
- **Answers will vary, but may include:**
    - **Initiate a self-development plan for each subordinate.**
    - **Employ the use of items in the Leadership Toolbox.**
    - **Give your subordinates the tools for success.**
    - **Set the example.**
    - **Do not micro-manage.**
    - **Encourage your subordinates to become students of fire.**
    - **Allow your subordinates to practice their leadership skills.**
    - **Delegate those tasks that you are not required to do personally.**
8. Coach Haskins faces a difficult decision when he learns of Willie “Scoops” Cager’s heart problem. He keeps Willie on the team but does not allow him to play until Willie’s mother personally requests that Willie be allowed to play. Although the wildland firefighter is required to pass the arduous physical, some ailments may surface after the fact. How would you handle this situation? As a team member, what would you do if you knew a co-worker was experiencing medical problems?
- **Answers will vary, but may include:**
    - **Choose the difficult right over the easy wrong. You may just save the life of a co-worker.**
    - **Consider team experience, fatigue and physical limitations when accepting assignments.**
    - **Put the safety of your subordinates above all other objectives.**
    - **Take care of your subordinate’s needs.**
    - **Take charge when in charge. You may have to remove the subordinate from the fireline.**
9. Coach Haskins and the Miners stood up to racism and discrimination, changing college basketball forever. Is there a need for fostering change in our leadership culture? If so, what can you do to promote leadership development in your area?
- **Answers will vary, but may include:**
    - **Develop a local leadership training camp.**
    - **Create and host a local staff ride; invite leaders at all levels to participate.**
    - **Construct a sand table and conduct a tactical decision game or host an after action review for an incident with leaders at all levels.**

- **Implement a local reading program. Have agency administrators and other fire officials choose a leadership book. Host a discussion session to discuss the leadership lessons from the book.**

# DUTY

**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.

# RESPECT

# INTEGRITY

## Glory Road

1. Document film clips illustrating or violating the Wildland Fire Leadership Values and Principles.
2. Discuss leadership lessons learned from the film with group members or mentor.

## 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.
4. Glory Road

## Guided Discussion

1. At the beginning of the movie Coach Haskins attempts to present his coaching philosophy to Texas Western officials but is cut off. Later in the movie, he is told: "I hired you to ride herd on the athletic dorm. I've got a little more than I bargained for." (This regards the recruitment of seven black athletes.) Communication is an important leadership tool. Was it Coach Haskins' responsibility to inform the administration of his intent prior to recruiting the seven black players?
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3. Coach Haskins demanded a lot from his team, thus his nickname, "The Bear."
4. "You're here to learn fundamental, disciplined defensive basketball. Now that means discipline both on and off the court. No girls. No booze. No late nights. Nothing besides fundamental basketball. I speak, you listen. I don't wanna hear 'can't' or 'won't' or Coach, I'm bleeding. I don't wanna hear anything except the basketball bounce. You play basketball my way. My way's hard."
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