

# Leadership in Cinema



Wildland Fire Leadership Development Program

## WE SHALL REMAIN – EPISODE 2: TECUMSEH’S VISION

(Inspired by real life events)

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Phone: 208-387-5318  
Studio: American Experience (PBS) ..... Released: 2009  
Directors: Chris Eyre  
Genre: Documentary ..... Audience Rating: Not rated  
Runtime: 82 minutes

### Materials

Leading in the Wildland Fire Service, Incident Response Pocket Guide, Wildland Fire Leadership Values and Principles, notepads, and writing utensils.

### Objective

The objective of this lesson is for students to watch We Shall Remain – Episode 2: Tecumseh’s Vision and discuss the framework of leadership for two Shawnee leaders—Tecumseh and his younger brother Tenskwatawa.

### Basic Plot

Episode 2: Tecumseh’s Vision is the second documentary in a five-part mini-series devoted to Native history and the leaders that shaped American history. Episode 2 focuses on the leadership of two Native American brothers Tecumseh and Lalawethika, territorial governor William Henry Harrison, and President Thomas Jefferson. The central theme is courage in the face of adversity.

### Main Characters

Michael Greyeyes ..... Tecumseh  
Billy Merasty ..... Lalawethika/Tenskwatawa  
Dwier Brown ..... William Henry Harrison

## Facilitation Tips

1. Organize a group of students to participate in the We Shall Remain – Episode 2: Tecumseh’s Vision discussion.
2. Have students watch individually or as a group We Shall Remain – Episode 2: Tecumseh’s Vision.
3. Conduct a guided discussion (handout and possible comments provided). 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.

**Note:** The discussion questions are only a guide. Facilitators have latitude to select questions that meet timeframes and local objectives or develop questions of their own.

## References

Facilitators are encouraged to review the links below in order to obtain information that may be helpful during group/classroom discussions and for continued leadership development. This program attempts to limit bias; the articles below present various opinions on Tecumseh’s leadership.

- Edmunds, R. David. “[Tecumseh, The Shawnee Prophet, and American History: A Reassessment.](#)” *Western Historical Quarterly*. 1983. 14(3): 261-276.
- Lamphere, Peter. “[The Life of Tecumseh: A Native War of Independence.](#)” *International Socialist Review*.
- Rugeley, Terry. “[Savage and Statesman: Changing Historical Interpretations of Tecumseh.](#)” *Indiana Magazine of History*, December, 1989.
- Tucker, Glenn. *Tecumseh: Vision of Glory*.
- Yagelskia, Robert. “[Rhetoric of Contact: Tecumseh and the Native American Confederacy. Rhetoric Review.](#)” Vol. 14. No. 1. (Autumn 1995). pp. 64-77.

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

## Leadership Challenge

Have students contrast values between America Indians and non-Indians. Considering the large influence Native Americans play in wildland firefighting, how does this information assist your role as a wildland fire leader? (Peer relationships, inter- and intra-crew relations, etc.)

| <b>Native American<br/>(Traditional Indian Values)</b> |                       | <b>Non-Indian<br/>(Dominant Society Values)</b> |
|--|-----------------------|---|
| <b>GROUP</b> (take care of the PEOPLE)                 | I                     | <b>SELF</b> (take care of #1)                   |
| <b>TODAY</b> is a Good Day!                            | MUST                  | <b>PREPARE FOR TOMORROW</b>                     |
| A <b>RIGHT</b> time/ <b>RIGHT</b> place                | BECOME AWARE          | <b>TIME</b> (use <b>EVERY</b> minute)           |
| <b>AGE</b> (knowledge-wisdom)                          | OF THESE              | <b>YOUTH</b> (rich, young, beautiful)           |
| <b>COOPERATE</b>                                       | CONFLICTING           | <b>COMPETE!</b>                                 |
| Be <b>PATIENT</b>                                      | VALUES OR I CAN       | Learn to be <b>AGGRESSIVE</b>                   |
| <b>LISTEN</b> (and you'll learn)                       | BECOME                | <b>SPEAK UP</b>                                 |
| <b>GIVE</b> and share                                  | CONFUSED              | <b>TAKE</b> and save                            |
| Live in <b>HARMONY</b> (with all things)               | ANGRY                 | <b>CONQUER</b> Nature                           |
| Great <b>MYSTERY</b> /intuitive                        | FRUSTRATED UNBALANCED | <b>SKEPTICAL</b> /Logical                       |
| <b>HUMILITY</b>  | MENTALLY PHYSICALLY   | (Ego) <b>SELF</b> attention                     |
| A <b>SPIRITUAL</b> Life                                | SPIRITUALLY           | Religion (a <b>PART</b> of life)                |

Source: The information above came from the [Adult Literacy and Technology Resource Center website](#) at. The original information came from Some Indian Values, Attitudes and Behaviors, Together with Educational Considerations (from [The American Indian: Yesterday Today and Tomorrow, A Handbook for Educators](#). California Department of Education, Bill Honig, State Superintendent of Public Instruction, Sacramento, 1991.)

## We Shall Remain – Episode 2: Tecumseh’s Vision

### Guided Discussion – Possible Answers

- For years, individuals have debated whether leaders are born or made. Discuss in your groups whether leaders are born or made. Would you say that Tecumseh was a born or made leader? Cite clips from the video or other references that support your position. Refer to page 60 “Born Versus Made” in [Leading in the Wildland Fire Service](#) to determine the Wildland Fire Leadership Development Program’s position on this manner.
  - “He had a vision to make sure that the Indian way of life was going to continue at whatever cost. This is a man, an Indian man, a self-proclaimed leader, a self-proclaimed chief, who stood up and said, "Hey, this is enough. I don't want no more of this. You've taken enough." And he took a stand.” (1:52-2:28)

- “I also think that there was a spiritual component to this—that he believed that he was appointed by the powers in the universe to really bring people together and to make this stand. And to retain what was left of the Indian homeland. This was his life. This was what he had been born to do.” (4:09-4:33)
2. What did the video’s contributors say about Tecumseh’s leadership? Identify clips in the video that support your answer.
- “One way one might think of Tecumseh as a man who led a revolution of young men—young men who were tired of the accommodationist stance of their elders – young men who thought that the leadership structure of the Shawnee tribe needed to be reordered and re-imagined, in order for the Shawnees and all native people to survive.” (2:18-2:48)
  - “There was this aura around him of leadership and respect, that even people who opposed him –even his enemies—admired him. His genius was in inspiring people. And he was a very inspirational man that was able to bring out the very best in those people who supported him, and to see beyond any particular tribal affiliation, and to realize that this was a struggle that was of greater magnitude.” (David Edmunds, historian, 3:18-4:09)
  - “...he showed promise from the start: quick to learn, graceful and athletic, and touched with a striking natural charisma. ‘There was a certain something in his countenance and manner,’ a childhood friend recalled, ‘that always commanded respect, and made those about him love him.’” (Friend, 8:07-8:42)
  - “For one person to get so many people to come of the same mind, yes indeed, it’s propaganda, yes indeed, it’s campaigning, yes indeed, it’s diplomacy, being an ambassador, a military strategist.” (Donald Fixico, historian, 45:21-46:09)
  - “The implicit obedience and respect which the followers of Tecumseh pay to him is really astonishing, and more than any other circumstance bespeaks him one of those uncommon geniuses spring up occasionally to produce revolutions and overturn the established order of things. If it were not for the vicinity of the United States, he would perhaps be the founder of an Empire that would rival in glory that of Mexico or Peru.” (William Henry Harrison, 51:51-52:47)
  - “I’ve talked to the Indian chiefs, and there are some extraordinary characters amongst them. But here’s Tecumseh,” he says, ‘a more gallant or sagacious warrior does not exist.’” (General Isaac Brock, 1:07:48-1:08:12)
3. How effective was Tecumseh’s decision to retreat into his brother’s shadow after Lalawethika transforms into Tenskwatawa?
- Answers will vary. Initially, however, Tecumseh’s decision seems quite effective. The goal for both brothers is to unite the Indian people. Tenskwatawa is the drawing force and Tecumseh is not going to disrupt that flow.
    - “I think Tecumseh understands that there are a whole bunch of wounded warriors out there, and by wounded I mean people who are psychologically

wounded, people who are culturally wounded. And I think he sees Tenskwatawa's vision as a means of inspiring them to act—to pick up their feet and to join him. So he parlays Tenskwatawa's vision into that kind of pan-Indian organizational scheme.” (29:19-29:52)

- “And so people begin to see him as an iconoclast of sorts, who's willing to take on government chiefs who are in the pay of the United States. And his message spreads like wildfire as a result.” (32:51-33:36, referring to Tenskwatawa)
  - Not all Indian people are accepting of Tenskwatawa, however. Some feel he is trying to take the power from Tecumseh.
    - “The Shawnee chiefs in Ohio saw a power struggle in it straight away. They saw that ‘this is a man, from a junior division of the Shawnees, bidding for power—and we're damn well not gonna give it to him.’” (31:58-32:11, referring to Tenskwatawa)
4. In your groups, discuss how the treaty process affected relationships between the Shawnees, and other tribes or the Americans. Respectfully discuss in your groups a time where you were not included in a decision-making process and trust, or lack thereof, became an issue in your relationship building.
- Answers will vary.
    - “At the Peace of Paris in 1783, no Indians are there. The terms of the treaty do not even mention Indian people, and, yet, this is a treaty that has huge significance for Indians.” (10:20-11:27)
    - “But the Great Spirit intended it to be the common property of all the tribes, nor can it be sold without the consent of all.” (41:47-42:24)
    - “And within a few years, Indian people begin to recoil from that, and to recognize the degree to which the United States represents a major threat to their existence. Indian nations begin to unite in a confederation, to resist that expansion.” (10:20-11:27)
  - Answers will vary.
5. What was President Thomas Jefferson's strategy (intent) with regard to the Indian people?
- The following clips illustrate President Thomas Jefferson's intent:
    - President Jefferson intended to create an “empire of liberty.” (10:20-11:27)
    - “‘The American settlements will gradually circumscribe and approach the Indians,’ President Thomas Jefferson wrote in 1801, ‘who will in time either incorporate with us as citizens of the United States, or remove beyond the Mississippi. Some tribes are advancing, and on these English seductions will have no effect. But the backward will yield, and be thrown further back

into barbarism and misery...and we shall be obliged to drive them with the beasts of the forest into the stony mountains.” (15:19-15:51)

- “Through the factory system, native people will incur debts beyond what they are willing to pay, and they will only be able to pay those back through a cession of lands.” (15-41-16:56)

6. What leadership strategies does territorial governor William Henry Harrison employ in his dealings with the Indian people?

- Denounced Tenskwatawa as an imposter and challenged him to prove himself. (33:36-33:58)
- Disputed Tecumseh’s position that the Indian people are of one nation. “Indians are not one nation, nor do they own the land in common. Has not the Great Spirit given them separate tongues.” (49:28-49:47)
- “...bribing local chiefs into signing away lands over which they had no authority and pressing one land cession after another through the Territorial Legislature, culminating in the notorious Treaty of Fort Wayne in the autumn of 1809.” (39:07-39:41)
- Requested permission to march on Prophetstown while Tecumseh is away building support.

7. What approach did Tecumseh use to form the Indian confederacy?

- “He doesn’t pluck this confederacy out of nowhere. He just tries to revive the confederacy he had known as a young man. He even uses the same terminology—the idea that the land is held in common by the Indians. No one tribe can cede it without the permission of the others, and, therefore, it’s in all our interests to defend it. Now this was a job that was much more difficult than the job of the American founding fathers, who at least had some tradition of common origin and a similar language and similar thought patterns and mind sets.” (43:01-43:42)

8. What challenges did Tecumseh face as a leader?

- “On top of those problems, though, Tecumseh was facing the fact that these weren’t states, they were fragmented villages. So you couldn’t just convince a few chiefs and hope that was going to do the business for you. Those chiefs might have almost no or little authority within their own communities. But this lack of authority in Indian communities both played against him and for him, because even if the chiefs were in opposition, he could pull the warriors from underneath them by appealing to them. And this is really one of his strategies.” (43:42-44:21)
- A brother who fails him—“But on the night of November 6th, Tenskwatawa is besieged by his Western Algonquian allies, and they tell him, ‘Look. You know, we have to fight, we have to surprise them. They think we’re going to have a discussion, but let’s wage a preemptive strike.’ To come all that way and to do

nothing but wait for Tecumseh made little sense to them. And so Tenskwatawa goes against his brother's wishes for him. You know, he caves to pressure. (57:56-59:14)

- “The problem for Tecumseh is always going to be one of logistics. It’s one of bringing in large numbers of warriors and supplying them and feeding them, and providing them with adequate arms and ammunition.” (53:46-54:15)
- The Indian people lack the weaponry to fight against the Americans without the help of the British to supply them with guns and ammunition. An alliance was their only hope of survival. However, their allies continually fail and betray them.

9. What does Tenskwatawa do to increase his followership? Were those tactics effective?

- Tenskwatawa admits his faults and reforms his ways.
  - Admitting fault is a humbling experience, yet there is power in owning up to one’s mistakes. The Shawnee people have found difficulty in transforming to the white man’s way. A return to traditional culture is appealing.
- “He essentially engaged in a series of high-profile confrontations with their leaders to the point where he enters into a Wyandotte village and engages in a ritualized killing of a Wyandotte leader. He essentially accused him, and others like him, of being a witch, of attempting to undermine them by acting as a kind of wedge for Americans to enter their communities and harm their people. And so people begin to see him as an iconoclast of sorts, who’s willing to take on government chiefs who are in the pay of the United States. And his message spreads like wildfire as a result.” (32:51-33:36)
  - Tenskwatawa rules with a heavy hand and places a sense of fear for some and hero for others.
- Tenskwatawa makes good on Harrison’s challenge and “predicts” the solar eclipse.
  - “And the Prophet’s stock after this rose like a skyrocket. William Henry Harrison could not have done anything that helps the Prophet, and propels the Prophet and Tecumseh to a position of prominence, more than issuing this challenge.” (35:35-36:10)

10. “As Tenskwatawa watches the American army advance, he is faced with the question of what to do. Do you sit and wait, to see if the American intentions are peaceful, or should you strike against it?” (57:01-57:24) Putting yourself in Tenskwatawa’s position, do you attack? Why? Why not?

- Answers will vary widely. Facilitators may want to refer students to the Risk Management Process in the Incident Response Pocket Guide.
  - “It was crucial to hold off for several reasons. The first is that Tecumseh was the only person equipped to lead; the second being that British support was crucial, and whatever they did it had to be coordinated with the British.

And third, I think that Tecumseh was really confident that his Southeastern tour would result in a great many adherents.” (55:09-55:36)

- The warriors were few in number and had only a small amount of ammunition. (1:00:29-1:00:56)
- Although Tenskwatawa lacked the skill to lead, “The Indians were a very mobile force. They’re almost like water—they gave way to things; and they strengthened around weak points in a very flexible way. They didn’t have to wait for orders from chiefs; they fought very much individually. So if they perceived a force getting out of its depth—moving forward and getting split up from the main force—they could easily rally round and start surrounding it, and cutting it to pieces. I mean, if there had been more Indians on the ground, the Indians might have been capable of inflicting great damage.” (1:00:56-1:01:37)

11. Following the Battle of Tippecanoe, “Tecumseh has a choice. Do you discard the Prophet? Or do you reunite with him in this kind of campaign effort?” (1:04:01-1:04:30) What choice did Tecumseh make? Would you have made the same decision? Have you been faced with a similar situation?

- He embraces him again and forgives him.
- Answers will vary.

12. Leadership transition can have devastating effects on an organization. Give examples from the video and from your own experience that support or dispel this statement.

- “Before leaving Prophetstown, Tecumseh urged his younger brother to do everything he could to keep from being drawn into a fight with Harrison prematurely, then made one last stop at Vincennes to see Harrison himself before continuing south, hoping to convince him not initiate hostilities.” (54:28-55:09) Tenskwatawa caves to pressure and attacks.
- “And then, unfortunately for Tecumseh—and unfortunately for tribal people—General Isaac Brock is killed fighting the Americans over by Niagara. And the new British commander is named Proctor. And he’s much less aggressive, and much more interested in just defending Canada, and in not really helping tribal people retake part of Ohio from the Americans. Tecumseh has to continually goad Proctor to march against the Americans. They invade Ohio twice, attempting to take Fort Meigs, which was an American fort near modern Toledo, and are unsuccessful.” (1:10:26-1:11:10)
- “By the time the British general Proctor actually stops to turn to fight, he has lost the confidence not only of his Indian allies, but of his own men. When the fighting breaks out, the British resistance is minimal.” (1:11:53-1:12:28)
- Students who participated in Episode 1 may recall the transition of power from Massasoit to Philip and from Edward Winslow to Josiah Winslow.

13. What is a “bias for action”? Give an example of this concept found in Episode 2: Tecumseh’s Vision. Discuss in your groups a time when a leader’s bias for action ensured the safety of their people.

- Refer students to “A Bias for Action” on pages 26-28 in Leading in the Wildland Fire Service.
- “Now, Tecumseh did a remarkable thing. He said a remarkable thing in 1810, when he confronted Harrison at Vincennes. He said something I don’t think any Native American had before, and I don’t think many had said afterwards. He stood up, defended Indian land, and said he represented every Indian on the continent. Now, what a preposterous assertion, even for someone whose life had been so far-flung as his. But to make such a claim at that time—it was an absolutely preposterous thing to say. Yet what he was saying was that he understood that Native American peoples were in a particular historical predicament, and he was articulating that predicament, and he was doing it for all of them.” (52:47-53:46)
- Answers will vary.

14. Review “A Framework for Leadership” which is found on pages 4 through 24 of Leading in the Wildland Fire Service. Utilizing the table provided in your handouts, complete Tecumseh’s and Tenskwatawa’s leadership framework.

- There are no “right” or “wrong” answers. The goal is to promote discussion and provide a tool that students can utilize when analyzing leadership qualities. Consider possible answers from the table below.

| Framework for Leadership Concepts  | Tecumseh   | Tenskwatawa   |
|--|--|---|
| <b>Authority to lead versus decision to lead</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Earns the trust and respect of others.</li> <li>• Sacrifices own needs for those of others.</li> <li>• Brings order to chaos.</li> </ul>  | <ul style="list-style-type: none"> <li>• “There was this aura around him of leadership and respect, that even people who opposed him—even his enemies—admired him (3:18-4:09)</li> <li>• “...he’s going to defend this land, and if necessary, he’s going to die for this land.” (1:14:21-1:15:01)</li> <li>• Was able to recover after his brother’s decision to attack before the confederacy was fully formed.</li> </ul> | <ul style="list-style-type: none"> <li>• Gains credibility by predicting the solar eclipse. (36:10-36:36)</li> <li>• Name change suggested “you could reach grace through him” (27:36-27:53); bit self-centered.</li> <li>• Encouraged Shawnee people to revive their Indian culture and identity. (26:15-26:33)</li> </ul> |
| <b>Art of leadership</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Accidental leader versus committed leader.</li> <li>• Views the larger picture.</li> <li>• Balances danger and opportunity.</li> <li>• Influences people to accomplish tasks and objectives.</li> </ul> | <ul style="list-style-type: none"> <li>• Committed leader.</li> <li>• Saw the big picture—future of the Indian people laid in the unity of all tribes.</li> <li>• Used Tenskwatawa’s ability to reunify the Shawnee people. “...he</li> </ul>  | <ul style="list-style-type: none"> <li>• Accidental leader who rose to power after he collapsed and had a vision</li> <li>• More focus placed on reclaiming of values.</li> <li>• Caved to pressures made by other chiefs to attack before the</li> </ul>   |

| Framework for Leadership Concepts   | Tecumseh  | Tenskwatawa  |
|---|---|--|
|   | <p>was keenly aware of moments of opportunity..." (54:15-54:28)</p> <ul style="list-style-type: none"> <li>• "His genius was in inspiring people." (3:43-4:09)</li> </ul>   | <p>Indian confederacy was fully formed.</p> <ul style="list-style-type: none"> <li>• As the Prophet he had a spiritual influence over his followers and attracted many to Prophetstown.</li> </ul>   |
| <b>High-risk operational environment</b>  |   |  |
| <ul style="list-style-type: none"> <li>• Makes tough decisions under a compressed time frame, given limited information, in a complex and high-risk environment.</li> <li>• Integrates varied resources into effective and responsive temporary teams.</li> </ul> | <ul style="list-style-type: none"> <li>• Refuses to sign the Treaty of Greenville. Reasserts Shawnee claim to homelands already ceded by treaty. (30:18-31:03)</li> <li>• "...Tecumseh's 'great talents' alone were holding together the heterogeneous mass of warriors on the Wabash." (56:24-57:01)</li> </ul>              | <ul style="list-style-type: none"> <li>• May have acted too quickly when he was pressured to attack Harrison's army but felt the aggressive behavior warranted a pre-emptive attack.</li> <li>• United the Shawnee tribe through a return to traditional culture.</li> </ul> |
| <b>Leadership environment</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Constantly assesses the elements of the leadership environment—the leader, the people, the situation, and the consequences—and adapts accordingly.</li> </ul>  | <ul style="list-style-type: none"> <li>• "I am authorized by all the tribes...I am at the head of them all." (48:50-49:28)</li> <li>• "We can use this movement to reunify this broken people, the Shawnees." (29:52-30:18)</li> <li>• Springs from brother's shadow after the Treaty of Fort Wayne. (39:41-40:53)</li> </ul> | <ul style="list-style-type: none"> <li>• Lacked the leadership skills for warfare.</li> <li>• May have focused a little more on the first element—the leader—than on the people and the situation.</li> </ul>  |
| <b>Command Philosophy</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Translates vision into clear leader's intent.</li> <li>• Develops a unified effort.</li> </ul>   | <ul style="list-style-type: none"> <li>• Unification of all Indian people is clearly translated. (40:53-41:47)</li> <li>• "...he's dissolved tribal barriers, tribal differences, cultural differences as well, and he's got them to believe in one mind." (45:21-46:09)</li> </ul>   | <ul style="list-style-type: none"> <li>• Literally translates his vision into his intent of a return to the Indian way.</li> <li>• Unites Shawnee people, but causes dissent with other tribes who oppose him. (32:35-33:36)</li> </ul>                                      |
| <b>Command Climate</b>  |   |  |
| <ul style="list-style-type: none"> <li>• Demonstrates a strong and effective command presence.</li> <li>• Communicates effectively.</li> </ul>  | <ul style="list-style-type: none"> <li>• "...a more gallant or sagacious warrior does not exist." (1:07:18-1:07:48)</li> <li>• Was known as a great and respected orator.</li> </ul>  | <ul style="list-style-type: none"> <li>• Strong and effective as the Prophet—evangelical.</li> <li>• "...formulated a message that appealed to a great many Shawnee." (26:55-27:36)</li> </ul>   |

# 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

## We Shall Remain – Episode 2: Tecumseh’s Vision

### Guided Discussion

1. For years, individuals have debated whether leaders are born or made. Discuss in your groups whether leaders are born or made. Would you say that Tecumseh was a born or made leader? Cite clips from the video or other references that support your position. Refer to page 60 “Born Versus Made” in [Leading in the Wildland Fire Service](#) to determine the Wildland Fire Leadership Development Program’s position on this manner.
2. What did the video’s contributors say about Tecumseh’s leadership? Identify clips in the video that support your answer.
3. How effective was Tecumseh’s decision to retreat into his brother’s shadow after Lalawethika is transformed into Tenskwatawa?
4. In your groups, discuss how the treaty process affected relationships between the Shawnees, and other tribes or the Americans. Respectfully discuss in your groups a time where you were not included in a decision-making process and trust, or lack thereof, became an issue in your relationship building.
5. What was President Thomas Jefferson’s strategy (intent) with regard to the Indian people?
6. What leadership tactics does territorial governor William Henry Harrison employ in his dealings with the Indian people?
7. What approach did Tecumseh use to form the Indian confederacy?
8. What challenges did Tecumseh face as a leader?
9. What does Tenskwatawa do to increase his followership? Were those tactics effective?
10. “As Tenskwatawa watches the American army advance, he is faced with the question of what to do. Do you sit and wait, to see if the American intentions are peaceful, or should you strike against it?” (57:01-57:24) Putting yourself in Tenskwatawa’s position, do you attack? Why? Why not?
11. Following the Battle of Tippecanoe, “Tecumseh has a choice. Do you discard the Prophet? Or do you reunite with him in this kind of campaign effort?” (1:04:01-1:04:30) What choice did Tecumseh make? Would you have made the same decision? Have you been faced with a similar situation?
12. Leadership transition can have devastating effects on an organization. Give examples from the video and from your own experience that support or dispel this statement.
13. What is a “bias for action”? Give an example of this concept found in Episode 2: Tecumseh’s Vision. Discuss in your groups a time when a leader’s bias for action ensured the safety of their people.

14. Review “A Framework for Leadership” which is found on pages 4 through 24 of [Leading in the Wildland Fire Service](#). Utilizing the table provided on the next page, complete Tecumseh’s and Tenskwatawa’s leadership framework.

| Framework for Leadership Concepts   | Tecumseh | Tenskwatawa |
|---|----------|-------------|
| <b><i>Authority to lead versus decision to lead</i></b>   |          |             |
| <ul style="list-style-type: none"> <li>Earns the trust and respect of others.</li> <li>Sacrifices own needs for those of others.</li> <li>Brings order to chaos.</li> </ul>   |          |             |
| <b><i>Art of leadership</i></b>   |          |             |
| <ul style="list-style-type: none"> <li>Accidental leader versus committed leader.</li> <li>Views the larger picture.</li> <li>Balances danger and opportunity.</li> <li>Influences people to accomplish tasks and objectives.</li> </ul>                      |          |             |
| <b><i>High-risk operational environment</i></b>   |          |             |
| <ul style="list-style-type: none"> <li>Makes tough decisions under a compressed time frame, given limited information, in a complex and high-risk environment.</li> <li>Integrates varied resources into effective and responsive temporary teams.</li> </ul> |          |             |
| <b><i>Leadership environment</i></b>  |          |             |
| <ul style="list-style-type: none"> <li>Constantly assesses the elements of the leadership environment—the leader, the people, the situation, and the consequences—and adapts accordingly.</li> </ul>  |          |             |
| <b><i>Command Philosophy</i></b>  |          |             |
| <ul style="list-style-type: none"> <li>Translates vision into clear leader’s intent.</li> <li>Develops a unified effort.</li> </ul>   |          |             |
| <b><i>Command Climate</i></b>   |          |             |
| <ul style="list-style-type: none"> <li>Demonstrates a strong and effective command presence.</li> <li>Communicates effectively.</li> </ul>  |          |             |