A Hog Farm in S-Burg? An Interactive Town Hall Negotiation Simulation and Teaching Plan

Eastern Academy of Management

Experiential Learning Association

Conference Proposal

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**Introduction to the Exercise**

Negotiation is a concept found universally in not only management but life. Every manager’s routine communications, transactions, relationships, and meetings are inherently negotiation based, and therefore managers can be considered negotiators. The Dual Concern model assists negotiators in developing strategies based on how much utility they assign to relationships and outcomes. This model translates well into daily life and can be seen while driving through an intersection, talking to a spouse about a potential vacation location, or in a townhall meeting. The latter serves as a great teaching tool and this project simulates the problems and opportunities associated with the introduction of a large ‘hog farm’ to a small town. Through the utilization of defined character roles, intentionally created conflict, and emotional stimulants, this simulation teaches participants about the Dual Concern Model, power establishment, multiple interests, coalition development, the difference between interests and positions, aspirations and resistance points, fairness norms, the role of emotions in negotiation, and the role an environment plays in a negotiation. Participants will learn about these concepts in a hands-on, realistic town hall meeting simulation. This exercise will improve the negotiation skills of participants while also giving them a taste of municipality operations. While this project is focused on a local government setting, it teaches participants a multitude of important negotiation concepts that can be applied to everyday life and the day-to-day actions of the modern manager.

**Project Presentation Instructions**

*Learning Goals:*

To utilize a simulation in order to assist participants in their development of common negotiation strategies.

To develop a deeper understanding of the complexities and chaos of local government while also fostering comprehension of negotiation concepts such as the role of emotions, coalition formation, and power establishment.

To aid in the understanding of personal interests and their relation to coalition interests.

*Timing:*

This exercise can be very flexible when it comes to timing, but a time frame of 60-80 minutes would yield the best results. The ideal timing for each of these sections can be found below:

* + 10-15 minutes for simulation explanation
	+ 20-25 minutes for first month’s township meeting
	+ 10-15 minutes of open classroom discussion to simulate a month passing
	+ 20-25 minutes for second month’s township meeting

Should time allow the meetings can go as long as one hour each depending on participant engagement. At any point during the second township meeting a supervisor can put the issue to a vote and the three supervisors will take into consideration all the arguments they have heard and make their final decision to table the issue or move forward in the introduction of the hog farm in question.

*Group Sizing:*

This exercise will work best with a group of 14-30 participants. There are specific character roles and two additional roles encompassing general townspeople ‘for’ and ‘against’ that can be applied to any number of additional participants.

*Materials and Technology Needed:*

Simulation overview for each participant, roles for each character and general roles for additional townspeople, a map handout, and a room capable of emulating a township meeting room (moveable chairs/desks and a space capable of fitting 10-30 participants).

*Appropriate Level:*

This exercise was created primarily for undergraduate management majors, but the simulation can easily be applied to juniors and seniors in high school as well as MBA participants so long as some small changes are made.

*Participant and Teacher Preparation:*

First, instructors should create a list of which character role will be played by each participant. If possible, teachers should assign participants who are more adept in their public speaking and negotiation as the township supervisors. Also, it is best to have the ‘for’ and ‘against’ sides to be balanced in terms of outspoken and engaged participants.

Next, the instructor should remind participants that each townsperson is expected to contribute to the conversation.

After that, they should put a table (or collection of desks) in the front of the room with three seats for the supervisors to sit in. They should then finally take the supervisors aside and explain their role in more detail (i.e. their powers and responsibilities).

Participants do not have to prepare for this simulation.

**Teaching Notes and Debriefing**

*Operating Procedures and What to Expect*

Pre-Negotiation:

Instructors should assign participants to their roles before the exercise commences. If possible, an instructor should assign participants who are more skilled in public speaking and negotiation to be the township supervisors. Also, it is best to have the ‘for’ and ‘against’ sides to be balanced in terms of outspoken and engaged participants.

An instructor should remind participants that each townsperson is expected to contribute to the conversation.

A table (or collection of desks) should be configured in the front of the room with three seats for the supervisors to sit in.

Negotiation:

As participants enter the room they should be handed the three handouts found in the appendices. These include the participant’s predetermined character roles, a map of the area in question, and a general background to the simulation.

Pull aside the three supervisors and discuss their role with them. It is important that these participants understand their role and are engaged with the exercise and their peers.

There is no prep period for the participants to discuss their roles or positions/interests with their peers. This exercise should function as if the participants were walking into a monthly township meeting. Instruct all participants to read the Background Information & List of Parties provided followed by their individual role instructions.

The first 10-15 minutes of the exercise are crucial as participants must be comfortable with the process if they are to engage. Be sure to confirm understanding before beginning.

The first 25-30 minutes of negotiating are not meant to bring the situation to a decision, but rather provide an open forum for participants to share their thoughts with the township supervisors and fellow townspeople.

After the conclusion of the first negotiation period (first township meeting) the three groups will separate and discuss the situation amongst themselves.

Participants will have 10-15 minutes for this portion of the simulation. This is a time for participants to put aside their own personal interests and understand that they are more powerful together.

While this allotment of time may appear like a break, many negotiations will occur between the townspeople as they look to form a collective front.

The citizens for and against the farm are expected to act more as a group and less as individuals going into the second meeting.

The next 25-30 minutes of the exercise (second/final township meeting) are similar to the first meeting, but students should be working more as a coalition and less as individuals. They should support each other's arguments and work together to convey their collective thoughts to the township supervisors.

At any point in the second meeting the township supervisors can motion for a vote and this will end the simulation.

Additional Notes:

This exercise is designed to be chaotic This is to represent the operations of local government. Personal attacks are probable with the complexity of the character roles. With that being said, it is important for the supervisors to maintain as much order as possible, while also allowing emotions to play their part in the negotiation.

Post-Negotiation:

The exercise and debrief are to occur in a single session.

Encourage conversations about fairness and the frustrations of the simulation (see discussion questions below).

Ask participants to explain to the class why their character was interested in the establishment or prevention of a hog farm. Have the participants discuss their characters’ hidden motives and interests.

How do you all believe that hidden, personal interests played a role in this exercise?

Discuss power and how it is acquired as well as its role in the exercise.

Who had the power in this simulation? Why?

Did the number of people on one side or the other play a role in the power distribution? Who had the power within the coalitions?

Discuss the role of emotions in the exercise.

Why was the situation chaotic? What could be done to make the situation less chaotic?

How did emotions play a part in the exercise?

Why would emotions play such a big part in a real-life situation like this exercise?

Discuss how coalitions form and what it was like to collaborate with others who had the same general interest as you but for different reasons.

How did coalitions form? Were they helpful? How did they hinder the resolution of this issue?

Encourage a general discussion of how this exercise made the participants feel. Talk about fairness and the fairness norms discussed in class lectures.

How did this exercise make you feel?

Do you think this was an accurate representation of a town hall meeting? Why or why not? How can you relate this simulation to fairness?

Possible Supplemental Assignments

Following class, assign a blog post or short essay to discuss whether the participants thought the final decision accurately displayed an appropriate remedy and the fairness of the situation.

(Optional) graded negotiation following the exercise. Have participants pick out 2 of their peers in the class who they believe did well playing their role and embracing the concepts of the exercise. The two participants who receive the most nominations will receive one extra point on their final grade in the class. This extra credit could work as a motivator for participants to become engaged in the exercise.

Negotiation Concepts Evident in this Exercise

Many aspects of this negotiation will parallel concepts covered within the readings found in *Negotiation: Readings, Exercises and Cases* by Lewicki, Saunders, & Barry. This negotiation will also provide the participants with an opportunity to understand how complex municipalities can be. Some of the topics that are covered in this exercise include, but are not limited to:

Power/Authority: In reading 2.8, “Where Does Power Come From?” participants learn that power can spawn from a variety of means. Power can be established through personal attributes, and in this exercise participants who are more charismatic and persuasive may have an easier time attaining power. Participants will also learn that power can come from a structural or hierarchical system. This is important in this scenario because the township supervisors will have positional power.

Coalitions: In reading 3.10, “Can’t Beat Them? Then Join a Coalition” readers learn how coalitions function, how they are formed, and the pros & cons of operating within a coalition. This exercise is set up in a way that allows for parties with different personal interests to form both explicit and implicit coalitions due to a broader general interest.

Interests/Positions: In introductory class lectures of any negotiation course, participants may have learned how negotiators can utilize a position which does not perfectly align with their own interests to shape and participate in a negotiation. This ethical concept of misrepresentation will bring to fruition if a competitive style of negotiation is, in fact, right or wrong. In this exercise, participants will have the opportunity to collaborate and form positions while negotiating amongst peers within their coalition, while also remaining true to their characters’ own individual interests. Additionally, the collective parties in this negotiation will have the opportunity to state their position while also possessing their own interests.

Aspirations and Resistance points: The general role descriptions of characters in favor/not in favor of the introduction of new hog farms include the parties’ general aspirations and resistance points. Participants will gain a deeper understanding of the zone of potential agreement by analyzing their own aspirations and resistance points, while also predicting those of their opponent.

Dual Concern Model: In reading 1.2 “Selecting a Strategy” participants learn about the dual concern model, which is at the core of all negotiations. In this situation, participants must decide how much value they place on the outcome of the negotiation and the relationship they have with their fellow citizens. Once the participants decide how valuable each of these concerns are, they can then select to operate within an accommodating, avoiding, collaborating, competing, or compromising strategy.

Fairness norms: In class lectures, participants can learn about three different fairness norms evident in negotiations. These norms are equality, equity, and need. Participants will see in this exercise that negotiations are not always fair, but that it is the job of those in power (township supervisors) to create an atmosphere of fairness in terms of equity, equality, and need. The recommended subsequent blog post associated with this class will require participants to delve deeper into the fairness of this exercise.

Emotions in negotiation: When participants embody their characters, their very livelihoods are at stake in this scenario. This exercise can get heated, but these emotions can be related directly to reading 2.4 “Negotiating with Emotion” which discusses negotiation theory and emotion, as well as unpredictability and lack of control.

Relevance and Value

This simulation and teaching plan hold value since they allow the teaching of concepts of negotiation in a way that also teaches the form and structure of municipal township meetings. Negotiation concepts can be found in daily life but are more commonly thought of in the professional world. One could even parallel negotiation to a famous Shakespeare quote: “all the world’s a negotiation, and the men and women merely negotiators.” When four cars pull up to an intersection at the same time, a negotiation takes place. When loved-ones discuss where to take their next vacation, a negotiation takes place. Thus, it is important for participants to understand negotiation concepts, and this simulation is an effective medium through which those concepts can be both learned and applied.

**Student Reaction Summaries**

 The students who have participated in this activity blogged about their feelings on the activity after the exercise and completed a survey questionnaire. The quantitative data from the survey as well as some anecdotes from the blogs are below. As a reminder, the participants were all in the last week of their 15-week negotiation course.

 When asked how much they agree with the idea that this simulation was a good teaching tool for various negotiation concepts on a seven-point Likert scale with 7 indicating the strongest agreement, the respondents had a mean response of 6 out of 7. Similarly, when asked how much they agree with the idea that this simulation was both fun and engaging, the mean response was a 6.57 out of 7.

 In general, students thoroughly enjoyed the local aspect of this negotiation as it can be applied to many different towns and communities. They also enjoyed the emotional aspect of the negotiation. Every blog post written about the exercise was overwhelmingly positive, but the aspects of the negotiation that the participants didn’t enjoy included the lack of numbers and therefore available numerical arguments, the ambiguity of certain relationships, and the lack of a map for students who struggle with spatially imagining the situation. These critiques assisted in the continued progress of the exercise. Three quotes from the blog assignment are as follows:

“Two thumbs up to the [people] who created/wrote this negotiation activity. I think there should be more [of them] like this. It was a real-life situation about something local here in [town]. It got the whole class fired up and interacting together, and I think they all enjoyed it.”

“This negotiation was by far my favorite. There was a lot more interaction than what the rest of the negotiations had [this year]. People seemed to get more passionate about this negotiation and maybe take it a little more personal than others. It was exciting and upbeat and this format of negotiating made [us] interact more.”

“This negotiation taught me how to effectively form a coalition with people who are on the same side as you and work together as a group to promote your collective issues.”

**Presentation at ELA**

 This specific presentation of the project will serve as a teaser for the entire simulation. The roles will be shortened and less complex to make the exercise simpler and quicker. 5 minutes will be taken for introductions and a brief description of the situation. The three authors of this simulation will serve as the township supervisors to expedite the process. 10 minutes of discourse will take place to exemplify the first month’s meeting. After that first meeting concludes, 5 minutes will be used to simulate the month that goes by between the township meetings and discussion among participants will be encouraged. Then the final 10 minutes will serve as the second township meeting and supervisor vote. Any amount of session attendees would be allowed to participate as one of the 11 non-supervisor characters or as general townspeople. Participants in this limited trial of the project will get to participate just as one of their potential students would.

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**Appendices – The Exercise**

*The Teaching Plan was discussed in detail above, but both it and the exercise handouts are listed on the following pages.*

**A HOG FARM FOR S-BURG**

**Teaching Plan**

**Objectives**

1. To utilize a simulation in order to assist participants in their development of common negotiation strategies.
2. To develop a deeper understanding of the complexities and chaos of local government while also fostering comprehension of negotiation concepts such as the role of emotions, coalition formation, and power establishment.
3. To aid in the understanding of personal interests and their relation to larger, more collection coalition interests.

**Operational Needs**

* Group size:
	+ The class is divided in half with some students who are for the new farm for a variety of reasons, and the other half of the class against the establishment of new hog farms. Three students will serve as township supervisors to help lead the decision-making process. This exercise can be performed with 10-30 students. There are 15 characters with individual roles and interests, but other students can be added in as townspeople with one general role. This generic role will either make the student for or against the new farm within the exercise.
* Suggested Time Required:
	+ 60-80 minutes in total
		- 15 minutes for role assignment and introduction
		- 25-30 minutes for first meeting
		- 10-15 minutes reconvening with coalitions
		- 25-30 minutes for second meeting
* Special Materials and physical requirements:
	+ Simulation overview for each student.
	+ Roles for each character and general roles for additional townspeople.
	+ A map handout
	+ A large classroom capable of emulating a township meeting room (moveable chairs and desks and a space capable of fitting 10-30 students).
* Recommended Reading Assignments to Accompany this Exercise:
	+ Readings 2.4, 2.8, 3.10, and 1.2 in Negotiation: Readings, Exercises and Cases by Lewicki, Saunders, & Barry

**Operating Procedures and What to Expect**

* Pre-Negotiation:
	+ Instructors should participants to their roles before the exercise commences. If possible, an instructor should assign participants who are more skilled in public speaking and negotiation to be the township supervisors. Also, it is best to have the “for” and “against” sides to be balanced in terms of outspoken and engaged participants.
	+ An instructor should remind participants that each townsperson is expected to contribute to the conversation.
	+ A table (or collection of desks) should be configured in the front of the room with three seats for the supervisors to sit in.
* Negotiation:
	+ As participants enter the room they should be handed the three handouts found in the appendices. These include the participant’s predetermined character roles, a map of the area in question, and a general background to the simulation.
	+ Pull aside the three supervisors and discuss their role with them. It is important that these participants understand their role and are engaged with the exercise and their peers.
	+ There is no prep period for the participants to discuss their roles or positions/interests with their peers. This exercise should function as if the participants were walking into a monthly township meeting. Instruct all participants to read the Background Information & List of Parties provided followed by their individual role instructions.
	+ The first 10-15 minutes of the exercise are crucial as participants must be comfortable with the process if they are to engage. Be sure to ensure understanding before beginning.
	+ The first 25-30 minutes of negotiating are not meant to bring the situation to a decision, but rather provide an open forum for participants to share their thoughts with the township supervisors and fellow townspeople.
	+ After the conclusion of the first negotiation period (first township meeting) the three groups will separate and discuss the situation amongst themselves.
	+ Participants will have 10-15 minutes for this portion of the simulation. This is a time for participants to put aside their own personal interests and understand that they are more powerful together.
	+ While this allotment of time may appear like a break, many negotiations will occur between the townspeople as they look to form a collective front.
	+ The citizens for and against the farm are expected to act more as a group and less as individuals going into the second meeting.
	+ The next 25-30 minutes of the exercise (second/final township meeting) are similar to the first meeting, but students should be working more as a coalition and less as individuals. They should support each other's arguments and work collectively to convey their collective thoughts to the township supervisors.
	+ At any point in the second meeting the township supervisors can motion for a vote and this will end the simulation.
* Additional Notes:
	+ This exercise is designed to be chaotic This is to represent the operations of local government. With that being said, it is important for the supervisors to maintain as much order as possible, while also allowing emotions to play their part in the negotiation.
* Post-Negotiation:
	+ The exercise and debrief are to occur in a single session.
	+ Encourage conversations about fairness and the frustrations of the simulation (see discussion questions below).

**Debriefing the Exercise and Discussion Questions**

* Ask students to explain to the class why their character was interested in the establishment or prevention of a hog farm. Have the students discuss their characters hidden motives and interests.
	+ How do you all believe that hidden, personal interests played a role in this exercise?
* Discuss power and how it is acquired as well as its role in the exercise
	+ Who had the power in this simulation? Why?
	+ Did the number of people on one side or the other play a role in the power distribution? Who had the power within the coalitions?
* Discuss the role of emotions in the exercise.
	+ Why was the situation chaotic?
	+ What could be done to make the situation less chaotic?
	+ How did emotions play a part in the exercise?
	+ Why would emotions play such a big part in a real-life situation like this exercise?
* Discuss how coalitions form and what it was like to collaborate with others who had the same general interest as you but for different reasons.
	+ How did coalitions form?
	+ Were they helpful?
	+ How did they hinder the resolution of this issue?
* Encourage a general discussion of how this exercise made the students feel. Talk about fairness and the fairness norms discussed in class lectures.
	+ How did this exercise make you feel?
	+ Do you think this was an accurate representation of a town hall meeting? Why or why not?
	+ How can you relate this simulation to fairness?

**Possible Supplemental Assignments**

* Following class, assign a blog post or short essay to discuss whether the students thought the final decision accurately displayed an appropriate remedy and the fairness of the situation.
* (Optional) graded negotiation following the exercise. Have students pick out 2 of their peers in the class who they believe did well playing their role and embracing the concepts of the exercise.
	+ The two students who receive the most nominations will receive one extra point on their final grade in the class.
	+ This extra credit could work as a motivator for students to become engaged in the exercise.

**Negotiation Concepts Evident in this Exercise**

Many aspects of this negotiation will parallel concepts covered in class, as well as the readings. This negotiation will also provide the students with an opportunity to understand how complex municipalities can be. Some of the topics that are covered in this exercise include, but are not limited to:

* Power/Authority: In reading 2.8, “Where Does Power Come From?” students learn that power can spawn from a variety of means. Power can be established through personal attributes, and in this exercise students who are more charismatic and persuasive may have an easier time attaining power. Students will also learn that power can come from a structural or hierarchical system. This is important in this scenario because the township supervisors will have positional power.
* Coalitions: In reading 3.10, “Can’t Beat Them? Then Join a Coalition” students learn how coalitions function, how they are formed, and the pros & cons of operating within a coalition. This exercise is set up in a way that allows for parties with different personal interests to form both explicit and implicit coalitions due to a broader general interest.
* Interests/Positions: In class lectures, students may have learned how negotiators can utilize a position which does not perfectly align with their own interests to shape and participate in a negotiation. This ethical concept of misrepresentation will bring to light if a competitive style of negotiation is, in fact, right or wrong. In this exercise, students will have the opportunity to collaborate and form positions while negotiating amongst peers within their coalition, while also remaining true to their characters’ own individual interests. Additionally, the collective parties in this negotiation will also have the opportunity to state their position while also possessing their own interests.
* Aspirations and Resistance points: The general role descriptions of characters in favor/not in favor of the introduction of new hog farms include the parties’ general aspirations and resistance points. Students will gain a deeper understanding of the zone of potential agreement by analyzing their own aspirations and resistance points, while also predicting those of their opponent.
* Dual Concern Model: In reading 1.2 “Selecting a Strategy” students learn about the dual concern model, which is at the core of all negotiations. In this situation, students must decide how much value they place on the outcome of the negotiation and the relationship they have with their fellow citizens. Once the students decide how valuable each of these concerns are, they can then select to operate within an accommodating, avoiding, collaborating, competing, or compromising strategy.
* Fairness norms: In class lectures, students can learn about three different fairness norms evident in negotiations. These norms are equality, equity, and need. Students will see in this exercise that negotiations are not always fair, but that it is the job of those in power (township supervisors) to create an atmosphere of fairness in terms of equity, equality, and need. The recommended subsequent blog post associated with this class will require students to delve deeper into the fairness of this exercise.
* Emotions in negotiation: When students embody their characters, their very livelihoods are at stake in this scenario. This exercise can get heated, but these emotions can be related directly to reading 2.4 “Negotiating with Emotion” which discusses negotiation theory and emotion, as well as unpredictability and lack of control.

**Relevance and Value**

This simulation and teaching plan hold value since they allow the teaching of concepts of negotiation in a way that also teaches the form and structure of municipal township meetings. Negotiation concepts can be found in daily life but are more commonly thought of in the professional world. One could even parallel negotiation to a famous Shakespeare quote: “all the world’s a negotiation, and the men and women merely negotiators.” When four cars pull up to an intersection at the same time, a negotiation takes place. When loved-ones discuss where to take their next vacation, a negotiation takes place. Thus, it is important for students to understand negotiation concepts, and this simulation is an effective medium through which those concepts can be both learned and applied.

**A HOG FARM FOR S-BURG**

**General Background Information**

A local farmer, Monty Sowherder, is applying to the S-burg Township supervisors for a building permit. This permit would allow two large barns to be constructed on Mr. Sowherder’s property for the purpose of raising hogs, 2200 hogs in each. Mr. Sowherder intends to lease his land to a company that would build the barns as part of a complete hog farming complex. This complex would be within close proximity to the local state university, S-burg University, and K Street, the primary thoroughfare in the Borough of S-burg.

Mr. Sowherder lives in S-burg Township, with has a population of 12,000 spread over 55 square miles. S-burg township comprises mostly rural farmland, but also some industrial and commercial space, a few residential subdivisions, and the campus of S-burg University. The Borough of S-burg (population 5,500; 2 mi^2) borders S-burg Township to the south, is much smaller geographically, but much more densely populated. The Borough of S-burg is really the commercial and emotional heart of the community.

S-burg Township has no zoning or building codes under which it can control the question of the hog farm construction, so the decision made at this meeting regarding the building permit will set an important precedent. A state law requires that to begin such an operation, the landowner must file an agricultural operational management plan approved by the local conservation district. The township supervisors must come to a decision as to whether they will approve or disapprove of the construction, which they will then pass on to their designated conservation district representative, who will likely go forward with whatever the supervisors decide. Therefore, the township supervisors are the ones who will essentially decide if the hog farm will be accepted.

A number of neighbors (who have built their homes in the past twenty years) and other community members are planning on attending the next township meeting where the question of the hog farm will be on the agenda. Some will be in favor of the farm, but many will be opposed and will encourage the township to deny the building permit. The community is divided over this issue with heated arguments leading to some personal accusations and insults from both sides. The township supervisors have two months (in which time there are two meetings of the township supervisors scheduled) to make a decision and are planning to utilize the next township meeting for public comment, and then utilize the second meeting to hear any final comments and vote on the building permit.

**A HOG FARM FOR S-BURG**

**Area Map**



**The red lines indicate the University grounds**

**The green circle encompasses the land that is debated**

**The gold star indicates the location of the township building**

**A HOG FARM FOR S-BURG**

**List of Parties**

Stan Farner, Township Supervisor, a life-long farmer and community stalwart. Mr. Farner, now in his 60s, used to employ Mr. Sowherder and the two are known to enjoy a warm friendship. Mr. Farner chairs the board of supervisors and enjoys the longest tenure on it, approaching 20 years.

Irma Leader, Township Supervisor, is a residential real estate agent who has lived in the area since moving to attend S-burg University. Young, progressive, and enthusiastic, Ms. Leader is tireless cheerleader for the development and growth of S-burg.

Dr. Sue Stainable, PhD, Township Supervisor, and Professor of geo-environmental Studies at S-burg University. Dr. Stainable has lived in S-burg Township for over three decades and a township supervisor for a third of that time. She’s known for her practical, fair, and generally sound judgement (which, in politics, is not necessarily the road to popular town).

Monty Sowherder, local farmer, applying for permit to build two hog barns

Pat Porque

Marky Texture

J. Jeter, Attorney-At-Law

Bob Eldermen

Raul E. Lator

Sunny Beanfield

Dr. Arya Clean, PhD

Purity Aquarius

Martha Parentish

Bill D’Quicly

and other townspeople...

**A HOG FARM FOR S-BURG**

**Confidential Role Information -- Anonymous Townsperson (For)**

You have lived in the S-burg area for a few years now and gladly call the place home. The community is always a bustle of energy and activity.

Recently, you learned that Monty Sowherder, a local farmer that you do not personally know very well, is seeking permission to build a massive hog farm in the area. You are not aware of many of the details surrounding the issue, but you have no reason to oppose the plan and you certainly don’t have any reason to distrust or dislike Mr. Sowherder. Actually, what you do know of Mr. Sowherder is positive, having visited his produce stand on several occasions. (And the veggies have been yummy!)

It is no secret that farmers live a work-intensive life, so why should the supervisors deny this hard-working and respectable man his request? He is simply trying to make a living for his family, just as you yourself are. Furthermore, you believe that the hog farm will be a great addition to the local economy. It will provide some new jobs, especially during construction, as well as having the benefit of bringing positive attention into the area from big corporations. Development should also provide new sources of tax revenue for the community (the primary beneficiary of property tax being the local school district).

The next meeting of the township supervisors is coming up where a discussion of whether Mr. Sowherder should be allowed to build is expected to occur, and you think that you should show your support and attend. After all, if the community does not stand behind the family farmer, what kind of community is it? Plus, you have never attended a town hall meeting and find it to be your responsibility as an informed member of society. This should be exciting!

**A HOG FARM FOR S-BURG**

**Confidential Role Information -- Anonymous Townsperson (Against)**

You have lived in and around S-burg for a good portion of your life. You have decided to raise your family here and call S-burg your home.

Recently, you’ve heard rumblings that Monty Sowherder, a local farmer, has requested a building permit for two large hog barns. This involves converting a portion of his property to a hog farming operation. You do not know much about farming in general, much less hog farming in particular, other than the fact that PIGS SMELL REALLY BAD. Furthermore, farm equipment along the highways is annoying. You can recall countless times that you have gotten stuck behind a slow-moving piece of equipment when you were in a real hurry to get somewhere. Sure, you’ve chosen to live in a rural, agricultural community. Still, the farmers need to respect the fact that others live her too.

You don’t know Mr. Sowherder personally, but Martha Parentish speaks poorly of the man, and you have no reason to believe that Martha Parentish would lie about such things. You know Martha from her role in the PTA, plus she’s involved in just about every other good thing going on in S-burg. You’ve also heard that Mr. Sowherder’s produce stand is disgusting--dirty and unsanitary--though you’ve never actually been so you can’t say for yourself.

You want to attend the next meeting of the township supervisors and voice your opinion on this proposed hog farming operation--you don’t want it!

Plus, it’s kind of fun to go to a government meeting. You’ve never gone before, and it feels like a good, democratic endeavor. It should be exciting.

**A HOG FARM FOR S-BURG**

**Confidential Role Information -- Arya Clean**

Dr. Arya Clean, PhD is a professor at S-burg University who has made environmental advocacy, with a focus on air quality, her mission in both her professional and personal life.

Life for Arya has not always been easy because being an environmentalist does not always make you the most popular person. But Arya has never been popular. In school, she was often bullied and name-called for not smoking like the cool kids. During her tenure at the University, Arya had clashes with the local farmers over the emissions of their farm equipment. Arya wanted them to invest in expensive newer machinery with more effective pollution controls, but the farmers didn’t see much point and most certainly didn’t want to spend the money.

Arya has also had some less than cordial debates with the campus “vape circle” about how blowing sick clouds across the quad is interfering with the air quality for other students at the university. She knows what they call her behind her back, but, whatever...she’s used to it by now.

Dr. Clean is against the new hog farms because she believes that the methane from the hog waste and the smell will have a negative effect on the community. She intends to use her position as chair of the SU Environmental Community in her advocacy for cleaner air.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – Bill D’Quicly**

Bill D’Quicly is a smooth-talking businessman, graduate & benefactor of S-burg University, and an alumni brother of Kappa Sigma. Bill is passionate about the health and vitality of S-burg Township, loves S-burg University, and spends a good deal of energy doing what he can to foster a positive town-to-university relationship in S-burg.

Bill’s construction business would like to develop a large parcel of farmland in S-burg into a large commercial area. There would be a shopping center, movie theatre, restaurants and numerous bars. He believes S-burg and the surrounding area have evolved enough over the past few years to sustain such a development, and believes that building it will make the town a more attractive place for people to live and businesses to locate. He’s also hopeful that this kind of development would make S-burg University a more attractive place for prospective students, and over time, raise the status of the university.

His proposed project boasts a unique charitable angle in that he plans to donate 5 percent of the revenue generated from the enterprise to the college of business at S-burg University. Long-term, it is his private ambition that the university name the college of business after him to honor the sum of his financial contributions.

Bill is strongly opposed to Mr. Sowherder’s plans to build two large hog barns on his property. While Mr. Sowherder’s property is not part of the first phase of his development plan, he’s hopeful that, eventually, Mr. Sowherder will sell his land so that it too can become part of the larger commercial development. Of course, the odds of Mr. Sowherder selling decrease if his farming operation becomes more profitable, and, depending on the nature of his leasing agreement with Hogs, Inc., he may not legally be able to sell for some years into the future.

But, besides all that, having a giant hog farm next to his development is not going to be good for business. Or for the community in general. To Bill, growth is gold, and hog farming is not consistent with the kind of growth he’d like to see, both for the town and for the university (what student gets excited about going to college next to a pig farm?).

His opposition to the plan will be awkward, however. First, his development plans are really more of an idea than a well-developed proposal. Bill considers himself a man of integrity and, if pressed, he won’t lie about his intentions. Second, Bill went to college with Pat Porque, and they are both members of Kappa Sigma. He doesn’t want to get in an ugly public battle with an old friend and fraternity brother, but he *really* doesn’t want that hog farm built either.

**A HOG FARM FOR S-BURG**

**Confidential Role Information -- Purity Aquarius**

Purity Aquarius is a very unique individual. Growing up in a rural county neighboring S-burg, Purity was not the best at schoolwork and was sometimes put into classes for the slower students. Even though Purity may not have the best brain, she has a big heart. Purity finds joy in the company of animals and has a passion for clean and natural water sources.

During her time in high school, she expressed a passion for water quality through her role as the water girl for the football team. Purity supplied the team with naturally sourced water which she believed gave them the edge on the competition. Purity is currently taking her experience as a water girl to the NCAA and has been helping hydrate the S-burg University football team.

Purity is against the proposed hog farm because of her belief that eating animals is wrong and that the new farm will pollute the natural waterways in the township. Purity also believes that natural water is what is leading to the football team’s success and that pollution will put the future success of the team in jeopardy.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – Bob Elderman**

Mr. Elderman is a man of tradition. After growing up destitute and experiencing the horrors of World War II, Mr. Elderman moved back to his hometown of Shippensburg and opened a barbershop. He lives with his wife in a modest home from modest retirement savings and has long since retired from cutting hair for pay. Presently, he passes the days taking painting classes with his wife, developing a talent he’d left dormant for years. His particular interest is in capturing the rural beauty of the S-burg area.

Were he to have it his way, the people of S-burg would leave well enough alone. He opposes all development, at the same time recognizing that he is of a different generation, and that decisions made now will have much more of an impact on those much younger than he.

This hog farm business is, well, disappointing. Mr. Elderman likes the traditional farming landscape. And, frankly, the particular location of these proposed barns would disrupt one of his favorite views, one he has already captured in oil from multiple perspectives. He really wishes folks would just leave well enough alone and thus he opposes the construction of the hog barns. The upcoming town hall people will be an ideal place for him to voice his disagreement.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – Marky Texture**

Marky Texture has built several hog farming facilities throughout the United States. After earning a master’s degree in structural engineering from Cornell University, Marky landed his first job at Midwest Engineering. The firm taught Marky how to work with farmers/ranchers and provide structural engineering services for agricultural projects. Midwest Engineering provides insight on developing everything from grain bin foundations to hog/cattle barns.

After two decades with Midwest Engineering, Marky felt a degree of stagnation in his role and decided it was time to move on. Helping his decision was the recent news of his father’s illness. So, Marky moved to the Capital area (some 40 miles from S-burg), started his own farm construction business and began to care for his father.

Through a complicated social chain, Marky learned of a Monty Sowherder in S-burg who wanted to build some hog barns. This sort of construction project being absolutely within Marky’s wheelhouse, he contacted Mr. Sowherder. After learning the land would only be leased by Mr. Sowherder, he followed up with Pat Porque, CEO of Hogs, Inc., the prospective lessee.

Conversations with Mr. Porque have been promising, and Marky is confident he will win the contract to build the barns should Mr. Sowherder’s building permit be obtained. And none too soon, because other than this lead, business for Marky’s new firm has been slow and he is in need of a paycheck.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – Stan Farner, S-burg Township Supervisor**

Stan Farner, has lived in S-burg Township his entire life. He’s been working on the family farm for as long as he can remember—it’s the only job he’s ever had. When Stan’s father retired, Stan bought the farm and has managed it ever since.

Stan’s farm is primarily a dairy farm, but he has always been an advocate of diversification and likes to try other things as well. When expanding his operations several years ago, Mr. Farner hired Monty Sowherder. He did so on the recommendation of Monty’s father, a friend and fellow parishioner at a local church. Monty worked five summers on the Farner farm before branching out on his own. Stan has continued to mentor Monty, watching him take on new farming initiatives and expanded his operations. Stan has, from time to time, even loaned Monty money or otherwise invested in his farming enterprises.

Stan has active been active in community service in entire adult life. He’s long been a 4-H leader, mentoring young people with agricultural interests. And for as long as anyone can remember, Stan has been a township supervisor, serving many consecutive four-year terms. It’s a testament to the respect the community has for Stan that his election has never been in question.

Generally, Mr. Farner is an advocate for hog farming in the area, as he believes it would be economically beneficial to S-burg Township. He has seen massive developments in hog farming since his youth, and, using modern farming techniques, believes it to be sustainable and environmentally friendly. Therefore, Mr. Farner is generally supportive of Monty’s hog-farming ambitions, but recognizes that as a township supervisor he must review the proposal with neutrality. Mr. Farner takes his position as supervisor seriously, and wants to conduct all township business with the upmost ethical discipline. So, while he generally supports hog-farming in the community, and wants to see his friend succeed, he also knows he must make a decision with his vote that is in the best interest of the community.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – Sunny Beanfield**

Sunny Beanfield was raised in a suburb just outside of Chicago. During the beginnings of the computer age in the 1980s, both of his parents were involved in manufacturing and programming. Growing up in a strict technology-oriented household, Sunny was not allowed to play outside with all the other kids and was only able to play The Oregon Trail and learn to code indoors.

When it came time to go to college, Sunny went out to California where he attended UCLA to study computer science. During his junior year, Sunny had an identity crisis and shifted his studies to focus on what made organizations tick and how that affected their employees. At this time, Sunny also discovered his true passion for the outdoors. He found his true passions to be bicycling and raising goats.

After graduation, Sunny went on a mission to analyze companies across the U.S. to discover how a corporation's culture could turn his parents into such anti-outdoor advocates. After a fulfilling career in both the private sector and academia, Sunny decided to retire to the small town of S-burg to start his very own goat farm. Sunny would like to see the farmers get their way because he feels like this will set a precedent for how the town treats farmers in the future. Sunny would also like the town to remain a rural paradise free of the technologies of the big city.  This way Sunny can comfortably spend his years honing his experimental practice of herding goats with his bicycle.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – Sue Stainable, S-burg Township Supervisor**

Dr. Sue Stainable, PhD, has lived in S-burg Township with her husband since moving to the area to take a position at S-burg University 30 years ago. As a professor of geo-environmental studies, she has unique insight into the environmental impact of hog farming, and of the specific location of Mr. Sowherder’s farm.

Dr. Stainable considers herself an environmentalist, though she is certainly not opposed to smart, environmentally-smart development. Generally speaking, she is in favor of economic diversity and would like to see a good mix of residential housing, non-agricultural industry, and commercial development balanced against protecting existing farmland. Furthermore, she appreciates the rural environment of the S-burg area--though it seems less “rural” with each passing year--in which she has made her home, and is sympathetic to the economic demands of farming and the evolving agribusiness environment which requires that farmers also evolve and adopt new technologies and methods to keep their businesses viable.

However, she is also sympathetic to the reality that the composition of the S-burg area is changing rapidly. What three decades ago could easily be described as a rural farming community is now better described as a mid-sized town *surrounded* by rural farming. So, any development of the nature and scale of that proposed by Mr. Sowherder must be weighed against the reality of increasing population of the area, and the fact that the population that is increasing is the number of non-farming residents who don’t necessarily want to live next to or near a “hog farm.”

In regard to the environmental impact of the proposed hog barns, Dr. Stainable knows that if the barns are built to modern industry best practice there really is no need to be concerned about any potential environmental degradation. However, sometimes companies do cut corners, and policing of such activities sometimes leaves something to be desired. It will be important that Hog, Inc. convince Dr. Stainable of its ability and intention to build these barns, if approved, to the standard of industry best practice.

Still a hog farm carries with it some stigma, deservedly so--even the best construction and management techniques will not keep it from smelling bad if the wind is blowing in an unfavorable direction. And that stigma may have an impact of real estate prices or the possibility of future development in the area.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – Pat Porque**

Pat Porque lives in County Seat, a town of about 20,000 residents some 20 miles from S-burg. He is the CEO and principal shareholder of Hogs, Inc., headquartered in County Seat.

Hogs, Inc.’s is in the pork business. Rather than invest in the real estate, the company leases land from individual farmers and builds on them barns for raising hogs. After construction, the entire operation is managed by Hogs, Inc. employees. This particular facility in S-burg will be the first of its kind. Pat Porque’s company has revolutionized a new way of raising pigs, and this new facility would be the first to implement these new practices. This will most likely bring much attention to the area.

Mr. Porque met Monty Sowherder at the Capital Farm Show this past January as they were watching the rodeo. They became fast friends and, now, business partners. In fact, Monty has a nephew who is currently interning with Hogs, Inc.

Monty plans on leasing his land to Mr. Porque to build two hog barns. As with all new projects, Mr. Porque expects this one to be profitable, but it is of particular interest because it will benefit his new friend. Monty has told Mr. Porque that his primary motivation behind leasing the land is to generate revenue which he can use to send his son to expensive baseball camps because, as Monty assures him, his son “has what it takes to make the big leagues.” Whatever his intentions, Mr. Porque is happy to see his friend extract more value from his farming operation.

Nonetheless, business is business, and if the building permit is approved, and subsequent approval from the local conservation district acquired, the particulars of this operation promise to make it quite profitable, and Mr. Porque is all about the profit.

Mr. Porque knows another prominent business man in the tri-county area who will also be attending this meeting. In fact, Bill D’Quicly and he went to school together at S-burg University and are alumni of Kappa Sigma. Mr. Porque understands that Bill has a plan to utilize the land for other purposes, but, from what he can tell, the plan is vague and underdeveloped.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – Monty Sowherder**

Monty Sowherder has worked hard his entire life. In high school, he joined the Future Farmers of America (FFA) and achieved the honor of Pennsylvania Keystone Degree Recipient (the highest FFA degree in Pennsylvania). Shortly after graduating high school, he started working with Mr. Farner and quickly fell in love with farming. He has since devoted his life to farming.

After working for Stan Farner for several years, Monty acquired his own farm and has worked from sunrise to sunset ever since. Monty can be found on the church pew every Sunday, and is often heard denouncing the despicable act of drinking, particularly at a bar. His son is an all-star baseball player and has the potential to make it big. To give his son every opportunity to succeed, Monty feels a lot of pressure to send his son to elite training camps where he can learn from and network with professionals. However, doing so is expensive. Frankly, a lot of things are expensive, and Monty has been looking for ways to generate more revenue from his farm.

One option would be to sell a portion of his land to developers. He has had one concrete offer, from a Mr. Lator, who Monty believes would plan to build an apartment complex, catering primarily to students of S-burg University. That in of itself is ok, but Monty has other reasons to dislike Mr. Lator. While Monty trusts his wife, he does not trust Mr. Lator, and has seen how Mr. Lator looks at her.

More recently, Monty has received a much more attractive offer from a recently made friend, Pat Porque, of Hogs, Inc. Hogs, Inc. would like to lease a portion of Monty’s land to build two hog barns. This would provide Monty with the necessary funds to help his son pursue his dreams and, well...money to do a lot of other things too, like take his wife on nice vacations.

Monty has made all the arrangements and agreements with the company. The only thing standing in the way now is for the township supervisors to approve a building permit. Well, the project still needs the approval of the local conservation district, but if they follow precedent, and there’s no reason to think they won’t, as long as the township approves, and the building is built to modern environmental standards (which is really Hogs, Inc. problem, not Monty’s), that shouldn’t be a problem. A hearing for approving the building permit is on the agenda for the next meeting of the township supervisors.

Monty knows that the community of S-burg is fairly split on the question of the hog farm, but he thinks any negative opinions of the project are being fueled by falsehoods spread by outside groups. An example of such a group is Citizens Against Raising Pigs (CARP) which have been hassling him about it ever since catching wind of the project, though he has no idea how. He believes that his fellow citizens are mostly reasonable people, and that the project only need be explained by the experts and any nay-sayers will come around.

**A HOG FARM FOR S-BURG**

**Confidential Role Information -- Martha Parentish**

Martha Parentish married her husband and moved to the S-burg area many years ago. Her husband, a powerful man in the business and political world, travels a lot for work. She herself doesn't work in the typical sense (for a paycheck), but she puts many hours in as a community leader. She is actively involved in the local PTA at a local elementary school, as well as with the boosters of the various athletic teams at the high school. She is also a volunteer at the University’s Performing Arts Center and has developed numerous relationships with prominent community members through this role.

She would say she has devoted her life to her seven children and the community in which they live. She has made sure that her children are actively involved in sports and volunteer activities.

Still, Martha is a woman concerned with status, and her various volunteer activities have afforded her a degree of status--it doesn’t take *that* much in a town the size of S-burg.

Martha is an outgoing person, kind, and has many friends. But she tends to sometimes share too much, including her opinion on other people and what they’re doing to anyone willing to listen.

Last year, Mr. Sowherder’s son joined *another* baseball league--this pushed her son off the starting roster. She has never really liked Mr. Sowherder in the first place, and this just lowered her opinion even more.

Martha has seen Mrs. Sowherder with Raul E. Tator on many occasions and suspects something suspicious is going on between them. Now, Mr. Sowhorder wants to stink up the town with a new hog farm. Martha cannot see how this hog farm could possibly benefit the S-burg area. It only benefits Mr. Sowherder’s pockets at the expense of the community.

Although she is against the new hog farm, Martha is far more concerned with her own social status than the outcome of these township meetings, and she is willing to drag other townspeople through the mud to be seen as a great community member. As long as all of the attention is on her she is satisfied.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – Raul E. Lator**

Raul E. Lator fancies himself something of a residential apartment complex tycoon. Presently, he owns housing units near the campuses of each of the 14 schools in the State University System, of which S-burg is a part. That is, every school except S-burg.

The land Mr. Sowherder wants to lease to Hogs, Inc. is prime property for student housing, which he can make a substantial profit from once the units are developed. Raul has discussed buying the parcel from Mr. Sowherder, and Raul thought he had him convinced, but then Mr. Porque’s offer came along and, well, that particular deal--Mr. Sowherder maintains ownership of the land, gets an annuity type income from the leasing arrangement--was more appealing to Mr. Sowherder.

But, if no building permit could be secured, well then… Raul believes he’d be back in business. This S-burg apartment complex would cement his brand of student housing and would contribute to his early retirement. In fact, were he to acquire this land and get this one last complex built, Raul fully intends on retiring and just enjoying life on the proceeds of his countless rental units.

But, when it comes to the meeting of the township supervisors, Raul finds himself in a tricky situation. He absolutely opposes the hog farm (actually, he couldn’t care less about some stupid hog farm, he just wants the land for himself), but he doesn’t want to create any ill will between himself and Mr. Sowherder in the process. So, he needs to find a way, if necessary, to put pressure on the supervisors to vote down the building permit, without anything getting back to Mr. Sowherder.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – J. Jeter, Attorney-At-Law**

J. Jeter is a well-respected lawyer in the state. After graduating from Fancy Private College School of Law and passing the state BAR, he began working at his father’s independent law firm. J. Jeter has represented a variety of clients, but he has developed some popularity for his representation of various environmental activist and animal rights groups in the state.

One such client is Citizens Against Raising Pigs (CARP), a group whose present concern is the possible development of a hog farm in S-burg. CARP has asked Mr. Jeter to attend the upcoming meeting of the township supervisors and to do whatever he can to prevent the building permit for the hog barns being issued.

Mr. Jeter didn’t get where he is by playing nice. He is perfectly willing to do whatever it takes to satisfy his clients’ interests and the strategy has served him well. Lie, cheat, steal...well, can it really be considered *wrong* if you don’t get caught? Not to him!

Furthermore, CARP promises a substantial financial bonus--four times his usual billing rate--if he succeeds in shutting down the S-burg hog farming operation. Money talks, and Mr. Jeter is listening...and that Ferrari isn’t going to pay for itself.

**A HOG FARM FOR S-BURG**

**Confidential Role Information – Irma Leader, S-burg Township Supervisor**

Irma Leader is a veteran realtor and developer. While Irma didn’t grow up in S-burg, she came here for college and has lived in the area ever since. After graduating from S-burg University, earning a bachelor's degree in marketing, Irma interned at Full Sail Real Estate. After her internship ended, Irma was offered a full-time job, which she accepted, and she has continued working at Full Sail as a real estate agent for the past 15 years.

Irma lives in a subdivision near the borough with her wife, Rebecca Leader, who she met at university, and daughter, who’s in the third grade.

Irma is not opposed, per se, to the proposed construction of the two hog barns on Monty Sowherder’s farm. However, she does have concerns-primarily with safety. Ms. Leader has heard that hog farming can be environmentally hazardous due to the production of toxic waste.

Additionally, Ms. Leader is aware that other farmers in the area have been in talks with developers with plans to subdivide the land and build single-family housing units. This is exactly the kind of thing that gets a veteran realtor drooling with excitement. However, a couple of stinky hog barns in the area might very well put a damper on those plans. Or, at the very least, decrease the value of the real estate as subdivided residential housing.

As a resident of S-burg, she would much rather see housing developments than hog farms. Still, as an elected official she takes her responsibility in doing what’s best for the whole community seriously. She also doesn’t want to get in the way of another resident making an honest living just because the business may not conform to her aesthetic preferences. So, she’d like to think that she is going into the upcoming meeting of the township supervisors with an open mind.