

The Blind Side

(Based on real-life events)

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Audience Rating: PG-13

Released: 2010
Studio: Warner Bros.
Genre: Drama
Runtime: 128 minutes

NOTE: The time needed to present this lesson plan is not given due to the facilitation option selected and the facilitator's preference to choose those questions/exercises best suited for his/her audience.

Materials: DVD, computer/television, projection system, Wildland Fire Leadership Values and Principles handouts, *Leading in the Wildland Fire Service* (NFES 2889), *Incident Response Pocket Guide* (NFES 1077), notepads, writing utensils

Objective: Students will discuss:

- 1) The importance of and methods for improving open communication and feedback in order to expose an individual's blind spot(s).
- 2) The need for and benefits of servant leadership.

Basic Plot: *The Blind Side* is based upon the real-life story of Micheal Oher. One of Memphis' wealthiest families, the Touhy family, comes to the aide of a member of the poorest neighborhoods in the nation: Hurt Village. Michael was a child who seemed invisible to the outside world. The Touhy's give Michael the opportunity to break free from a life that showed little chance of success to one where anything was possible—including the life as a professional athlete.

Cast of Main Characters:

Cast and Crew

Leigh Anne Touhy	Sandra Bullock
Sean Touhy	Tim McGraw
Michael Oher	Quinton Aaron
SJ Tuohy	Jae Head
Collins Tuohy.....	Lilly Collins
Coach Cotton	Ray McKinnon
Miss Sue.....	Kathy Bates
Mrs. Boswell.....	Kim Dickens

Facilitation Options:

The framework for the Leadership in Cinema program allows facilitators to tailor the program to fit local leadership development needs and time frames. Facilitators are in no way bound to ask every question or utilize every part of the lesson plan.

Creation of this lesson plan focuses students on *Leading in the Wildland Fire Service*. Facilitators are encouraged to provide each student with a copy of this document. Bound copies can be ordered through the NWCG National Fire Equipment System Catalog (NFES 2889) or by downloading at http://www.fireleadership.gov/documents/LeadingWFS_Pub.pdf.

Participants and facilitators of the program are encouraged to submit suggestions regarding the program of specific lesson plans to the Leadership in Cinema coordinator at leadership_feedback@nifc.blm.gov. Local units are also encouraged to add to the Leadership in Cinema library as well.

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 employees view the film on their own and then hold the discussion session.

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 *The Blind Side*.
5. Break. (Suggestion: After Chapter 11 when Collins joins Michael in the library to study; approximately 0:50:57)
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 leadership concept 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 leadership concept.
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.

Clip times listed are approximate!

Mentor Suggestion:

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 concepts that are practiced.

Incorporate the use of *Leading in the Wildland Fire Service* (PMS 494-2, NFES 2889) into your mentoring program. The publication can be found at http://www.fireleadership.gov/documents/LeadingWFS_Pub.pdf.

Encourage students to take the Fireline Leadership Challenges found at the end of this lesson. These can be done as a group or individually in a self-paced environment.

Suggest other wildland fire leadership toolbox items that will contribute to the overall leadership development of the student.

Other References:

Esposito, Cheryl. "Leading Conversations: The Blind Spot of Leadership with Otto Scharmer." Voice America-Business.

<http://www.voiceamerica.com/voiceamerica/vepisode.aspx?aid=23994>.

Kaplan, Robert E. and Kaiser, Robert B. "Deveoping Versatile Leadership." *MIT Sloan Management Review*. Summer 2003.

Malandro, Loretta. "Discover Your Leadership Blindspots." *Bloomberg Businessweek*. September 1, 2009.

http://www.businessweek.com/managing/content/sep2009/ca2009091_828190.htm

Watts, Al. "Watch Your Blind Side!" <http://ezinearticles.com/?Watch-Your-Blind-Side!&id=4208366>

Facilitators should consider conducting the Johari Window exercise referred to on page 7. Special recognition and thanks go to The University of Tennessee's Center for Literacy for permission to use the Johari Window exercise found within the Learning Skills Curriculum (http://www.cls.utk.edu/ls_curriculum.html). Pages 115-121 of the *Learning Skills Curriculum Book* are for the facilitator; pages 302-306, for the student.

The curriculum has many modules that may be of use by local training officers and students of fire. The curriculum covers:

- Learning styles
- Personality
- Teamwork
- Problem solving
- Goal setting
- Test taking strategies

Hyperlinks have been included to facilitate the use of the Wildland Fire Leadership Development Program website. Encourage students of leadership to visit the website at

<http://www.fireleadership.gov>.

Values and Principles

Read or watch the following clips or scenes from the movie. Have students discuss in their groups what Wildland Leadership Values and Principles are represented or violated. (*The examples presented below are suggestions.*)

1. *“Forget sports. Look at the wall. “Christian.” We either take that seriously or we paint over it. You don’t admit Michael Oher because of sports. You admit him because it’s the right thing to do.”* ~ Bert Cotton (Chapter 2, 0:8:52 - 0:09:11)
 - **Duty: Adhere to professional standard operating procedures.**
 - **Integrity: Set the example. Choose the difficult right over the easy wrong.**
2. Compare the previous clip with *“I thought he was gonna be a player. I can’t believe I used up all my chips to get him in school.”* ~ Bert Cotton (Chapter 13, 0:52:41)
3. *He threw this in the trash can. “I look and I see white everywhere—white walls, white floors, and a lot of white people. The teachers do not know I have no idea of anything they are talking about. I do not wanna listen to anyone, especially the teachers. They are giving homework and expecting me to do the problems on my own. I have never done homework in my life. I go to the bathroom, look in the mirror and say: ‘This is not Michael Oher.’” He entitled it “White Walls.”* ~ Mrs. Boswell (Chapter 3, 0:13:47 – 0:14:33)
 - **Duty: Observe and assess action in progress without micro-managing.**
 - **Duty: Consider individual skill levels and development needs when assigning tasks.**
 - **Integrity: Set the example. Don’t show discouragement when facing set backs.**
4. Mrs. Boswell’s insight of Michael’s learning disconnect and willingness to give him a chance at a good education.
 - **Duty: Develop a plan to accomplish given objectives.**
 - **Duty: Use positive feedback to modify duties, tasks and assignments when appropriate.**
 - **Duty: Consider individual skill levels and development needs when assigning tasks.**
 - **Respect: Take care of your subordinate’s needs.**
 - **Integrity: Accept full responsibility for and correct poor team performance. (The educational system had let Michael down.)**
 - **Integrity: Choose the difficult right over the easy wrong. (She could have followed suit and allowed Michael to fail.)**
5. *...Look, here’s the deal. I don’t need y’all to approve my choices, all right? But I do ask that you respect them. You have no idea what this boy’s been through. And if this is gonna become some running diatribe, I can find an overpriced salad a lot closer to home.* ~ Leigh Anne Tuohy (Chapter 11, 0:47:23 – 0:47:53)
 - **Duty: Take charge when in charge.**
 - **Duty: Issue clear instructions.**
 - **Respect: Resolve conflicts between individuals on the team.**
 - **Integrity: Don’t show discouragement when facing set backs.**

6. Leigh Anne Tuohy interrupts practice and Coach Cotton to explain to Michael the fundamentals of protecting the quarterback using the analogy of protecting the family. (Chapter 16, 1:09:29 – 1:12:48)
 - **Duty: Maintain situational awareness in order to anticipate needed actions.**
 - **Duty: Use positive feedback to modify duties, tasks and assignments when appropriate.**
 - **Respect: Know your subordinates and look out for their well being.**
 - **Respect: Employ your subordinates in accordance with their capabilities.**

7. *“This young man plays for my team. My team! And I will defend him like he’s my own son against you...”* ~ Bert Cotton (Chapter 17, 1:17:55 – 1:19:00)
 - **Duty: Take charge when in charge.**
 - **Respect: Know your subordinates and look out for their well being.**
 - **Integrity: Share the hazards and hardships with your subordinates.**

The Blind Side

Guided Discussion – Possible Answers

“The starting point for leadership development is self-awareness. In many ways, our greatest challenge is to know ourselves. Self-awareness is an inward application of situation awareness. Fire leaders have an inner drive to analyze and know ourselves. We probe our blind spots and come away resolved to improve ourselves. We honestly appraise our own strengths and weaknesses.” (Leading in the Wildland Fire Service, page 59)

1. On two occasions, Michael assures both Leigh Anne and Coach Cotton that he has their back. (Chapter 8, 0:32:42 – 0:32:50 and Chapter 17, 1:18:15 – 1:19:00) A quarterback’s blind side is similar to what drivers and others refer to as their blind spot—the area of unawareness that can potentially cause harm.

Respond to what Tara Young, Marketing Coordinating, Unified360 has to say, “We all invest in something, personally or professionally.

- If you’re a business owner [wildland fire leader], who is your insurance?
- Who are the people that protect your blind side and allow you to be successful?
 - Have you even noticed them yet?
 - Do you take the time to appreciate them?

I think it’s not necessarily what you invest in but who you invest in that’s more important. With the right people, your team, your family, your business, will be successful. Take a closer look at those around you. Take the time to see who’s there. You might be surprised, with a little bit of coaching, they could be the insurance that protects you for life.” (<http://www.unified360.com/fullcirclefeedblog/bid/22489/The-Blind-Side>)

- Leaders: What mechanisms do you have in place to identify your blind spots?
 - **Encourage feedback from your superiors and subordinates.**
 - **Ensure that team members feel their input is valuable. “Don’t ask for it, then express your opinion.”** (See “Growth Feedback” by Marshall Goldsmith at the Academy Leadership blog at <http://www.academyleadership.com/news.asp?page=article37>)
 - **Listen more, talk less.**
 - **Avoid tunnel vision and group think.**
 - **Surround yourself with competent people and develop high-trust relationships.**
 - **Acknowledge that blind spots exist and expose yours.**
 - **Participate in a 360-degree performance assessment.**
 - **Conduct the Johari Window exercise found on page 4 of the Facilitator Reference.**
 - **Read C. Otto Scharmer’s “Discovering the Blind Spot of Leadership” available at http://www.presencing.com/docs/presencingU/papers/2008_Uncovering_the_Blind_Spot.pdf.**

- Followers: What can you do to help your leader realize his/her blind spot?
 - **Answers will vary. Ensure that members of the group have a means by which to express themselves in a forum that is respectful and courteous to the participant and allows for team building. Consider having an unbiased third party hear the employee concerns.**
 - **Lead up as needed. If you feel comfortable, “blind side” your leader— provide your leader with respectful, unsolicited feedback. Be a part of the solution not part of the problem.**
 - **Play devil’s advocate.**
 - Why is it important to recognize blind spots?
 - **To ensure the safety and well-being of all members of the team.**
2. Read the “Command Climate” section on pages 19 - 22 of *Leading in the Wildland Fire Service*.
- As a wildland fire leader, how important is it to value your subordinates?
 - **The proper response is that valuing your people is of utmost importance to any leader. Leaders are bound by duty, respect, and integrity to put the needs of his/her subordinates before their own.**
 - What do you do to ensure that all members of the team are valued employees?
 - **Michael Lee Stallard presents the following tips in *Fired Up or Burned Out* (See *Fireline Leadership Challenge #2* for instructions on obtaining a copy.)**
 - **Eliminate disrespectful, condescending, and rude behavior.**
 - **Go easy on the criticism.**
 - **Minimize unnecessary rules and excessive controls.**
 - **Eliminate excessive signs of hierarchy.**
 - **Get rid of devaluing leaders.**
 - **Replace devaluing severance procedures.**
 - As a follower, do you feel valued?
 - If so, what has your leader done to make you feel valued?
 - **Answers will vary. Encourage group members to share their experiences with one another.**
 - **Professional development**
 - **Employee support programs**
 - **Recognition and praise**
 - If not, what feedback can you provide to your leader about your discontent?
 - **Answers will vary. Ensure that members of the group have a means by which to express themselves in a forum that is respectful and courteous to the participant and allows for team building. Consider having an unbiased third party hear the employee concerns.**

3. Some (including the NCAA) questioned the Touhy's motives regarding their involvement in Michael Oher's life. Have you ever had your motives questioned or have you ever questioned someone else's motives? How did you handle your involvement in this situation?

– **Answers will vary. Ensure that members of the group have a means by which to express themselves in a forum that is respectful and courteous to the participant and allows for team building. Consider having an unbiased third party hear the employee concerns.**

4. Review and/or discuss the scene where Sean Touhy helps Michael develop an essay topic using an analogy between Alfred Lord Tennyson's "The Charge of the Light Brigade" (see Student Handout page 2) and LSU/Ole Miss. (Chapter 22, 1:37:32 – 1:41:31).

Courage is a hard thing to figure. You can have courage based on a dumb idea or a mistake, but you're not supposed to question adults or your coach or your teacher because they make the rules. Maybe they know best, but maybe they don't. It all depends on who you are, where you come from. Didn't at least one of the 600 guys think about giving up and joining with the other side? I mean, valley of Death, that's pretty salty stuff. That's why courage is tricky. Should you always do what others tell you to do? Sometimes you might not even know why you're doing something. I mean, any fool can have courage. But honor, that's the real reason you either do something or you don't. It's who you are and maybe who you want to be. If you die trying for something important, then you have both honor and courage, and that's pretty good. I think that's what the writer was saying: That you should hope for courage and try for honor. And maybe even pray that the people telling you what to do have some too. ~ Michael Oher

After reading Tennyson's poem and Michael's quote, create an analogy using wildland firefighting where either individuals did or did not speak up in the face of danger or opted to put the needs of their subordinates before their own.

– **Answers will vary. Read the "Courage in the Face of Danger" vignette located on pages 11 and 12 of *Leading in the Wildland Fire Service*.**

- Review the green pages of the *Incident Response Pocket Guide* (IRPG).
- Review "How to Properly Refuse Risk" pages 17 and 18 of the IRPG.

5. Leaders should ensure that their teams form into cohesive units. Take time to determine how well your team is functioning by taking the L-380 "Crew Cohesion Assessment" developed by Mission-Centered Solutions and downloadable at http://www.fireleadership.gov/toolbox/documents/Crew_Cohesion_Assessment.pdf.

Wildland Fire Leadership Values and Principles	
Duty	<p>Be proficient in your job, both technically and as a leader.</p> <ul style="list-style-type: none"> – Take charge when in charge. – Adhere to professional standard operating procedures. – Develop a plan to accomplish given objectives.
	<p>Make sound and timely decisions.</p> <ul style="list-style-type: none"> – Maintain situation awareness in order to anticipate needed actions. – Develop contingencies and consider consequences. – Improvise within the commander’s intent to handle a rapidly changing environment.
	<p>Ensure that tasks are understood, supervised and accomplished.</p> <ul style="list-style-type: none"> – Issue clear instructions. – Observe and assess actions in progress without micro-managing. – Use positive feedback to modify duties, tasks and assignments when appropriate.
	<p>Develop your subordinates for the future.</p> <ul style="list-style-type: none"> – Clearly state expectations. – Delegate those tasks that you are not required to do personally. – Consider individual skill levels and development needs when assigning tasks.
Respect	<p>Know your subordinates and look out for their well being.</p> <ul style="list-style-type: none"> – Put the safety of your subordinates above all other objectives. – Take care of your subordinate’s needs. – Resolve conflicts between individuals on the team.
	<p>Keep your subordinates informed.</p> <ul style="list-style-type: none"> – Provide accurate and timely briefings. – Give the reason (intent) for assignments and tasks. – Make yourself available to answer questions at appropriate times.
	<p>Build the team.</p> <ul style="list-style-type: none"> – Conduct frequent debriefings with the team to identify lessons learned. – Recognize individual and team accomplishments and reward them appropriately. – Apply disciplinary measures equally.
	<p>Employ your subordinates in accordance with their capabilities.</p> <ul style="list-style-type: none"> – Observe human behavior as well as fire behavior. – Provide early warning to subordinates of tasks they will be responsible for. – Consider team experience, fatigue and physical limitations when accepting assignments.
Integrity	<p>Know yourself and seek improvement.</p> <ul style="list-style-type: none"> – Know the strengths/weaknesses in your character and skill level. – Ask questions of peers and superiors. – Actively listen to feedback from subordinates.
	<p>Seek responsibility and accept responsibility for your actions.</p> <ul style="list-style-type: none"> – Accept full responsibility for and correct poor team performance. – Credit subordinates for good performance. – Keep your superiors informed of your actions.
	<p>Set the example.</p> <ul style="list-style-type: none"> – Share the hazards and hardships with your subordinates. – Don’t show discouragement when facing set backs. – Choose the difficult right over the easy wrong.

The Charge of the Light Brigade
by Alfred, Lord Tennyson

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
"Forward the Light Brigade!
Charge for the guns!" he said.
Into the valley of Death
Rode the six hundred.

Forward, the Light Brigade!"
Was there a man dismay'd?
Not tho' the soldier knew
Some one had blunder'd.
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.
Into the valley of Death
Rode the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley'd and thunder'd;
Storm'd at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of hell
Rode the six hundred.

Flash'd all their sabres bare,
Flash'd as they turn'd in air
Sabring the gunners there,
Charging an army, while
All the world wonder'd.
Plunged in the battery-smoke
Right thro' the line they broke;

Cossack and Russian
Reel'd from the sabre-stroke
Shatter'd and sunder'd.
Then they rode back, but not,
Not the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volley'd and thunder'd;
Storm'd at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro' the jaws of Death,
Back from the mouth of hell,
All that was left of them,
Left of six hundred.

When can their glory fade?
O the wild charge they made!
All the world wonder'd.
Honor the charge they made!
Honor the Light Brigade,
Noble six hundred!

Values and Principles

Read or watch the following clips or scenes from the movie. Discuss in your groups what Wildland Leadership Values and Principles are represented or violated.

1. *“Forget sports. Look at the wall. “Christian.” We either take that seriously or we paint over it. You don’t admit Michael Oher because of sports. You admit him because it’s the right thing to do.” ~ Bert Cotton*
2. Compare the previous clip with *“I thought he was gonna be a player. I can’t believe I used up all my chips to get him in school.” ~ Bert Cotton*
3. *He threw this in the trash can. “I look and I see white everywhere—white walls, white floors, and a lot of white people. The teachers do not know I have no idea of anything they are talking about. I do not wanna listen to anyone, especially the teachers. They are giving homework and expecting me to do the problems on my own. I have never done homework in my life. I go to the bathroom, look in the mirror and say: ‘This is not Michael Oher.’” He entitled it “White Walls.” ~ Mrs. Boswell*
4. Mrs. Boswell’s insight of Michael’s learning disconnect and willingness to give him a chance at a good education.
5. *...Look, here’s the deal. I don’t need y’all to approve my choices, all right? But I do ask that you respect them. You have no idea what this boy’s been through. And if this is gonna become some running diatribe, I can find an overpriced salad a lot closer to home. ~ Leigh Anne Tuohy*
6. Leigh Anne Tuohy interrupts practice and Coach Cotton to explain to Michael the fundamentals of protecting the quarterback using the analogy of protecting the family.
7. *“This young man plays for my team. My team! And I will defend him like he’s my own son against you...” ~ Bert Cotton*

The Blind Side **Guided Discussion**

“The starting point for leadership development is self-awareness. In many ways, our greatest challenge is to know ourselves. Self-awareness is an inward application of situation awareness. Fire leaders have an inner drive to analyze and know ourselves. We probe our blind spots and come away resolved to improve ourselves. We honestly appraise our own strengths and weaknesses.” (Leading in the Wildland Fire Service, page 59)

1. On two occasions, Michael assures both Leigh Anne and Coach Cotton that he has their back. A quarterback’s blind side is similar to what drivers and others refer to as their blind spot—the area of unawareness that can potentially cause harm. Every wildland firefighter has a “blind spot.”

Respond to what Tara Young, Marketing Coordinating, Unified360 has to say, “We all invest in something, personally or professionally.

- If you’re a business owner [wildland fire leader], who is your insurance?
- Who are the people that protect your blind side and allow you to be successful?
 - Have you even noticed them yet?
 - Do you take the time to appreciate them?

I think it’s not necessarily what you invest in but who you invest in that’s more important. With the right people, your team, your family, your business, will be successful. Take a closer look at those around you. Take the time to see who’s there. You might be surprised, with a little bit of coaching, they could be the insurance that protects you for life.” (<http://www.unified360.com/fullcirclefeedblog/bid/22489/The-Blind-Side>)

- Leaders: What mechanisms do you have in place to identify your blind spots?
- Followers: What can you do to help your leader realize his/her blind spot?
- Why is it important to recognize blind spots?

2. Read “Command Climate” on page 19 of *Leading in the Wildland Fire Service*.
 - As a wildland fire leader, how important is it to value your subordinates?
 - What do you do to ensure that all members of the team are valued employees?
 - As a follower, do you feel valued?
 - If so, what has your leader done to make you feel valued?
 - If not, what feedback can you provide to your leader about your discontent?
3. Some (including the NCAA) questioned the Touhy’s motives regarding their involvement in Michael Oher’s life. Have you ever had your motives questioned or have you ever questioned someone else’s motives? How did you handle your involvement in this situation?

4. Review and/or discuss the scene where Sean Touhy helps Michael develop an essay topic using an analogy between Alfred Lord Tennyson's "The Charge of the Light Brigade" (see Student Handout page 2) and LSU/Ole Miss.

Courage is a hard thing to figure. You can have courage based on a dumb idea or a mistake, but you're not supposed to question adults or your coach or your teacher because they make the rules. Maybe they know best, but maybe they don't. It all depends on who you are, where you come from. Didn't at least one of the 600 guys think about giving up and joining with the other side? I mean, valley of Death, that's pretty salty stuff. That's why courage is tricky. Should you always do what others tell you to do? Sometimes you might not even know why you're doing something. I mean, any fool can have courage. But honor, that's the real reason you either do something or you don't. It's who you are and maybe who you want to be. If you die trying for something important, then you have both honor and courage, and that's pretty good. I think that's what the writer was saying: That you should hope for courage and try for honor. And maybe even pray that the people telling you what to do have some too. ~ Michael Oher

After reading Tennyson's poem and Michael's quote, create an analogy using wildland firefighting where either individuals did or did not speak up in the face of danger or opted to put the needs of their subordinates before their own.

- Review the green pages of the *Incident Response Pocket Guide* (IRPG).
 - Review "How to Properly Refuse Risk" pages 17 and 18 of the IRPG.
5. Leaders should ensure that their teams form into cohesive units. Take time to determine how well your team is functioning by taking the L-380 "Crew Cohesion Assessment" developed by Mission-Centered Solutions and downloadable at http://www.fireleadership.gov/toolbox/documents/Crew_Cohesion_Assessment.pdf.

Fireline Leadership Challenge #1 **Engaging the Professional Reading Program**

Read *The Blind Side* by Michael Lewis. Hollywood did an okay job with the story, but the book provides more insight into the story and answers questions produced by watching the movie. Some characters, like Sean Tuohy were more involved than the movie portrays.

Also consider reading *In a Heartbeat: Sharing the Power of Cheerful Giving* by Sean and Leigh Anne Tuohy and Sally Jenkins which is scheduled for release in July 2010.

Fireline Leadership Challenge #2 **Virtuous Leadership & Reigniting the Team**

Read Michael Hyatt's blog entry titled "John Wooden and the Power of Virtue in Leadership" by Michael Hyatt available for download at <http://michaelhyatt.com/2010/06/john-wooden-and-the-power-of-virtue-in-leadership.html>

Download a copy of and read *Fired Up or Burned Out: How to Reignite Your Team's Passion, Creativity and Productivity* which was primarily written by Michael Lee Stallard and is located in the gray box at the top of Hyatt's blog about Wooden (<http://www.michaelleestallard.com/wp-content/uploads/Fired-Up-or-Burned-Out-Paperback-Reprint-1.pdf>).

Fireline Leadership Challenge #3 **Leigh Anne and Collins Tuohy ~ "Make a Difference"**

Watch Leigh Anne Tuohy as she and daughter, Collins, speak at Bay Path College's 15th Annual Women's Leadership Conference (10:29 minutes). The video is available online at http://www.masslive.com/news/index.ssf/2010/04/real-life_blind_side_mom_leigh.html.

Fireline Leadership Challenge #4 **Southwest Airlines Case Study**

The Mission of Southwest Airlines

The mission of Southwest Airlines is dedication to the highest quality of Customer Service delivered with a sense of warmth, friendliness, individual pride, and Company Spirit.

To Our Employees

We are committed to provide our Employees a stable work environment with equal opportunity for learning and personal growth. Creativity and innovation are encouraged for improving the effectiveness of Southwest Airlines. Above all, Employees will be provided the same concern, respect, and caring attitude within the organization that they are expected to share externally with every Southwest Customer.

January 1988

http://www.southwest.com/about_swa/mission.html

Video References

In 2008, the NWCG Leadership Subcommittee had the opportunity to participate in the Wharton Leadership Conference (this opportunity is available for senior wildland fire leaders as an L-580, Leadership is Action, event). Southwest Airline's President Colleen Barrett spoke about servant leadership. Her interview can be viewed at <http://executiveeducation.wharton.upenn.edu/wharton-aerospace-defense-report/Colleen-Barrett-on-Servent-Leadership.cfm>. (*This powerful message is a YouTube video which is blocked on most government computers. Consider this as a homework assignment for viewing on personal systems.*)

View Colleen Barrett's retirement speech to SWA employees at http://www.youtube.com/watch?v=7BZw_TDCfek&feature=related.

Publication References

"A Culture of Commitment." Herb Kelleher. *Leader to Leader*. No. 4, Spring 1997.
<http://www.leadertoleader.org/knowledgecenter/journal.aspx?ArticleID=143>

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"The Sinatra of Southwest Feels the Love." Joe Nocera. *The New York Times*. May 24, 2008.
http://www.nytimes.com/2008/05/24/business/24nocera.html?_r=1&scp=1&sq=nocera%20kelleher%20southwest%20airlines%20amaerica&st=cse

"We Commit When We Give." Stanford Graduate School of Business. Summer 2009.
http://www.gsb.stanford.edu/news/research/grant_fund.html.