

GETTING BUY-IN

In his book *Buy-In*, Harvard Business School Professor John Kotter explains the importance of gaining others' support in order to create real institutional change: "Buy-in" is critical to making any organizational change, small or large happen. Unless you win support for your ideas, from people at all levels of your organization, big ideas never seem to take hold or have the impact you want. Research has shown that 70% of all organizational change efforts fail, and one reason for this is executives simply don't get enough buy-in, from enough people, for their initiatives and ideas." For better chances of success for buy-in:

- Formulate a coherent idea or vision.
- Be prepared to expose the idea to outside criticism – and acknowledge it.
- Be sure to listen well, remain non-defensive and leverage others' feedback for improvement to achieve your end goal.
- Strategically communicate all progress. Small wins count. Make them known.

The Leadership Angle

Exemplary leaders do five things really well¹. These leadership practices are effective for influencing others and gaining buy-in.

1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Status Quo
4. Enable Others to Act
5. Encourage the Heart

Examples of How to Use Them

You invested your time in the 2019 NALP conference and learned some new techniques and strategies for enhancing the leadership skills of the students/lawyers at your law school/firm. Below are practical tips on how to apply what you learned.

Leadership Practice #1 - Model the Way

Take the Five Roles of the Master Herder assessment yourself. Notice which roles you tend to use more often/less often. Stay alert for a situation with a colleague where you intentionally choose another role and notice what happens. When it is successful for you, share the experience with someone else. Make it known you are applying knowledge from your NALP experience. Model the effectiveness of the learning.

¹ These five practices are based on the research in the book *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*, Jim Kouzes and Barry Posner, 6th Edition, 2017

Leadership Practice #2 - Inspire a Shared Vision

When you find yourself in a discussion around enhancing leadership skills for your lawyers/students, ask those in the discussion for the behaviors they believe the lawyers/students should demonstrate to be seen as leaders. Examples of questions you might ask include:

- “What leadership behaviors would attract the talent you want?”
- “What kind of environment would most likely engage the students/lawyers and inspire them to give their all?”
- “To what extent are our lawyers/students self-aware of their behaviors and the impact on others?”

Share some of your learnings from your NALP experience and test to what extent others are interested in learning how to try new behaviors/roles to become a more effective leader.

Leadership Practice #3 - Challenge the Status Quo

If your firm/school uses workforce analytics², review the data and notice if turnover or engagement statistics can be enhanced. If there is room to improve these scores, offer your learnings from the leadership sessions at NALP to improve the scores. If your firm uses analytics to present data to Partners, notice the Partners reactions when they are presented with the data. If the data contributes to increased stress or anxiety, consider offering some of the knowledge you learned about the use of mindfulness and meditation techniques to help the lawyers reduce the anxiety and build resilience when interpreting the data, so they can act on it with confidence and clarity.

Leadership Practice #4 - Enable Others to Act

You are noticing a genuine interest in building the leadership capacity of your students/lawyers. Senior leadership is initiating or building out current leadership development programs at your school/firm. Introduce the Five roles Model to the senior leadership team. Share the assessment and get their reaction to it.

Leadership Practice #5 - Encouraging the Heart

You are noticing some students/lawyers interested in increasing self-awareness and in learning how to sharpen their leadership skills. They have a keen interest in wanting to grow and develop this skill set. Find out what intrigues them about learning to lead. Share your learning and test their interest in learning a new leadership model. Acknowledge how impressed you are with their eagerness to grow and develop this skill set. Remind them of the value of continued learning to themselves and their careers.

The Change Management Angle

Show Benefits

You will catch the attention of your Senior Managers when you demonstrate the benefits of enhancing the leadership capacity of your students/lawyers. Highlight the specific benefits that can be obtained for both the lawyers/students and the firm.

² Workforce analytics is a combination of software and methodology that applies statistical models to worker-related data, allowing enterprise leaders to optimize human resource management (HRM).

Explain the Concept and How to Ensure Success

If you understand the concepts (in this case the Five Roles of the Master Herder model), then you have the knowledge to explain how the model can benefit your students/leaders and how it will set them up for success.

Timing Is Everything

Be Strategic in When Your Idea can help: Identifying when to introduce your idea is vital in any deployment and even more so in the early stages. Set the stage for your idea when the school/firm is ripe for it. Communicate your idea when the timing seems right.

Understand What Motivates Your Leadership Team

If you understand the motivations of your school/firm's leadership team then you will know how to adapt your own behavior to get the new idea accepted. Tips for doing this include:

1. Seek to discover and understand each leadership team member's communication style. Adjust your style to engage in conversations with trust and respect.
2. Be able to clearly demonstrate your understanding for the need for change.
3. Ask questions to seek more information.
4. Anticipate and prepare for questions from the leadership team.
5. Stay open to feedback. Better still, ask for feedback. It's your best strategy for creating self-awareness. Know your own "hot buttons" and do not allow them to be pushed.
6. Follow-up appropriately.

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Master Herder Professional Assessment

The following assessment is designed to measure which roles you employ in *professional settings*. Because your job description and the culture of the company or organization your work for is likely to influence your behavior, it's important to take the test with a specific organization in mind. For instance, if you are a bank manager who also serves on the board of a local non-profit, you should take the test two times to measure how you show up in each setting. (See the case study of Julie Bridge in Chapter 8, page XXX for an example of how two different jobs caused her to emphasize, and abdicate, different roles.)

You can also take an assessment designed to measure which roles you employ in personal relationships on the www.masterherder.com website.

INSTRUCTIONS

Complete the following Self-Assessment by giving your honest answer to how you would most likely respond in each of the scenarios. Consider the intention of each of the responses and determine the likelihood of you responding in the manner presented, even if you wouldn't use the exact wording. Answering honestly will assist you in finding out more about which role or roles of the Master Herder you tend to adopt at work, in educational or community-related situations, or in volunteer positions.

Once you've read the SCENARIO, look at each possible response in boxes A-E. Give EACH response (A through E) a rating between 1 and 4 based on the likelihood of your response.

A rating of **4** will indicate you are “**Most likely to respond that way.**”

A rating of **1** will indicate that you are “**Highly unlikely to respond that way.**”

A rating of **3** will indicate you “**Might respond that way**” in certain situations.

A rating of **2** will indicate that you “**Probably would NOT respond that way**” but you wouldn't rule it out completely.

(A score of 3 indicates you are leaning toward that response and a score of 2 indicates you are not leaning toward that response.)

For example, Scenario One might have responses rated in this manner: Column A = 4; Column B = 1; Column C = 1; Column D = 4 and Column E = 3. Notice that Column A and D had the same rating of 4 indicating that you are most likely to engage either one of these responses depending upon the needs of the situation or that you will often combine the two. Notice that Column B and C have the same rating of 1 indicating that you are highly unlikely to respond either of these ways, and Column E has a rating of 3 which indicates that you MIGHT respond this way. There are no Columns that were given a rating of 2.

Scenario	A	B	C	D	E
1. You've received unfortunate news and you anticipate a negative reaction/emotion when you communicate it to others.	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.	Share bits and pieces slowly and methodically so that there isn't panic and upset that creates stress for individuals. Allow bits of information to sink in before adding another piece.	Focus on the bigger picture of what is important and why things will turn out for the better if everyone involved will also focus on future opportunities.	Be careful to protect leadership from looking badly or there could be a crisis. Instead craft a message that downplays extent of bad news and keep some aspects of the news unrevealed. Information is given on a need to know basis.	Wait on communicating the news to see if perhaps the situation will change. 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	A	B	C	D	E
2. Two individuals in your area of control are having an interpersonal conflict that has been going on for some time and others are aware of it and now it is impacting productivity.	Meet with each individual informally and sympathize with his or her perspective. Encourage them to reach out to one another and find a way to get resolve the conflict.	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.	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.	At a team meeting, call attention to the conflict and use this as an example to the rest of team of what cannot be tolerated if productivity is to remain high.	Meet with each individual separately. Explain that productivity is suffering due to the conflict which is impacting the bottom-line and appeal to their dedication to the success of the business.
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.	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.	Don't call attention to the changes other than to discuss the tactical requirements and expectations. for	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.	Help individuals see the bigger picture related to the upgrade. Emphasize how it will increase efficiency across business units despite the steep learning curve.	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.
4. A crisis creates a huge amount of stress across the organization, and it is affecting productivity or the ability to reach business results.	The crisis will offer a good opportunity to sit back and observe who is capable of managing their stress despite the crisis and remain productive and who uses the crisis to elevate their stress and justify their loss of productivity.	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."	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.	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 lay-off or termination.	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.
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.	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.	Meet with the staff and talk at a high level about how everyone needs to work together despite differences in hopes that those who need to "hear" the message will.	Wait and see if the dynamics shift over a reasonable period of time. Often it is something petty. Why stir things up further by putting attention on it but you will definitely be watching	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.	In a staff meeting remind everyone that the reason they work here it 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	A	B	C	D	E
6. You are experiencing interpersonal conflict with someone who reports to you.	This insubordination cannot be allowed to continue, or others will begin to act out in similar ways. Let the individual know that their lack of respect for you must change for the better immediately.	Why would you want someone on your team who doesn't respect you? Give them a verbal and written warning.	Without calling this person out or putting them 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.	Set up a one on one coaching session with the individual and point out his strengths and positive contributions. Ask him to share any concerns he may have about you as his manager.	Let this person know that your door is open if there's something they want to discuss with you - then give it some time. They may be going through a personal challenge and will eventually change their behavior and attitude.
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.	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.	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.	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.	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.	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.
8. An underperforming individual will most likely become very upset when you meet with them to give them feedback.	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.	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.	Meet with the individual 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 expectation.	Meet with the individual 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.	Begin by sharing with them a time when you received a poor evaluation and how it became an opportunity to improve and get better so that they can see there is a positive opportunity for them going forward.
9. You have interpersonal issues with the person you report to.	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.	Meet with this person 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.	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.	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.	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	A	B	C	D	E
10. An individual who reports to you is constantly complaining about everything and everyone.	Give them an alternative: Either they discontinue their complaining, or they will be removed from their current position, placed on probation with termination as an option.	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.	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 begin to feel motivated and excited about their work.	Avoid interactions with them in the hopes that by being marginalized they'll get the hint and will stop this behavior.	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.
11. When you are angry at work about something or someone.	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."	Use the anger to get what you want from others. Express it without reservation which will motivate others to respond to you immediately.	Immerse yourself in a project or report or thinking big picture in order to ignore and avoid this strong feeling and hopefully the thing that is causing the anger will resolve itself.	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.	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.
12. When you are frustrated at work about something or someone.	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.	Keep the frustration to yourself in order to avoid upsetting anybody. However, keep the reason for the frustration alive so you don't just let it go as insignificant.	Move to taking control of the frustration whether directly addressing a person or a situation. There is no concern about how others will respond or feel because something must be done.	Figure out who or what is causing the frustration and confront it, willing to eliminate the reason without concern for the fall out from such a decision.	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.
13. When you are feeling vulnerable at work about something or someone.	Retreat from the situation or avoid the person and wait and see if something changes such that the feeling will dissipate.	Look at what is going on in the organization that is causing this emotional response and ask others if they share similar feelings.	Immediately seek to gain back a sense of being in control while keeping others from knowing about your feeling of vulnerability.	Feeling vulnerable is a weakness and not ever appropriate to show or admit because it gives the competition an edge.	Seek out others who will offer you support and remind you of the strengths and abilities you have and offer you solutions to the situation.
14. When you need help or support at work for either a work-related issue or interpersonal issue.	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.	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	Don't bother others with your needs. Stay focused on creating and envisioning the future and deal with your needs on your own.	Watch and see if anybody recognizes that you need help or support. If they offer it accept it but don't ask for it.	Never let them see you sweat." Asking for support or having others meet your needs is a sign of weakness.

DON'T FENCE ME IN!

Ancient Wisdom for Modern Leaders

By Linda Kohanov

The following outline summarizes *The Five Roles of a Masterful Leader*, styles of power/social influence that herders in traditional pastoral cultures must balance to move large animals through open country *without fences or restraints*. This ancient wisdom offers a powerful yet relatively simple model for helping people understand instinctual behaviors that surface in groups of social animals, including humans. More importantly, it offers solutions for helping teams, families, corporate cultures, and communities adapt to rapid change, allowing groups of people to face unexpected challenges together---and capitalize on unexpected opportunities.

This original model is drawn from my 2013 book *The Power of the Herd: A Nonpredatory Approach to Social Intelligence, Leadership and Innovation*. It is based on ethnological studies of traditional pastoral cultures, enhanced by my own experiences working with herds of horses and teaching advanced leadership skills in the field of equine-facilitated human development.

In doing extensive research on this topic, it became clear that the interspecies socialization and leadership skills used by “master herders” in nomadic pastoral cultures *uplift* the intelligence of the entire herd, resulting in behavior so coordinated, so sophisticated it baffles the 21st century mind. These richly nuanced leadership skills were lost when humanity moved toward a sedentary, city-based lifestyle. Even so, when applied to modern situations, these ancient principles can help us harness the talents and creativity of the entire community.

The five roles that a master herder employs, fluidly, as needed, include:

- 1. Dominant**
- 2. Leader**
- 3. Nurturer/Companion**
- 4. Sentinel**
- 5. Predator**

The following outline offers the characteristics and benefits of each role. It also shows how these roles become dysfunctional when one or two roles are overemphasized in certain individuals---a common occurrence, and source of much pain and misunderstanding. Helping business leaders, team-members, teachers, parents, and political, religious or social activists develop all five skills in balance instantly uplifts the effectiveness of any group.

Dominant

Pastoral cultures have developed a richly nuanced, unusually sophisticated view of leadership because of their awareness of one simple fact: In herds that are allowed to move freely and maintain some semblance of a natural social system, the dominant and the leader are often two different animals. As a result, these cultures understand the difference between these two concepts, which are often blurred in sedentary, dominance-submission oriented social systems, such as our own. In developing 21st century leadership models, it is essential to distinguish between dominance and leadership, and learn how to use both effectively.

The characteristics, benefits and challenges of dominant individuals are similar in humans and horses/other large herbivores. In their adolescent, unconscious forms, the instinctual impulses of naturally dominant individuals can be harsh and destructive. When used consciously, dominance becomes a constructive element of a mature, well-balanced leadership style. Master Herders in pastoral cultures learn to use dominance thoughtfully and sparingly for specific purposes that enhance the well-being of the entire community.

Instinctual Characteristics of an Immature Dominant

- Keeps others away from something valuable
- Uses intimidation as a management tool
- Sometimes attacks others for no reason
- (to keep everyone a bit on edge)
- Intends to make others look away or move away
- Refuses to move when others ask
- Herds others by driving from behind

Benefits of A Mature Dominant (especially when balanced with other roles)

- “Direct and Protect” Orientation
- Naturally excels at setting boundaries with aggressors
- Breaks up fights between herd members
- Keeps other herd members out of trouble
- Moves stubborn or lazy herd members
- Most likely to challenge predators

Challenges of an Immature Dominant

- The main dysfunctions of the dominant stem from the orientation to intimidate and push other herd members away from food, water, valued herd members, etc.
- Because immature dominant individuals occasionally launch undeserved attacks, they are the most feared, least trusted herd members.
- It's difficult for them to lead anyone anywhere in a crisis. Immature dominants increase panic and decrease problem-solving abilities in others.

Use Dominance Thoughtfully to:

- Stop unproductive behavior in groups
- Manage disagreements between team members
- Handle aggressive or passive aggressive power plays
- Motivate “lazy” or resistant individuals to take action
- Protect valuable resources from those who would take advantage

Leader

In horses and other large herbivores, certain characteristics are common among individuals who other herd members **choose to follow**:

Young Leader

- Is attracted to novel situations
- Assesses the possible benefits
- Exhibits curiosity and confidence that other find contagious

Mature Leader

- Exhibits heightened knowledge of terrain, food and water sources, and predators
- Calms and focuses others in a crisis
- Does not get involved in petty herd dramas
- Sets effective boundaries with aggressors and dominants and then goes “back to grazing”

Human leaders add creativity to the mix, adding the following benefits and challenges:

Benefits of a Leader

- Exhibits exceptional visionary qualities
- Calms and focuses others during tense or novel situations
- Motivates through inspiration

Challenges of a Leader

- Can lose touch with other herd members, appearing aloof or self-absorbed
- Sometimes gets so far out in front of the herd that others can't follow
- Seems unsympathetic or easily frustrated by interpersonal dramas
- Can take on too much responsibility due to difficulty delegating tasks, especially when the vision is first forming (procedures, policies and job descriptions are not clear in early stages of innovation, and must be tested and modified over time; this stage feels like you are “building a plane while flying it”)

Nurturer/Companion

Characteristics

- Monitors the well being of others
- Wants to make all members feel comfortable
- More extroverted Nurturer/Companions can socialize with any member of the herd
- More introverted Nurturer/Companions are an invaluable source of loyalty and support to family members and team members

Benefits

- Holds the herd together
- Increases socialization through affection and connection
- Is most likely to appreciate diversity
- Promotes Oxytocin Response in the herd (see page 4)

In well-socialized herbivores, most herd members show solid nurturing and companionship skills, even those who are herd dominants or leaders. In humans, however, some people over-emphasize nurturing and companionship skills (often by having this role forced upon them through rigid sexual stereotypes). This can become toxic to the group. The following challenges of this role are usually unintentional, a result of the unconscious power plays nurturers engage in when they haven't developed other forms of power.

Challenges of the Human Nurturer/Companion

- Is less likely to lead because of interest in keeping everyone comfortable and together
- Has trouble differentiating between assertiveness and aggression
- Sees dominant as abusive, while also trying to get close to him or her, inspiring "two-faced" behavior
- Power tends to "go underground" through passive aggressive moves and grudge holding
- On a power scale of 1 to 10, someone who overemphasizes this role cannot "dial up" power over a "5" without adding frustration or rage. This person then feels embarrassed about the explosion afterward and will sometimes retreat into shame, or shame others in response
- Has a tendency to use gossip as a bonding tool

The Oxytocin Factor

This hormone is released in female as well as male mammals through nurturing and social bonding activities:

- Inspires and rewards connection
- Reduces blood pressure/stress hormones
- Buffers the flight or fight response in favor of a "calm and connect" response
- Encourages "tend and befriend" behavior
- Activates social recognition circuits
- Has a "contact high" effect to positively affect the herd ... not just the individual
- Elevates pain thresholds and promotes faster healing
- Creates heightened learning capacity

Sentinel

Characteristics

- Steps away from the herd to witness dynamics, threats, and opportunities from a wider perspective
- Scans environment so that others can securely interact, rest or do their job
- Engages a relaxed yet heightened awareness of the big picture in the present (as opposed to the leader's focus on the big picture in the future)
- Sometimes actively protects the herd; sometimes alerts others to predators/dangers on the horizon

Benefits

- Acts as a witness who simultaneously observes “herd dynamics” as well as how the organization, family or company interacts with the environment, culture, or larger economic/political/social system
- Alerts leaders when it the organization is in danger of losing track of its purpose or in need of support and protection
- Serves as a Holder of Group Consciousness who stays on the edges but remains tuned into the group's life and work, ideally keeping its welfare in mind and heart
- “Smells smoke before others see the fire.” Acts as a “whistleblower” when necessary.
- Fosters calmness and trust in others so they can rest, play, interact, or do their work without vigilance, knowing that they will receive information on changes in the environment, culture or market with time to adjust

Challenges of a Sentinel

- Can be seen as overly logical, aloof and detached
- Tends to emphasize group needs at the expense of individual needs and desires
- Sometimes suffers from the “shoot the messenger” phenomenon
- May withhold crucial information or fail to warn of impending disaster (as an act of revenge for being devalued or as a power play to undermine designated leadership)
- When lacking in social intelligence, the Sentinel tends to focus on spreadsheets, budgets, data, and procedures, becoming oblivious to the emotional needs, interpersonal dilemmas and creative ideas of co-workers and family members
- Can become hyper-vigilant and problem-focused without offering solutions, relying on others to intervene in conflict, create new policies, and invent new products or business models

Predatory Power

- Nourishes self at others expense
- Values territory over relationship
- Values goal over process
- Fight to the death impulse is strong
- Conquest/Survival of the Fittest orientation
- “Kill or be killed” mentality
- Culls the weak
- Must hide vulnerability at all cost
- Purposefully escalates fear
- Competition emphasized

Nonpredatory Power

- Supports individual and group needs simultaneously
- Values relationship over territory
- Values process over goal
- Stops fighting when aggressor backs off
- Mutual Aid/Safety in Numbers orientation
- “Live and let live”
- Shields the weak
- Vulnerable individuals can rely on others
- Conserves energy for true emergencies
- Cooperation emphasized

Predator

Benefits (when used thoughtfully and sparingly)

- Culls what is no longer needed
- Sensitive to energy and resource drains
- Can make tough decisions during lean times
- Keeps life in balance with available resources
- Offers additional protection from predators

Challenges (when this role is overemphasized)

- Too quick to cull vulnerable or highly sensitive “herd members,” or people who simply need more support and training to excel
- Sometimes “eats its own children,” preying on team members, creating rampant mistrust, paranoia, and political games that waste time and money for everyone involved
- Wants to win at all cost, even when it’s not in the best interest of the company, social system, or self
- Overemphasizes survival of the fittest, competition for limited resources mentality, transferring competition with other companies to needless competition within the company, again wasting time and money

The Leader, Dominant, Nurturer/Companion and Sentinel Roles are most effective when they are *consciously separated* from predatory impulses.

Among master herders, the roles of Dominant, Leader, Sentinel and Nurturer-Companion are *nonpredatory*. Predatory power is used sparingly, mostly to keep the herd and tribe in balance with available resources.

In modern sedentary cultures, such as our own, however, predatory power is actively promoted, causing many people in power to employ dominance, leadership, sentinel and even nurturing/companionship roles *with an underlying predatory motivation* that can be extremely destructive to the social system as a whole, not to mention confusing and hurtful to individuals who encounter such leaders.

Pairing Predatory Power with the role of Dominant, for instance, causes those in leadership positions to become wasteful and abusive. Predatory Dominants feel justified in *thriving* at others' expense, hijacking the resources of the company and the community for short-sighted personal gain. (Dictators are predominantly, if not exclusively, Predatory Dominants.)

Pairing Predatory Power with the role of Leader results in charismatic individuals who initially build on an inspirational presence and some good ideas of their own, yet over time feel justified in callously hijacking others' ideas. (Steve Jobs exhibited this tendency, sometimes combining it with intensely dominant behavior.)

Pairing Predatory Power with the role of Sentinel results in the tendency to collect and hoard information on internal dynamics and outside forces that make the organization vulnerable to emerging market trends, and cultural or political shifts, ultimately using these insights against leaders and colleagues at just the right time to gain personal advantage, (Example: facilitating a hostile takeover or sale of a business that will result in layoffs for others and power or profit for the Sentinel.)

Similarly, destructive are Nurturer/Companions who develop predatory tendencies, as they can easily gain an individual's trust, learn about this person's vulnerabilities through intimate conversations, and then suddenly, seemingly inexplicably, use those vulnerabilities against him or her for personal gain.

Most of the time, the predatory impulse is paired with only one or two of the other roles. (Sociopaths and psychopaths are predatory individuals with little or no capacity for empathy or conscience. Luckily, most are not skilled at all five roles, and can often be impulsive and disorganized as well.)

True "Evil Geniuses," however, are adept at using all five roles to manipulate people and situations exclusively for their own personal gain. A great example of such a (hopefully rare) individual is the fictional senator in the Netflix series *House of Cards*. It's fascinating to watch the main character, played by Kevin Spacey, employ the Dominant, Leader, Sentinel, and Nurturer/Companionship roles exclusively for predatory purposes---eventually reaching the presidency through the fluid and nefarious use of all five roles as needed.

A Master Herder, on the other hand, uses predatory power sparingly and with tremendous skill and empathy, for the good of the tribe, the herd and the eco-system. He or she employs nonpredatory forms of the Dominant, Leader, Sentinel, and Nurturer/Companion roles, while using the Predator role for sustainability related issues, keeping life in balance with available resources.

The Ultimate Evolutionary Advantage

Gaining and then maintaining the balance of all four Master Herder leadership roles, using them at the right time and right place, mitigates the challenges and dysfunctions that surface when any single role is overemphasized.

When everyone develops these skills, it is hard for any one individual to manipulate, victimize, or take advantage of others. And the intelligence, creativity, and power of the entire herd is elevated!

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Master Herder Professional Assessment

Scoring Sheet

For each scenario enter the numeric value you assigned the letter column on the Master Herder Leadership Assessment. For example in Scenario One what was the numeric value you assigned Column C? If it was 4 write down C = 4. Continue across Scenario One and fill in the numeric rating you gave each lettered column on the assessment. Once you have entered the numeric values for all lettered Columns on the assessment add up the numeric values in each Column on THIS SCORING SHEET.

Appendix A identifies which column on the scoring sheet represents which Master Herder Role for your Leadership Profile results.

Scenario	I	II	III	IV	V
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 =

Column Totals

Master Herder Professional Assessment

Appendix A – Column Identification

Column	I	II	III	IV	V
	Leader	Nurturer/ Companion	Sentinel	Dominant	Predator

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