

11

Pilot

Purpose

To demonstrate team behaviors that can occur when decisions must be made under pressure.

Description

A non-pilot passenger in a light, single engine airplane desperately needs help when the pilot has a heart attack and becomes unconscious. Exercise participants take the role of pilots who are trying to "talk" the unlucky passenger down for a safe landing.

Time

25 minutes

Resources

Exhibits 11.1, 11.2, and 11.3 plus note pads with pencils or pens, and a flip chart with pad and marker.

Presentation

1. Divide the class into teams of from 4 to 6 people each. Arrange for each team to be seated at a table where they can discuss the exercise among themselves.
2. Distribute one copy each of Exhibits 11.1 and 11.2 to all participants.
3. Read all of the background information in Exhibit 11.1 aloud. Inform the group that they will have only 15 minutes to complete the exercise. Then instruct them to proceed according to the exercise instructions.
4. At the end of 15 minutes halt the exercise.

5. Read the correct answers from Exhibit 11.3. Ask each team to self-score the results of the exercise by assigning 5 points for each correct instruction selected and an additional 5 points for each correct instruction that appears in the correct, designated sequence.
6. Briefly explain the rationale for the answers. It may help to draw a runway on a flip chart together with the position of the airplane and the wind direction.
7. Discuss the team behaviors that were observed during the exercise. In particular, call attention any aggressive, controlling or argumentative behavior among team members as the time limit began to run out and as pressure increased.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

Exhibit 11.1

You are a group of licensed private pilots who are relaxing in the pilot's lounge of a small county airport in a rural area when a distress call is heard over UNICOM (a general aviation frequency that is commonly used at small airports that do not have control towers). The frantic caller states that he is a passenger aboard a two passenger, light single engine training aircraft. He radios that the pilot has had a heart attack and is unconscious and that he, himself, is a non-pilot.

The passenger states that before he lapsed into unconsciousness the pilot was just entering the landing pattern and had trimmed the aircraft for level flight. The caller states that he can see the end of runway 18 immediately off the left side of the airplane. Although he is a non-pilot, the passenger informs you that he has flown as a passenger in this particular plane before and at least understands what the aircraft controls are. But, he has never handled the controls and he needs help urgently!

The airport has a single asphalt runway 3,750' long and 100' wide that runs in a north-south direction. Runway 36 is the numerical designation given to the end of the runway that runs toward the north and runway 18 is the numerical designation given to the end of the runway that runs toward the south. The wind is from the south at 10 mph. Information from the flight plan filed by the pilot earlier indicates that at this time there is only 20 minutes of fuel left aboard the plane.

Your task is to "talk" the hapless passenger down to a safe landing. A list of 15 possible instructions that you can give to the passenger will be found on Exhibit 11.2. Select the 10 instructions that can bring the passenger down to a safe landing and then arrange them in the sequence that they must occur.

Exhibit 11.2 -- Instructions for the Passenger

Following are 15 possible instructions that you can give to the passenger in the light aircraft. Only 10 of the 15 can possibly bring the passenger down to a safe landing. As a team select the 10 correct instructions and then, in the column to the right of the instructions, rank them by letter code in the proper sequence that they must occur. You may assume that in each case the instructions will be given to the passenger when the aircraft is at the appropriate altitude and at the proper distance from the runway (airport).

Instructions	Sequence
a. Remain calm.	1. ____
b. Pull the throttle all the way out to idle; maintain speed by moving the yoke forward or back toward you.	2. ____
c. Push the yoke (control wheel) forward to reduce altitude.	3. ____
d. Pull the throttle out to decrease speed and altitude as directed.	4. ____
e. Depress the right rudder pedal slightly and turn the yoke to the left.	5. ____
f. Switch to the emergency radio channel -- 121.5.	6. ____
g. Pull back slightly on the yoke.	7. ____
h. Turn off the master electrical switch.	8. ____
i. Turn the yoke to the left until directed then return to level flight.	9. ____
j. Turn the yoke to the right and depress the right rudder pedal.	10. ____
k. Report the current altitude of the aircraft.	
l. Taxi to the parking area.	

- m. Turn the yoke to the left until directed then return to level flight.
- n. Set the flaps at 20 degrees.
- o. Pull out the control marked carburetor heat.

Exhibit 11.3 -- Answers and Rationale

The correct answers are:

- | | |
|-----------|-----------|
| 1. a | 6. n |
| 2. k | 7. i or m |
| 3. d | 8. b |
| 4. o | 9. g |
| 5. i or m | 10. h |

The pilots must first try to calm the frightened passenger and learn at exactly what altitude the airplane is. They already know its position; which is in the landing pattern, heading north on the left side of runway 18, opposite the "numbers" or the end of runway 18. The wind is from the south so the pilots will want the passenger to land on runway 18 into the wind. This means that all turns will be to the left.

Altitude and speed are both controlled by the throttle, contrary to a common belief that in order to make an airplane ascend or descend one pushes or pulls back on the yoke or stick. A pilot would most certainly use the rudders together with turning the yoke left or right to make a coordinated turn. However, the use of the rudder by a novice could result in a disastrous slip or skid that could stall the aircraft and cause it to spin out of control, as illustrated by the cross control that would exist if item "e" were selected. Turns can also be made by simply turning the yoke to the right or left; albeit somewhat sloppy, but probably safer than having an inexperienced person try to work both sets of controls.

There is no need to switch radio channels. The passenger is already securely in communication with the pilots on the channel last used by the unconscious pilot. Before the turns actually begin it is necessary to activate the carburetor heat control. This helps prevent carburetor icing which can occur in humid conditions even at temperatures up to 70 degrees fahrenheit.

At a critical point in the final landing process the passenger must cut power and then pull back on the yoke to level out the airplane as it settles onto the runway. As soon as the plane is down the passenger must cut all electrical power to "kill" the engine. Taxiing an airplane is, itself, a skill and could be very dangerous if tried by an inexperienced person. The safest course of action is to simply let the airplane coast to a stop.

Note: Naturally, in a real life situation things are far more complicated. The sequence of instructions in this exercise are greatly simplified from what would actually take place in a real emergency of a similar nature.

12

Ploughshares

Purpose

To dramatize the effects of competition and confrontation versus collaboration and problem solving.

Description

Teams of participants assume the roles of the supreme leaders of their countries. Two of the countries are belligerents whose fear of each other may interfere with their need to obtain food for their starving populations. The third country, rich with an abundance of food, offers a conditional solution to the other two countries. But, will the three countries engage in problem solving or will old hostilities lead them to a lose-lose conclusion?

Time

30 minutes

Resources

Three teams of from 4 to 6 people each. Copies of Exhibits 12.1 through 12.3 for all participants. Flip chart with pad and marker.

Presentation

1. Arrange the group into three teams of from 4 to 6 people each. Seat them at separate tables in the same room. Appoint each of the 3 teams as a separate country, X, Y or Z.
2. Distribute the appropriate role sheets (Exhibits) to the teams of each country. Make sure that the group knows exactly which team represents which country.
3. Tell the teams that they are to proceed to discuss and answer the question raised in their role sheet. Place no restrictions on any of the teams with respect to what they may or may not do as part of their deliberations. But do not offer them any suggestions, either.

4. Allow the exercise to proceed for 15 minutes. If the teams are still meeting independently halt the exercise at that time. If by that time they are beginning to negotiate with each other then at your discretion either halt the exercise or allow it to continue, depending on the time that you have available for the exercise.
5. At whichever point you halt the exercise conduct a debriefing. The focus of the exercise was to determine whether there would be an attempt on the part of the teams to make direct contact with members of the other teams or whether mutual mistrust would overpower concern for the welfare of their own people. The issue is that reliance on competition and confrontation and the absence of collaboration and problem solving often lead to lose-lose or win-lose conclusions.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

Exhibit 12.1 -- Country X

You are a member of a committee of equals who are the supreme leaders of Country X. Your country is poor and, because of a drought that resulted in a poor harvest this year, your people are starving. But you have a large supply of military arms (100 units). The reason for the large supply of military arms is your fear that if you are not strong you will be invaded by your historical enemy, Country Y, which shares your country's borders. Country Y is also a poor country and its people are starving, as well.

Country Z, a rich country, shares borders with both your country and with Country Y. It has an abundance of food (300 units) but has no military arms at all, having never been a threat to your country. Country Z offers to exchange 100 units of food (enough to feed the people of your country until next year's crops are harvested) for 50 units of military arms. What should you do?

Exhibit 12.2 -- Country Y

You are a member of a committee of equals who are the supreme leaders of Country Y. Your country is poor and, because of a drought that resulted in a poor harvest this year, your people are starving. But you have a large supply of military arms (100 units). The reason for the large supply of military arms is your fear that if you are not strong you will be invaded by your historical enemy, Country X, which shares your country's borders. Country X is also a poor country and its people are starving, as well.

Country Z, a rich country, shares borders with both your country and with Country Y. It has an abundance of food (300 units) but has no military arms at all, having never been a threat to your country. Country Z offers to exchange 100 units of food (enough to feed the people of your country until next year's crops are harvested) for 50 units of military arms. What should you do?

Exhibit 12.3 -- Country Z

You are a member of a committee of equals who are the supreme leaders of Country Z. Your country shares borders with Countries X and Y, both of which also share borders with each other. Countries X and Y are both poor countries. Because of a serious drought this year in those countries, their crops have failed and their people are starving. However, both countries are historical enemies and they are militarily strong, each fearing that the other will invade it if it does not maintain its strength. Each country has 100 units of military arms.

Your country is rich and you have an abundance of food (300 units). But you have no military arms, not needing them since historically you have been at peace with both countries X and Y. You are concerned, however, that the hostility between Countries X and Y might affect you in the future and you see their current situation as presenting an opportunity to acquire enough arms so that you could become more powerful than either country, thus ensuring the continuation of the peace.

You have recently offered to exchange 100 units of food for 50 units of arms with each of the other two countries. You must now decide what to do if only one of the countries accepts your offer since that would still leave you militarily inferior to the other.

13

Point of View

Purpose

To illustrate how the totality of one's life experience can affect their perception of written communication.

Description

Two to four individuals from the group are taken outside of the room and are each given a copy of Exhibit 13.1. Each person, in turn, returns to the room and reads the short sentences or phrases in Exhibit 13.1 aloud to the group. As each person reads the text, he/she use the tone or inflection that he/she believes is appropriate for each sentence or phrase.

Time

15 minutes

Resources

One copy of Exhibit 13.1 for each person in the group. Optional: an audio cassette recorder with cassette.

Presentation

1. Reproduce and distribute one copy of Exhibit 13.1 to each member of the group.
2. Ask for 2-4 volunteers. Then take the volunteers out of the room to a place where they will not be able to hear any discussion that takes place in the room.
3. Inform the volunteers that they will be asked to read the short sentences and phrases in Exhibit 13.1 aloud to the group. Instruct them that when they read the text they should use a tone or inflection that they believe best illustrates the emotional content of each individual passage in the text.

4. With the volunteers remaining out of the same room that the rest of the group is in, go back to the group and tell them to make notes about any differences they hear in the way that each volunteer reads the text.
5. Now, ask one volunteer at a time to return to the room where the group is and read the text in Exhibit 13.1. Repeat this process until all volunteers have read the text.
6. Ask the class to comment on any differences they heard in emotional tone or inflection. Replay the cassette recorder if you used one.
7. Ask the volunteers why they used the particular tones and inflections they did.
8. Briefly discuss the relevance of the reading experience with issues like individual life experience, perceptual differences among individuals, intercultural differences, etc.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

Exhibit 13.1 -- Sentences and Phrases

01. Why in the world ...
02. I think we've waited long enough.
03. I haven't been here for a long time.
04. Who would have ever thought ...
05. This has been a very interesting development.
06. Get out of here.
07. Well, let me tell you what she said.
08. I can't believe it happened.
09. Do what you want to do.
10. This is not something that I want to discuss here.
11. I find it very upsetting.
12. He's usually not like that.
13. Would you like to come over to my place?
14. It's good to be with you.
15. It seems that no matter what we do ...

14

Psst...Pass The Word

Purpose

To dramatize how easily misunderstandings can arise as verbal messages are communicated through a series of organizational levels.

Description

This is a fun exercise that quickly produces clear, visible results. A task assignment involving a deck of playing cards is verbally passed from one person to another. The last person in the series actually performs the task which is to arrange cards in a certain pattern.

Time

15 Minutes

Resources

A deck of common playing cards and six volunteers from the group. One copy of Exhibit 14.1 for each member of the group.

Group Size

Any size group.

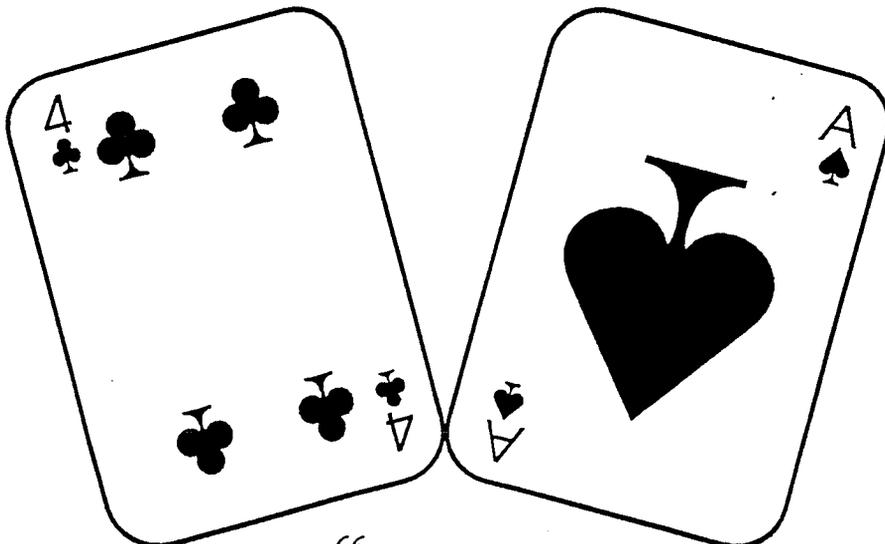
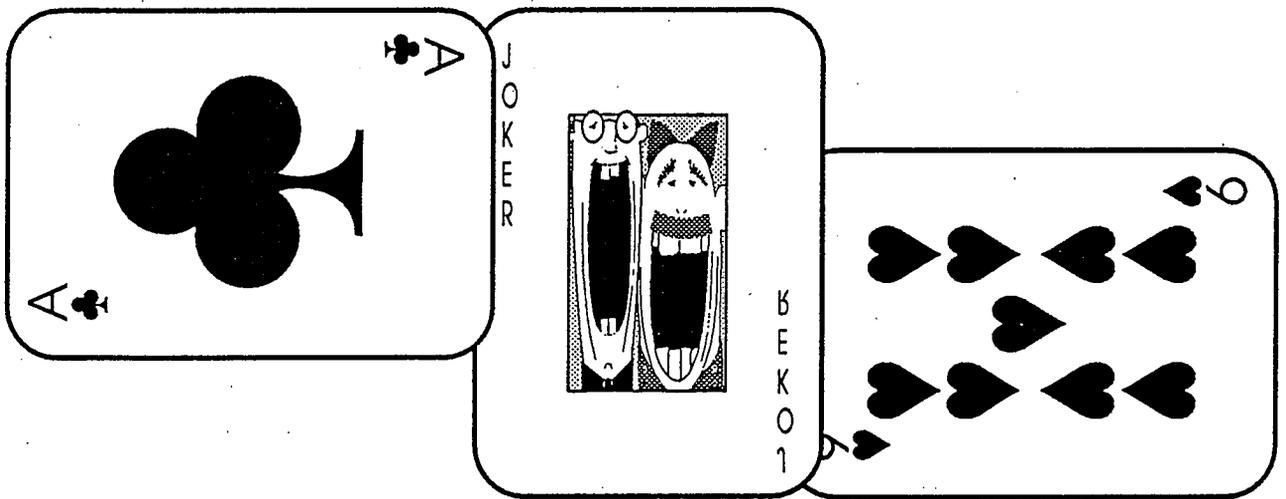
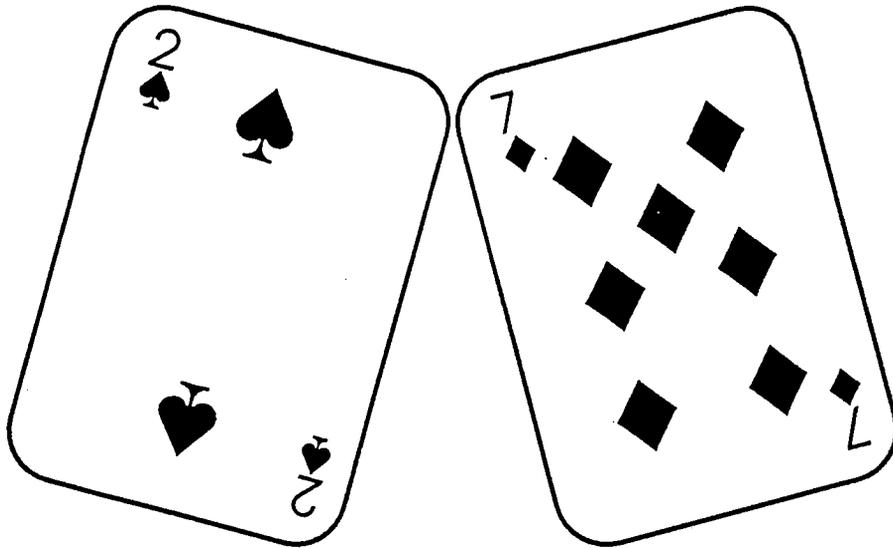
Presentation

1. Ask for six volunteers from the group. Tell them only that a task assignment will be passed from one person to the next and that the last person receiving the assignment will be asked to perform the task.
2. Ask all but one volunteer to leave the room. After the other 5 volunteers have left the room give the remaining volunteer and all other members of the group a copy of Exhibit 14.1.
3. Instruct the volunteer seeing Exhibit 14.1 that he/she must verbally convey instructions to the next volunteer so that he/she can arrange cards from a card deck in a pattern identical to that depicted in Exhibit 7.1. Take back the copy of Exhibit 14.1.

4. Call in Volunteer #2. In front of the group have Volunteer #1 verbally give the former the instructions. Then, ask volunteer #1 to be seated and call in volunteer #3. Ask Volunteer #2 to verbally convey the instructions to Volunteer #3.
5. Ask Volunteer #2 to be seated and continue the process until volunteer #5 has verbally conveyed the message to Volunteer #6. (Note: Remember, only Volunteer #1 is allowed to see the written instructions.)
6. Seat Volunteer #6 at a table. Give her/him the deck of cards and ask him/her to perform the task.
7. After a few moments halt the activity and ask Volunteer #1 how closely the card pattern Volunteer #6 made corresponds with the pattern in Exhibit 14.1. Let the rest of the group see the pattern made by Volunteer #6 or sketch it on a flip chart.
8. Discuss barriers that arose to muddle the communication process that the volunteers experienced.

Note: If this exercise is conducted in a larger group volunteer #6 could tape or pin the card deck pattern to a flip chart or cork board so that it could be more easily viewed by the group.

EXHIBIT 14.1 - Card Pattern



15

Read Me

Purpose

To make participants aware that much of the message one person sends to another is communicated non-verbally through body language.

Description

This is a series of short skits in which volunteers from teams within the group demonstrate the emotional content of body language messages.

Time

15 minutes

Resources

Flip chart with pad and marker. One copy of Exhibit 15.1 for each participant.

Presentation

1. Divide the group into teams of from 4 to 6 people each.
2. Instruct the teams to make a list of emotions that are commonly conveyed by body language. Allow them 10 minutes for this activity.
3. Ask for volunteers from each team who will demonstrate the body language appropriate for the list they have made.
4. At random ask the team volunteer to demonstrate the emotions chosen by their respective teams.
5. List the emotions as they are demonstrated on a flip chart. Use slash marks to indicate the frequency that any particular emotion is demonstrated.
6. Distribute one copy of Exhibit 15.1 to all members of the group. Compare the extent to which the flip chart list matches the common body language expressions shown in Exhibit 15.1.

7. Briefly discuss the importance of body language in conveying the whole message to the other person.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

Exhibit 15.1 -- Body Language Expressions

Commonly demonstrated body language expressions:

1. Arms crossed akimbo: defensiveness
2. Tapping fingers on a table: impatience
3. Furrowed brow: skepticism, uncertainty, puzzlement
4. Fingers pinching nose: distaste
5. Hand to chin: evaluating
6. Frown: disapproval
7. Raised eyebrows: surprise
8. Fingers to forehead w/eyes closed: thoughtfulness, reflection, pondering
9. Legs crossed foot pointed toward door: escape, desire to leave
10. Shuffling of papers on desk: signal to terminate discussion
11. Both hands closed to chest: possessiveness, ownership
12. Arms open: openness, candor, honesty
13. Finger pointing, wagging: lecturing, scolding
14. Fingers open, "prayerful": in control, power
15. Hand in pocket jingling coins: concern with money
16. Repeated glances at clock or watch: impatience
17. Hands in or holding onto belt: displeasure, anger
18. Open stance holding belt: belligerence
19. Hands clasped behind head: casualness, boredom
20. Feet locked around legs of chair: withholding information

Shattered Images

Purpose

To make participants aware that the preconceptions we have of others may not at all be accurate.

Description

This is a newcomers or "strangers" exercise in which blindfolded members of a group try to guess what someone who they have never met or seen before looks like.

Time

25 minutes

Resources

Chairs for 4 to 6 people, blindfolds (cloth or from a novelty store), note pads with pens or pencils, large name tags that can be affixed to clothing.

Presentation

1. It is crucial to this exercise that the participants do not know each other and have never seen each other before.
2. Before convening the session and before bringing the group together, instruct participants that when they convene they are to remain completely silent. Warn them that if any among them speaks that person must be removed from the exercise.
3. While the group remains silent pass out prenumbered "name" tags. Each tag should have only a single digit number.
4. Blindfold all of the participants and then lead them one-by-one into the room. Seat them randomly on chairs which have been earlier placed in the center of the room.
5. After all participants have been seated ask each person, in turn, to briefly introduce himself/herself being sure to state his/her first name.

6. Once again instruct the participants to remain completely silent. Then remove the blindfolds.
7. Next, give each participant a note pad and pen or pencil. While the participants remain silent ask them to guess which numbered person has which name; i.e. #4 is Jenny.
8. Now let the group speak and assess how successful they were matching faces with voices.

Team or Group?

Purpose

To help participants understand the important differences between a team and a group.

Description

Teams of participants make a list of characteristics that distinguish a team from a group. This is followed by a facilitator led group discussion of the subject.

Time

30 minutes

Resources

Teams of 4 to 6 people each. Note paper, pencils or pens. Flip chart with pad and marker. One copy of Exhibit 17.1 for the facilitator only.

Presentation

1. Before administering this exercise read Exhibit 17.1 thoroughly. If necessary read additional material about the subject to ensure that you, yourself, understand the difference between teams and groups.
2. Divide the group into teams of 4 to 6 people each. Arrange them around tables where they can discuss the task together. Make sure that there is note paper and pencils or pens at each table.
3. Instruct the teams that they are to make a list of characteristics that distinguish teams from groups. Emphasize that there are indeed important differences. Allow 10 minutes for this activity.
4. At the end of 10 minutes halt the activity. Ask the teams at random to read their lists. Use the flip chart to summarize the main characteristics cited by the teams.
5. Lead a brief group discussion about the subject. Call special attention to the potential of teams to produce

synergistic results. You can then demonstrate this potential by using one of the other team exercises in this series.

Note: Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

Exhibit 17.1 -- Teams versus Groups

Groups are made up of people who possess individual characteristics and traits. However, the group as an entity often takes on characteristics which are quite different from those of the individuals within the group. Here are some of the distinguishing characteristics that groups have:

1. Common Purpose: People tend to form groups when there is a common purpose or objective to be accomplished. An example would be a citizens' action group forming to help protect a neighborhood through a "crime watch" program.
2. Common Attitudes: Members within a group often share a common outlook or have similar interests and values.
3. Unity: Groups can often accomplish far more than individual members can by virtue of the strength, unity and cohesiveness of their combined effort.
4. Social Control: Groups develop their own codes or norms of social behavior. They establish a broad range of standards from job performance standards and work quotas to rules governing conduct, customs and ritual.
5. Structure: Eventually, groups develop their own hierarchy by establishing rank and status within the group.

Another interesting characteristic of groups is that they can be either formal or informal. Formal groups are usually appointed, elected or formed through consensus (acclamation). Examples of formal groups in business are quality improvement teams, formal work units, budget review committees, safety committees and company credit unions. Formal groups usually have leaders who have been appointed or elected.

Informal groups may take the form of subgroups within formal groups. For example, a small group of 4 or 6 employees who always sit together at lunch and play cards. Or a small group of employees who resist the introduction of new or improved work methods.

Informal groups usually have leaders, also. However, leadership of informal groups is rarely elected or appointed; instead it simply evolves. It is very

important to note that for better or worse, informal groups and informal group leaders can often have more influence on employee behavior than formal groups and formal group leaders.

Groups are not necessarily teams. In fact, there can be a very considerable difference between a team and a group even though groups and teams share certain of the same characteristics. Within both groups and teams can be found common purposes, common attitudes, unity, etc. However, in order for a group to be a team there must be something more.

Members of a team not only have a common purpose but in addition they are mutually committed to achieve a common goal. They fully share information that is relevant about their task or mission with each other in an open, honest and candid way. All of the members of a team actively participate in the team's problem solving efforts to the full limit. Team members encourage one another and try to tap the full creative potential of all team members. They have a special sense of team loyalty and cohesiveness. When disagreement or conflict arises they deal with it openly and constructively using problem solving rather than trying to suppress it or compromise. And, team members share responsibility as well as rewards or recognition for their accomplishments.

On the surface you might think that the above description also fits practically any group. But this is not the case. For example, a group is still a group if there is unresolved conflict among group members or if some group members withhold relevant problem solving information from the others. But if this occurs the group is most definitely not a team.

The importance of this difference is that teams are capable of doing something that is impossible for most groups. While it is true that the product of a group can be superior to the product of the average individuals within the group, teams can achieve synergism! Synergism occurs when the product of the team is superior to the product of the best, not average, individual on the team. In other words, in teams two plus two can equal more than four!

19

The Bull And The Matador

Purpose

To illustrate the potential lose-lose nature of organizational conflict.

Description

Participants assume the roles of either a famous matador or a famous bull. Both have great, although unexpressed, respect for the other and neither really wants the other to be harmed. Now, forces beyond the control of either have caused them to come together in an arena of combat. Yet, is the outcome truly inevitable?

Time

30 minutes

Resources

Exhibits 19.1, 19.2, 19.3, 19.4, and 19.5 (one copy for each participant), a flip chart with marker and paper and pens or pencils for each participant..

Presentation

1. Divide the participants into two equal size groups. One group will assume the role of the matador and the other group will assume the role of the bull.
2. Distribute one copy of Exhibit 19.1 to each person in one of the two groups and one copy of Exhibit 19.2 to each person in the second group. Ask all participants to read their respective roles.
3. Now, instruct each person in the "matador" group to make a list of the forces (influences) that are acting upon them to kill the bull. At the same time, instruct each person in the "bull" group to make a list of the forces that are acting upon them to kill the matador.
4. Next, distribute the supplemental information sheets for the matador and for the bull, respectively, to each person in the appropriate groups. Ask the participants to read this information and to answer the question that is asked in the information sheet.

5. Allow a few minutes for the participants to think about the issue then ask for a show of hands from the "matador" group by all those who chose to act in the traditional manner; i.e. goad the bull into a final charge and kill it. Repeat the process for those in the "bull" group; i.e. would the bull charge, etc.
6. Distribute one copy of Exhibit 19.5 to all those in both groups who chose to proceed in the traditional manner (in most cases this will be the majority of the entire group). Point out the lose-lose conclusion of this choice. Relate the situation, and especially the list of forces that the participants made, to destructive conflict within organizations. Reinforce that in the long run this type of conflict can only result in a negative consequence for both antagonists.
7. Now, randomly select participants from both groups who opted to terminate the contest between the matador and the bull. Ask them to discuss the rationale for their decision and to explain how they were able to overcome the forces that were trying to compel them to end the contest in the traditional way.

Exhibit 19.1 -- Role Sheet for the Matador

Your Role

You are Juan Carlo Gavia Alanda (Juan), a famous matador in Seville, Spain. Although you are only 28 years old your name is already a legend throughout the Spanish speaking world. Your fame is derived from the courage and daring that you display in the bull ring as well as from the form and style that you display as you confront the bull.

During the last 8 years you have fought many fierce bulls in arenas throughout Spain and in Mexico. You respect the bull and the blind courage that it displays as it puts you to the test in every contest. In fact, recently you have begun to question why such a contest is necessary and whether you should retire from this sport. Why must man pit itself against such a noble and proud beast in a way that inevitably leads either to the death of the bull or to the death or serious injury to the man? Why can't the two live in harmony -- as it was in the beginning?

Your thoughts of retiring from the ring must be set aside for now, however, because the promoters have arranged for the greatest contest of your career. The day after tomorrow you will be pitted in the bull ring against El Toro Magnifico, the most magnificent bull in all of Spain. What a pity, you think, that such a splendid, but dangerous, beast must die at your hands. Must it really must be so? Yet ...

Your Task

When instructed by the facilitator make a list of all of the forces that you can imagine would influence Juan to proceed with the bull fight and, in the end, kill the bull.

Exhibit 19.2 -- Role Sheet for the Bull

Your Role

You are El Toro Magnifico, the finest bull in all of Spain. You were bred for greatness from the most noble stock in the country and you were raised under the most privileged conditions. From birth you were destined for this very moment -- this grand contest between you, Spain's most magnificent beast and this matador, himself the greatest in all of Spain.

The contest has now been in progress for some while and you are beginning to tire. The matador has thrust his xxx into you several times and, while painful, none of the wounds have been severe. Instead, they have succeeded in angering you and in steeling your determination to dispatch this matador as you have so many others. Yet, is this all really necessary? What an absurd ritual.

Why can't bulls and men live in peace? Why are they brought together in an arena for the sole purpose of entertaining people through their combat? Besides, although your enemy, it is clear that the matador is someone to be respected. His style is precise and graceful. He lures you with the cape and then, incredibly quick and nimble, steps aside an instant before you can catch him on your horns. What a pity to hurt this creature. Perhaps there is another way. If you refuse to be goaded the crowd will lose their mad interest and the contest will be ended. How easy it would be to simply ignore the matador. Yet, is not the matador trying to kill you?

Your Task

When instructed by the facilitator make a list of all of the forces that you can imagine would influence the bull to make a final charge with the intent of disabling or killing the matador.

Exhibit 19.3 -- Supplemental Information for the Matador

As you parade fearlessly around the bullring you pass by Doña Marie Isebella Castilla. Not only is Doña Maria the daughter of one of the most powerful and influential men in this region, but this incredibly beautiful woman is also your betrothed. As you passed by her, Doña Marie seemed to sense your hesitation to end the contest by killing the bull and she reminded you that the "eyes" of Spain are upon you and that you are bound by honor and tradition to kill the bull. She tells you how proud she will be of you when you win this contest and she reminds you of the glory you will receive when it is over. Lastly, she tells you that she will gladly agree to you retiring from the ring after you have won this last contest.

You turn back to the bull which is pawing the ground and snorting. What a fine animal!. It is tired now and you are certain that you can make this its last charge. Yet, what a fine animal. Doesn't a creature this magnificent deserve to live? You know that you could spare its life simply by walking off the ring. But, what would the consequences of doing so be?

Question

Will you goad the bull into charging one more time? If so, and if it does charge, will you be compelled to kill it?

Exhibit 19.4 -- Supplemental Information for the Bull

The matador continues to goad you into charging him and then, with every pass you make, he enrages you by plunging another sword into your body. Still, you want to live and let live and you know that you can do this by simply refusing to charge at him further. There he is again, waving that red cape in a way that infuriates all of your primeval instincts. One successful charge would end this torment in a most gratifying way. As the matador glares at you and beckons you try to decide whether to charge at him or to ignore him.

Question

Will you charge at the matador one last time? If so, will you do so with the intent to disable him?