

*The* Five Roles *of a*  
Master Herder

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**B o n u s   M a t e r i a l**

Predatory versus Nonpredatory Power	
PREDATORY POWER	NONPREDATORY POWER
Nourishes self at others' expense	Supports individual and group needs simultaneously
Values territory over relationship	Values relationship over territory
Values goal over process (The end justifies the means.)	Values process over goal (The end <i>never</i> justifies the means.)
Aggressive in taking others' territory and resources	Assertive in holding personal boundaries without ordering others around; migrates to avoid competition for limited resources
Attacks to protect self and others <i>and</i> gain advantage	Fights to protect self and others; prefers to herd family and companions away from trouble
Fight-to-the-death impulse is strong	Stops fighting when aggressor backs off
Conquest or survival-of-the-fittest orientation ("Kill or be killed" philosophy)	Mutual-aid or safety-in-numbers orientation ("Live and let live" philosophy)
Culls the weak (Must hide vulnerability at all costs)	Shields the weak (Vulnerable individuals can rely on others)
Leadership = dominance	Leader and Dominant are often different animals

Predatory versus Nonpredatory Power (*continued*)

PREDATORY POWER	NONPREDATORY POWER
Rules through intimidation	Leads through experience, curiosity, and the ability to calm and focus others during crisis
Purposefully escalates fear	Conserves energy for true emergencies
Competition emphasized (Cooperates in group hunting and sometimes child rearing, though many species kill the young of other males. In some species males will kill their own young if not ferociously protected by females.)	Cooperation emphasized (Competition strongest among adolescent dominant-style personalities, though even these animals are tolerant of young herd members. Some bachelor horses will tend to orphaned foals.)

## Scenario 1

You've received unfortunate news, and you anticipate a negative reaction/emotion when you communicate it to others.

<b>A =</b> __	Tell it like it is. Don't beat around the bush. Once the bad news is revealed, you can watch and see how individuals respond and deal with them directly so the group doesn't get out of control.
<b>B =</b> __	Share bits and pieces slowly and methodically so that there isn't panic and upset that create stress for individuals. Allow bits of information to sink in before adding another piece.
<b>C =</b> __	Focus on the bigger picture of what is important and why things will turn out for the better if everyone involved also focuses on future opportunities.
<b>D =</b> __	Be careful to protect leadership from looking badly to avoid a potential crisis. Instead, craft a message that downplays the extent of bad news and keeps some aspects of the news unrevealed. Information is given on a need-to-know basis.
<b>E =</b> __	Wait on communicating the news to see if perhaps the situation will change. It's no use getting others upset until you absolutely have to – better to wait and see and hope that nothing at all will have to be done.

## Scenario 2

Two individuals in your area of control are having an interpersonal conflict that has been going on for some time. Others are aware of it, and it is now impacting productivity.

<b>A =</b> __	Meet with each individual informally and sympathize with each person's perspective. Encourage them to reach out to each other and find a way to resolve the conflict.
<b>B =</b> __	Bring the two individuals together and give a verbal or written warning to both of them. Reiterate that such behavior will not be tolerated and that they are expendable.
<b>C =</b> __	Keep an eye on the conflict but don't intervene at this time. Allow the conflict to run its natural course. Most likely it will dissipate soon. It might be more damaging to put a spotlight on it, which could create more conflict and could be even worse for productivity.
<b>D =</b> __	At a team meeting, call attention to the conflict and use this as an example to the rest of the team of what cannot be tolerated if productivity is to remain high.
<b>E =</b> __	Meet with each individual separately. Explain that due to the conflict, productivity is suffering, which is impacting the bottom line. Appeal to their dedication to the success of the business to resolve it.

### Scenario 3

Your organization is going to be doing a major technology upgrade, which will impact systems and processes over the next year. You need to manage the concerns people have regarding the changes and how their jobs will be impacted.

<b>A =</b> ___	Remind everyone that growth of the business is critical for the business to survive, so there is no excuse for not getting on board with the change and working hard to acquire the skills required to be competent.
<b>B =</b> ___	Don't call attention to the changes other than to discuss the tactical requirements and expectations.
<b>C =</b> ___	Announce the changes, also recognizing that this may be a good time to identify those who continue to push back on accepting the organization's need for innovation. Individuals will be watched to see how they manage the changes. If they are resistant or undermine the process, they will be asked to leave.
<b>D =</b> ___	Help individuals see the bigger picture related to the upgrade. Emphasize how it will increase efficiency across business units despite the steep learning curve.
<b>E =</b> ___	Find out who is struggling with the upgrade, listen to their concerns, and offer support in the way of additional training and one-on-one coaching so that they feel confident and competent with the changes.

### Scenario 4

A crisis creates a huge amount of stress across the organization, and it is affecting productivity or the ability to reach business results.

<b>A =</b> ___	The crisis will offer a good opportunity to sit back and observe who is capable of managing their stress and remaining productive despite the crisis and who uses the crisis to elevate their stress and justify their loss of productivity.
<b>B =</b> ___	Remind individuals that stress is inevitable and that bad things happen, but that is not a reason to stop being accountable and responsible for their job duties. Emphasize that it is time to "get back to work."
<b>C =</b> ___	Offer individuals who are really suffering from the stress of the crisis an opportunity to take personal time. Create extra time in your schedule for one-on-one coaching, and actively check in with individuals across the business until the stress subsides.
<b>D =</b> ___	Notice who handles the crisis reasonably well. Identify those who have trouble managing the stress from the crisis and consider that they may be a liability to the organization going forward and may need to be considered for a layoff or termination.
<b>E =</b> ___	Take the time to acknowledge the cause of the stress but don't dwell on it. Then offer a vision of innovations or resolutions that will inspire and motivate others to move forward. Trust that HR and/or managers will handle individual needs.

## Scenario 5

Some aspect of the business is not functioning optimally, such as reporting errors, customer service issues, or loss of revenue. You realize that interpersonal dynamics are the cause.

<b>A =</b> ___	Meet with the individuals who are engaged in the interpersonal conflict and give a verbal and written warning that their behavior is not acceptable. Make it clear that you will not hesitate to put them on probation if the matter is not cleared up immediately.
<b>B =</b> ___	Meet with the staff and talk at a high level about how everyone needs to work together despite differences in the hope that those who need to will hear the message.
<b>C =</b> ___	Wait and see if the dynamics shift over a reasonable period of time. Often it is something petty. Though you will definitely watch what happens, why stir things up further by putting attention on it now?
<b>D =</b> ___	Get to the bottom of why this is occurring in a staff meeting. Identify which individuals need to be confronted about their unprofessional behavior. At the same time, give everyone the message that it is time to put an end to these shenanigans and focus on the business.
<b>E =</b> ___	In a staff meeting, remind everyone that the reason they work here is to help the organization thrive so that they can be proud of their efforts. Then go on to point out that interpersonal issues and conflict clearly impact the bottom line, so everybody has to make an effort to work well together.

## Scenario 6

You are experiencing interpersonal conflict with someone who reports to you.

<b>A =</b> ___	This insubordination cannot be allowed to continue or others will begin to act out in similar ways. Let the individual know that his or her lack of respect for you must change for the better immediately.
<b>B =</b> ___	Why would you want someone on your team who doesn't respect you? Give this person a verbal and written warning.
<b>C =</b> ___	Without calling this person out or putting him or her on the spot, tell the entire staff that you want to know if someone has issues with you because – as a team – interpersonal issues will get in the way of the bigger vision for the organization.
<b>D =</b> ___	Set up a one-on-one coaching session with the individual and point out his or her strengths and positive contributions. Ask the person to share any concerns he or she may have about you as the manager.
<b>E =</b> ___	Let this person know that your door is open if there's something he or she wants to discuss with you – then give it some time. The individual may be going through a personal challenge, and his or her behavior and attitude will eventually change.

## Scenario 7

**A business decision has resulted in reducing the number of employees. This has created a strain on others, who now need to take on more job duties.**

<b>A = ___</b>	Remind employees that in many companies, once an initial downsizing occurs, future ones are easier to execute. This is a fight to keep the company afloat. Those who excel during this challenge will be rewarded.
<b>B = ___</b>	Wait and see if employees become discontent with the change. They may be willing to work harder in order to keep their jobs and keep the business viable.
<b>C = ___</b>	Take the time to meet with each area to assess people's concerns over extended job duties. Offer support through training and coaching. Let people know that your door is always open to address more personal concerns. Create some ongoing incentives for doing a good job.
<b>D = ___</b>	Remind remaining staff that the decision, while difficult, was necessary for the business to move forward. Offer examples of other companies that went through a similar reorganization and subsequently excelled.
<b>E = ___</b>	Remind staff that management has kept them on, following a downsizing, because they were seen as the capable and competent ones. Tell them you have every confidence that they can manage the change in workload.

## Scenario 8

**An underperforming individual will most likely become very upset when you meet with them to give them feedback.**

<b>A = ___</b>	Tell them exactly what they need to do to receive a higher evaluation next time. Point out that they must keep it together and not appear weak or unable to handle such feedback if they are interested in future promotions or opportunities.
<b>B = ___</b>	Wait until their quarterly performance review to provide the feedback formally. Email their evaluation to them, so you don't have to deal with them being upset, and wait and see what they do.
<b>C = ___</b>	Meet with them and point out that becoming upset when receiving feedback is a ploy to avoid being criticized, and it doesn't work with you. They must learn to take feedback from management and make changes to perform up to expectations.
<b>D = ___</b>	Meet with them and counsel them on their sensitivity to hearing performance feedback. Let them know you understand how difficult it can be and that you will support them in doing better in the future.
<b>E = ___</b>	Begin by sharing with them a time when you received a poor evaluation and how it became an opportunity to improve so that they can see there is a positive opportunity for them going forward.

## Scenario 9

You have interpersonal issues with the person you report to.

<b>A = ___</b>	Find a time to talk informally to let them know how much you respect them and appreciate their guidance. Ask if there is anything they'd like you to do differently.
<b>B = ___</b>	Meet with them and share with them your vision of how you'd like to see the two of you working together and express your hope that things will begin to change.
<b>C = ___</b>	Take control of the situation by communicating your concerns, being completely honest about how you see the situation and how you would like it resolved.
<b>D = ___</b>	Let them know that this ongoing issue is getting in the way of you doing your job. Let them know that if this conflict continues, your work may be compromised and that you have other places in mind where you know you will be valued.
<b>E = ___</b>	See if they bring it up, otherwise you might be making a big deal out of nothing. Maybe your perception is wrong and there is no issue.

## Scenario 10

An individual who reports to you is constantly complaining about everything and everyone.

<b>A = ___</b>	Give them an alternative: Either they discontinue their complaining or they will be removed from their current position and placed on probation, with termination as an option.
<b>B = ___</b>	Meet with them and remind them that the organization cannot be successful if the culture becomes one of complaining. Ask them if they see how damaging it can be to the business.
<b>C = ___</b>	Attempt to cheer them up and alleviate their reasons for complaining – pointing out the good aspects of things and people. Help them find ways to feel motivated and excited about their work.
<b>D = ___</b>	Avoid interactions with them in the hopes that, by being marginalized, they'll get the hint and will stop this behavior.
<b>E = ___</b>	Make playfully sarcastic comments about their complaining to others in their presence and confront them in front of their peers – making them a public example to others of what will not be tolerated.

## Scenario 11

When you are angry at work about something or someone, you do the following.

<b>A =</b> ___	Seek to feel good again by acting as if anger is no big deal and showing others that you don't appear angry even though you are. If they ask if you are angry, you say, "No."
<b>B =</b> ___	Use the anger to get what you want from others. Express it without reservation, which will motivate others to respond to you immediately.
<b>C =</b> ___	Immerse yourself in a project or report, or in big-picture thinking, in order to ignore and avoid this strong feeling, in the hopes that what is causing the anger will resolve itself.
<b>D =</b> ___	Move to express the feeling of anger by confronting the situation and taking control of it – even if you have to be harsh in some instances.
<b>E =</b> ___	Use the anger to motivate you to look at the situation and make some changes in policy, process, or personnel. The anger cues you to take some sort of action that will change the current situation.

## Scenario 12

When you are frustrated at work about something or someone, you do the following.

<b>A =</b> ___	Focus on solution-seeking for the frustration. Look at the bigger picture of why the frustration is occurring, and try to create a new view of the situation. Relief comes by creating something new or different to focus on.
<b>B =</b> ___	Keep the frustration to yourself in order to avoid upsetting anybody. However, you keep the reason for the frustration alive, so you don't just let it go as insignificant.
<b>C =</b> ___	Move to taking control of the frustration by directly addressing a person or a situation. There is no concern about how others will respond or feel because something must be done.
<b>D =</b> ___	Figure out who or what is causing the frustration and confront it. You are willing to eliminate the reason without concern for the fallout from such a decision.
<b>E =</b> ___	Pull back and take a position of watching and waiting to see if the situation or person changes with time, which will then relieve your frustration.

### Scenario 13

When you are feeling vulnerable at work about something or someone, you do the following.

<b>A =</b> ___	Retreat from the situation or avoid the person and wait and see if something changes, so that the feeling will dissipate.
<b>B =</b> ___	Look at what is going on in the organization that is causing this emotional response and ask others if they share similar feelings.
<b>C =</b> ___	Immediately seek to gain back a sense of being in control while keeping others from knowing about your feeling of vulnerability.
<b>D =</b> ___	Feeling vulnerable is a weakness and not ever appropriate to show or admit because it gives the competition an edge.
<b>E =</b> ___	Seek out others who will offer you support, reminding you of the strengths and abilities you have, as well as offer solutions to the situation.

### Scenario 14

When you need help or support at work for either a work-related issue or interpersonal issue, you do the following.

<b>A =</b> ___	Don't expect others to take care of your needs, even though it would be nice. You are the one who should be caring for others – not drawing attention to yourself.
<b>B =</b> ___	Make sure everyone knows what you need, and see to it that they meet those needs for you so that you can maintain a sense of control.
<b>C =</b> ___	Don't bother others with your needs. Stay focused on creating and envisioning the future and deal with your needs on your own.
<b>D =</b> ___	Watch and see if anybody recognizes that you need help or support. If they offer it, accept it, but don't ask for it.
<b>E =</b> ___	Never let them see you sweat. Asking for support or having others meet your needs is a sign of weakness.

## Master Herder Professional Assessment Scoring Sheet

Copy the scoring sheet on the next page so you can use it multiple times. For each scenario, enter the numeric value you assigned to the letter on the Master Herder Professional Assessment. Note that the scoring sheet rearranges the order of the assessment's lettered responses for each scenario. For instance, to continue the example used above, if someone in the first scenario rated the row C response with a 1, then the first row of the scoring sheet would read C = 1, and so on. For each scenario, fill in all the numeric ratings, ensuring they match the lettered rows on the assessment.

Once all the numeric values are entered, add up each of the five columns, putting the totals at the bottom. These totals do not mean anything in themselves, but they are comparative values that allow you to assess the relative importance of each of the five roles in this particular professional situation. Here is the role that each column corresponds to:

Column One = Leader

Column Two = Nurturer/Companion

Column Three = Sentinel

Column Four = Dominant

Column Five = Predator

Scenario	1	2	3	4	5
1	C =	B =	A =	E =	D =
2	E =	A =	D =	C =	B =
3	D =	E =	A =	B =	C =
4	E =	C =	B =	A =	D =
5	E =	B =	D =	C =	A =
6	C =	D =	A =	E =	B =
7	D =	C =	E =	B =	A =
8	E =	D =	A =	B =	C =
9	B =	A =	C =	E =	D =
10	E =	C =	B =	D =	A =
11	E =	A =	D =	C =	B =
12	A =	B =	C =	E =	D =
13	B =	E =	C =	A =	D =
14.	C =	A =	E =	D =	B =
<b>Total</b>					

### Interpreting the Results

The Master Herder Professional Assessment is designed to highlight the roles that you overemphasize or avoid, as well as acknowledge the roles you are currently balancing well. Scores that fall within three points of each other indicate your tendency to balance those roles. Scores that are unusually high or unusually low in relation to the others are important to consider more carefully.