Six leadership styles: purple leadership

This model is included to provide an example of an organization-specific approach. If pressed, the facilitators may reveal which organization it is! The following is an extract from corporate guidance on the “Purple Model of Leadership”

The Purple Model provides a simple way to understand our leadership strengths and development needs. It comprises two broad styles of leadership styles known as ‘blue’ and ‘red’, and a superior style known as ‘purple’.

Leaders who are confident and competent in the use of both blue and red leadership are able to mix these apparently contradictory styles into a third style – purple. They use the purple style across situations, shifting emphasis towards blue or red depending on the specific context, but never lose the positive qualities of the other. This is a highly flexible and adaptable style, efficient and effective, and suited to most contexts, especially those that involve complexity, ambiguity and change.

Historically, our dominant leadership style is ‘blue’. While this continues to be valued, the need for it to be balanced and enhanced by the red style (ultimately leading to purple) has become increasingly apparent.
Six leadership styles: ethical leadership

Like a lot of management and leadership ideas, ethical leadership has an “official” champion – the Center for Ethical Leadership (http://www.ethicalleadership.org).

Here we find ethical leadership defined as: “...knowing your core values and having the courage to live them in all parts of your life in service of the common good.”

This model is relatively new, and (by comparison with say transformational theory) has little academic grounding. At the same time though, the ideas put forward on ethical leadership will have a certain resonance with people looking for authenticity and commonsense, and particularly at a time when many are deeply suspicious of the ethics they see enacted in corporate life.

The 4-V Model

The 4-V Model of Ethical Leadership is a framework that aligns the internal (beliefs and values) with the external (behaviors and actions) for the purpose of advancing the common good. It starts from the position that the ultimate purpose of leadership is to shape a future that is visionary, inclusive, and enables all members of society to fulfill their needs, dreams and potential.

<table>
<thead>
<tr>
<th>Values. Ethical leadership begins with an understanding of and commitment to our individual core values. By first discovering the values at the core of our identities, we begin the process of integrating our unique values with our choice-making on all levels of our personal and civic lives.</th>
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<tbody>
<tr>
<td>Vision. Vision is the ability to frame our actions – particularly in service to others – within a real picture of what ought to be.</td>
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<tr>
<td>Voice. Claiming our voice is the process of articulating our vision to others in an authentic and convincing way that animates and motivates them to action.</td>
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<td>Virtue. Understanding that we become what we practice, we foster virtue by practicing virtuous behavior – striving to do what is right and good. In this way, we develop the character of virtue. In particular, virtue stands for the common good. Ethical leaders ask, “How are my values, vision and voice in keeping with the common good?”</td>
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Six leadership styles: transactional leadership

Transactional leadership often suffers by comparison with its most common counterpart (transformational leadership), yet...

- Its success can be seen in the way that most organisations are designed, and the way contracts of employment are usually configured
- Its importance is arguably more evident than ever right now, in a context of diminishing resources and rising social dissatisfaction.

Assumptions

- People are motivated by reward and punishment
- Social systems work best with a clear chain of command
- It may be necessary to sacrifice harmony for goal or task achievement.
- The primary functions of management are planning and control

Style

The transactional leader works through creating robust structures where it is clear what is required of staff, and how they will be rewarded for meeting expectations. Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place.

When the Transactional Leader allocates work to a staff member, they are considered to be fully responsible for it.

The transactional leader often uses *management by exception*, working on the principle that if something is operating to defined (and hence expected) performance then it does not need attention. Exceptions to expectation require praise and reward for exceeding expectation, whilst some kind of corrective action is applied for performance below expectation.
Six leadership styles: transformational leadership

Transformational leadership theory enjoyed a vogue in the 1990s and early part of this century. The appeal is obvious: this is the way leaders and managers would like to see themselves and be seen...

Assumptions
- People will follow a person who inspires them
- Vision and passion are keys to success
- Employees are generally motivated to do the right thing
- The way to get things done is by injecting enthusiasm and energy.

Style
Transformational leaders believe in people’s innate motivation and ability to succeed. They trust their staff to take appropriate decisions and actions, given the right direction, environment and support.

Key phases in the way transformational leaders work are:

Developing the vision
Transformational leadership starts by creating a view of the future that will excite and convert potential followers.

Selling the vision
The transformational leader seeks to build support for their vision, by convincing others – this takes commitment, and willingness to talk to people on their own terms, understanding and emphasizing “what is in it for them”.

Finding the way ahead
Some transformational leaders know how they want to deliver their vision, and simply want others to follow them. Others do not have a ready strategy, and will place a great deal of trust in their followers to find the right way ahead – so achieving the vision can be an ongoing process of course correction, and the Transformational Leader will accept that there will be failures along the way.

Leading the charge
Transformational leaders are always visible. They show by their attitudes and actions how everyone else should behave. They also make continued efforts to motivate and rally their followers, walking the talk.
Six leadership styles: servant leadership

This term, created by Robert Greenleaf in the 1970s, describes a leader who may not be formally recognized as such; status is unimportant for the true servant-leader for whom any power they hold will have been achieved on the basis of their values and ideals.

Assumptions
- The leader has responsibility for the followers
- Leaders have a responsibility towards society and those who are disadvantaged.
- People who want to help others best do this by leading them.

Principles
The servant leader serves others, helping them to achieve and improve.

There are two criteria of servant leadership:
- The people served grow as individuals, becoming 'healthier, wiser, more autonomous and more likely themselves to become servants' (Greenleaf, 1977).
- The extent to which the leadership benefits those who are least advantaged in society (or at least does not disadvantage them).

Principles of servant leadership defined by the Alliance for Servant Leadership are:
- Personal growth as a route to better serve others
- Service as a fundamental goal
- Trusting relationships as a basic platform for collaboration and service
- Creating commitment as a way to collaborative activity
- Community building as a way to create environments in which people can trust each other and work together.
- Nurturing the spirit as a way to provide joy and fulfilment in meaningful work.
Six leadership styles: distributed leadership

With reference to the ideas of Alma Harris

Distributed leadership is primarily concerned with mobilising leadership at all levels in the organisation not just relying on leadership from the top. It is about engaging the many rather than the few in leadership activity and actively distributing leadership practice. The emphasis here is on practice and not leadership functions.

The distributed model has been taken on most notably in Primary and Secondary Education, partly as a result of research suggesting a strong relationship between distributed patterns of leadership and improved student outcomes; and partly as a response to the increasing complexity of school configuration (with the increase of alternative structural models, such as academies, shared sites, amalgamations, etc.)

Based on her own extensive research and experience of supporting the implementation of distributed leadership models, Alma Harris stresses the following important principles:

- Distributed leadership is not delegation
- Distributed leadership is an organisational condition
- Distributed leadership is promoted not mandated
- Distributed leadership is inclusive
- Distributed leadership does not mean everybody leads
- Distributed leadership has many organisational configurations.

Distributed leadership is concerned with two things:
1. The process of leadership - how leadership occurs within the organisation
2. Leadership activity - how leadership is enhanced and developed

Engaging the many rather than the few in leadership activity is at the heart of distributed leadership. By moving beyond a pre-occupation with those in leadership positions, a distributed perspective urges us to look view leadership as a lateral form of agency.

It is possible for distributed leadership to be counter-productive, particularly if it is equated with the simplistic notion of everyone leading. While distributed leadership implies that everyone within the organisation has leadership capability and capacity, in practice leadership will evolve in line with the needs of the organisation. Not everyone will be leading at the same time. It will depend on context, need and capability.
Overview of authentic leadership

The UK originators of the Authentic Leadership model (Rob Goffee and Gareth Jones of the London Business School) define it as having five dimensions: understanding your purpose, practising solid values, leading with your heart, establishing connected relationships and demonstrating self-discipline. In short, being an authentic leader is about being true to yourself and your values - not presenting a false corporate image or trying to emulate the leadership style or characteristics of others.

Why is it important?
Employees and customers want to see a consistency of message and actions that demand more of leaders than merely satisfying the board and improving the bottom line. Authentic leadership can exist at all levels - not just the boardroom. It cannot be taught on a training course but can be developed as long as you have the correct motivation.

Where do I start?
At the core of authentic leadership is having a deep understanding of your own purpose or mission, and being passionate about it. This sense of purpose should be uniquely your own and provide the motivation for your desire to lead - not for selfish reasons such as prestige, power or money. If you have not been inspired to lead in this way, now might be an appropriate time to switch jobs, fields or companies.

Practise self-discipline
Integrity and strong values are generally heralded as essential traits of good leaders, but you must also be able to manage yourself to demonstrate that you are worthy of respect and so that your values remain consistent once they are translated into actions. You must also act as a role model for employees and be trustworthy. Being consistent in word and deed - or "congruent" - is essential.

Be courageous
Courage and authenticity are intrinsically linked, so you need to be daring and honest, and able to speak out to right wrongs, admit to personal weaknesses and own up to your mistakes. You must also face challenges and unfamiliar situations head on and have the ability to make tough decisions.

Further reading