

# A Multilevel Framework: Expanding and Bridging Micro and Macro Levels of Positive Behavior With Leadership

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## Abstract

This article reviews the literature on the micro (i.e., individual level) and macro levels (i.e., organizational level) of positive behavior to propose a framework that includes seven levels of positive behaviors—individual, dyadic, team/group, organizational, community, societal, and environmental levels. The micro level of positive organizational behavior is extended from the individual level to include the dyadic and team/group levels. The macro level of positive organizational scholarship is extended from the organizational level to include the community, societal, and environmental levels. The role of leadership as antecedents to positive behaviors is also developed. Three positive forms of leadership (i.e., transformational leadership, servant leadership, and authentic leadership) are used as antecedents, and the potential multilevel outcomes associated with positive behavior are explored. This article provides testable propositions and sets the stage for future empirical research.

## Keywords

positive organizational behavior, positive organizational scholarship, positive leadership, multilevel, performance, environmental level, positive behavior, micro and macro, authentic leadership, transformational leadership, servant leadership

Research in positive psychology, which focuses on what is right with people rather than what is wrong, has received increasing attention since its inception (Seligman & Csikszentmihalyi, 2000; Snyder & Lopez, 2009). This emphasis on the positive has led to the development of *positive organizational behavior* (POB) and *positive organizational scholarship* (POS). It has been suggested that the two terms have at times been interchangeable, and at other times been unique from each other (Donaldson & Ko, 2010). However, the level at which positive behavior is conceptualized is one distinguishable feature of these two lines of research (Donaldson & Ko, 2010; Luthans & Avolio, 2009). POB was conceptualized as a micro approach focusing on the individual level (Luthans, 2002); however, later work has emphasized the team/group levels (West, Patera, & Carsten, 2009). POS was conceptualized as a macro approach focusing on the “attributes of organizations and their members” (Cameron, Dutton, & Quinn, 2003, p. 4) with a strong emphasis on the organizational level (Cameron & Caza, 2004), whereas later work has emphasized the “members” of organizations (Cameron & Spreitzer, 2012). Further conceptual development is needed to bridge the micro and macro perspectives of positive behavior.

This dichotomy of the micro and macro classifications masks the complexity that influences human behavior at

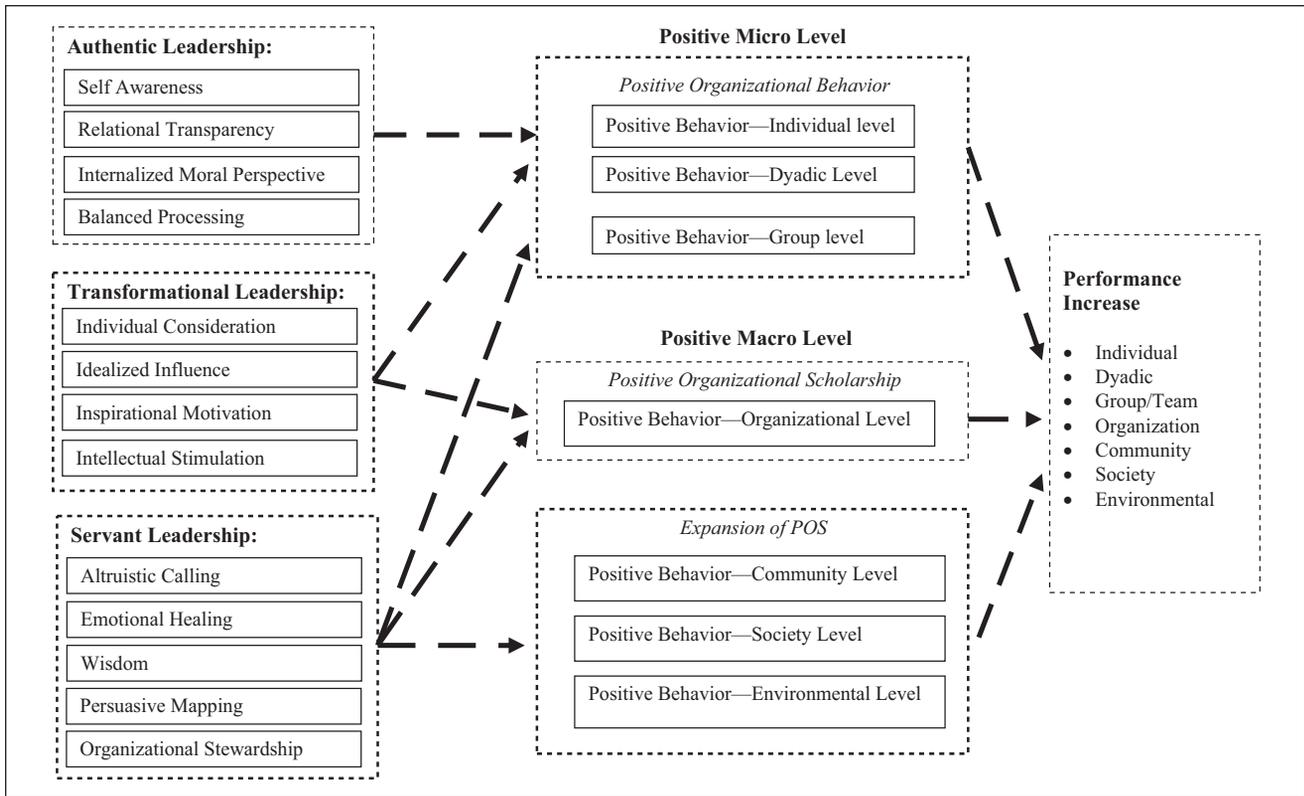
multiple levels. Scholars have suggested that meso multilevel models can bridge both micro and macro perspectives and “must become the norm” (Yammarino, Dionne, Schriesheim, & Dansereau, 2008, p. 703). A recent review of positive behavior within organizations, which considered both POB and POS, found that 80% of the journal articles focused on the individual level (Donaldson & Ko, 2010). Both POB and POS seem to neglect additional levels of positive behavior beyond the individual, team/group, and organizational levels, while largely emphasizing the individual level of positive behavior. Positivity should be capable of affecting dyadic (Roberts, 2006), community, societal (Gable & Haidt, 2005), and environmental levels (Hitt, Beamish, Jackson, & Mathieu, 2007), but frameworks articulated to date have not done this, as has been argued to be a weakness in the current state of the POB and study fields (Searle & Barbuto, 2011). A framework is needed that fosters collaboration across parallel streams of research, competing disciplines and incorporates leadership.

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**Figure 1.** A multilevel positive behavior framework.

A review of positive behavior within organizations found that positive leadership was the most popular topic examined (Donaldson & Ko, 2010). Positive leadership styles, such as transformational (Braun, Peus, Weisweiler, & Frey, 2013), authentic (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008), and servant leadership (Searle & Barbuto, 2011; Walumbwa, Hartnell, & Oke, 2010), are antecedents of positive behaviors. Most of these studies have examined positive leadership at one level. Focusing on one level limits our understanding of how leadership may influence positive behavior at multiple levels; therefore, comparison of leadership styles across different levels is needed (Dionne & Dionne, 2008; Schriesheim, Castro, Zhou, & Yammarino, 2001). Given the importance of clarifying the relationships between leadership and all forms of positive behaviors, a framework clarifying the interplay of these constructs is proposed. In addition, this framework brings attention to the need for leadership that influences the macro levels of positive behavior (i.e., community, societal, and environmental).

## The Framework

This framework has several strengths. The first strength lies in its integration and expansion of POB and POS into a holistic framework that explicitly identifies seven distinct levels of positive behavior. The framework (see Figure 1)

expands the micro level of positive behavior to include positive behavior at not only the individual level but also the dyadic and team/group levels. The macro level approach is expanded to include community, societal, and environmental levels, which are in addition to the organizational level. Thus, this framework raises the need to consider positive behavior at multiple levels, and also as a dependent variable. Each of the levels will be described in detail.

The second strength of this framework is the incorporation of the role of leadership across each level. Positive forms of leadership are simultaneously compared across different levels—clarifying the relationships between leadership and all levels of positive behavior. This framework illustrates how leadership may influence the development of each of these seven levels of positive behavior. The leadership style used may have multilevel impacts on positive behavior. Leaders interested in obtaining positive behaviors at the individual level may require a different form of leadership than leaders pursuing positive behaviors at the environmental level. Leaders interested in obtaining positive behaviors at the dyadic level may require a different form of leadership than those seeking positive behaviors at the societal level. Each style of leadership may not be compatible with all seven levels of positive behaviors. Thus, this framework raises the need to consider positive behavior at multiple levels and also as a dependent variable.

The third strength of this framework is it provides a meso multilevel framework of positive behavior. It is anticipated that multilevel approaches will continue to increase in relevance and prominence (Bass, 2002). Scholars have proposed taking a multilevel approach by using meso models that encompass both micro and macro approaches (Kozlowski & Klein, 2000). Popular concepts, such as positive behavior, “cannot be understood by studying any single unit or level of analysis” (House, Rousseau, & Thomas-Hunt, 1995, p. 74). Through taking a multilevel approach, researchers can avoid making both ecological and atomistic fallacies (Snijders & Bosker, 1999). Thus, properly understanding how a phenomenon (i.e., positive behavior) truly operates.

Finally, this framework identifies the need for “macro” leadership theories that can facilitate positive behavior at the community, societal, and environmental levels. Leadership to date seems to be primarily focused on the individual, dyadic, team/group, and organizational levels (Yammarino & Dansereau, 2008; Yammarino, Dionne, Chun, & Dansereau, 2005). This framework helps raise awareness of the need to expand the leadership theory literature to incorporate leadership that can influence the community, societal, and environmental levels.

Each level of the multilevel positive behavior framework will be described in the upcoming sections. This will be achieved by reviewing the relevant literature that informs each of the seven levels of positive behaviors—individual, dyadic, team/group, organization, community, society, and environmental. Additionally the framework will describe the role that leadership may play across these seven levels—using three potentially positive forms of leadership (i.e., authentic leadership, servant leadership, and transformational leadership). The final part of the proposed framework describes the level-specific outcomes of positive behaviors.

### Levels of Positive Behaviors

Scholars have recognized the need to explicate the level at which behavior is studied, which enables the proper identification of theory, measurement, data analysis, and, most important, valid inference of results (Schriesheim et al., 2001; Yammarino et al., 2005). Researchers have found that empirical findings can change according to the level (i.e., individual, group, or organizational) at which they are tested—findings that are significant at a particular level are sometimes found to be insignificant when considered at another level (Yammarino & Dansereau, 2008). Researchers have also noted that ecological and atomistic fallacy may occur when scholars begin using finding from a particular level to make assertions about relations at a higher or lower level (Pedhazur, 1997; Snijders & Bosker, 1999). These potential methodological problems call for researchers to explicitly recognize the level of positive behavior they are

interested in, which will enable them to systematically plan for the prevention of these problems.

This multilevel nature of behavior was recognized in the genesis of positive behavior (Gable & Haidt, 2005; Seligman & Csikszentmihalyi, 2000). The emergence of POB has brought emphasis to the micro level of positive behavior (Luthans & Avolio, 2009), whereas POS has focused the macro level and at times the micro level (Cameron & Spreitzer, 2012). Searle and Barbuto (2011) raised concerns that the dichotomous representation of micro and macro positive behaviors are too constricting and recommended refining positive conceptualizations to articulate multiple levels of analysis in positive behaviors. More of an explicit framework is needed, which is able to bridge and expands these micro and macro levels to incorporate multiple levels at which positive behavior may occur. This framework identifies seven levels of positive behaviors—*individual, dyadic, team/group, organizational, community, societal, and environmental*.

**Individual Level.** Most researchers consider positive behaviors primarily at the individual level (Donaldson & Ko, 2010). This level is focused on the individual and the positive behaviors that originate from and within individuals. At this level, individuals are described as independent of one another and researchers focus on individual differences (Yammarino et al., 2005). Positive behavior constructs such as psychological capital (Luthans, Youssef, Sweetman, & Harms, 2013), resiliency (Masten & Reed, 2002), hope (Snyder, 2000), optimism (Seligman, 2006), and flow (Csikszentmihalyi, Abuhamdeh, & Nakamura, 2005) have been examined at the individual level in a variety of contexts (see Figure 2).

The individual level of positive behavior is undoubtedly the most widely researched of the seven levels identified in this framework. For example, studies have tested the positive behaviors of hope, optimism, self-efficacy, resiliency, and psychological capital and have found positive relationships with performance, employee job satisfaction, work happiness, and organizational commitment (Luthans, Avolio, Avey, & Norman, 2007; Peterson, Walumbwa, Avolio, & Hannah, 2012; Story, Youssef, Luthans, Barbuto, & Bovaird, 2013). The value of researching positive behaviors at the individual level is in no way under criticism in this article, but rather, the opportunity to more fully delineate the levels that exist beyond the individual level, thus moving toward the dyadic level of positive behaviors.

**Dyadic Level.** Positive behaviors can also occur at the dyadic level (Jung, Yammarino, & Lee, 2009; Roberts, 2006; Sosik, Godshalk, & Yammarino, 2004), which has been described as a special level of interactions where two individuals who are independent but also interdependent are collectively studied (Yammarino et al., 2005). Leader

Level:	Focus:	Example of Variables:	Literature:	Contributing fields:
<b>Positive Behavior— Individual Level</b>	Positive behaviors of individuals	Hope; Self-efficacy; Resiliency; Optimism Psychological capital; Flow Forgiveness; Gratitude Wisdom, Care, Compassion	Positive Psychology Positive Organizational Behavior (POB)	Psychology Industrial Psychology Organizational Behavior
<b>Positive Behavior— Dyadic Level</b>	Positive behaviors of two individuals	Leader member relationships	Positive Psychology POB	Psychology Organizational Behavior
<b>Positive Behavior— Group Level</b>	Positive behaviors of a team or group	Team effectiveness Collective self-efficacy	Positive Psychology POB	Sociology, Social psychology Organizational Behavior
<b>Positive Behavior— Organizational Level</b>	Positive behaviors of organizations and its members	Organizational virtuousness Organizational forgiveness Organizational gratitude Organizational resiliency Organizational compassion	Positive Psychology Positive Organizational Scholarship (POS) Organizational Development	Sociology Social psychology, Organizational Behavior
<b>Positive Behavior— Community Level</b>	Positive behaviors of communities	Volunteerism Community involvement Community health Community prevention Community integration	Positive Psychology POS Community Development	Sociology Social Psychology Organizational Theory Public Administration
<b>Positive Behavior— Society Level</b>	Positive behaviors of societies	Subjective well-being Philanthropy Economic development	Positive Psychology POS	Sociology Anthropology Social Psychology Positive Psychology
<b>Positive Behavior— Environmental Level</b>	Positive behaviors of the surrounding ecosystem	Sustainability Conservation	POS	Ecology Natural Resources

**Figure 2.** A multilevel positive behavior comparison.

member exchange theory articulates the many positive aspects of strengthened relationships between leaders and their followers—with leader–member exchange relating positively to individual targeted behaviors, organizational targeted behaviors, and employee citizenship behaviors (Ilies, Nahrgang, & Morgeson, 2007), and job performance, satisfaction with supervisor, overall satisfaction, commitment, member competence (Gerstner & Day, 1997). These results speak to the positive impacts that high quality, high autonomous, high trusting relationships can result in positive behaviors. The dyadic level of positive behavior is distinct from the individual-level phenomena and may result in a host of research and practical implications. Beyond the dyadic level, there are positive behaviors that occur at the team/group level.

*Team/Group Level.* Positive behavior can also occur at the team/group level, which have been described as a collection of individuals who are interdependent and interact either face-to-face or in a virtual basis with each other (Yammarino et al., 2005). Researchers have widely recognized the necessity of studying team/group level phenomenon, but only recently have they started to consider positive

behaviors at team/group level (Braun et al., 2013; Cho & Dansereau, 2010; Wang & Howell, 2012). Examples of group-level positive behaviors may include phenomena such as collective optimism and resiliency (West et al., 2009), collective self-efficacy (Bandura, 1997), and collective hope (Snyder, 2000; see Figure 2). A positive group or positive team dynamics approach to the positive behavior literature lends itself to a number of potential research inquiries and practices.

In the seminal work of psychological capital, the authors proposed that future research should consider psychological capital of teams/group level (Luthans, Youssef, & Avolio, 2007). Recently, scholars have recommended expanding the work on POB from the individual level to include the group/team level (Yammarino et al., 2008). This has led others to begin to empirically test group-level positive behaviors of hope, optimism, and resiliency and their relations with team-level outcomes, such as cohesion, cooperation, coordination, satisfaction, and conflict (Rego, Vitoria, Magalhaes, Ribeiro, & Pinae Cunha, 2013; West et al., 2009). This framework explicates that the micro level of positive behavior should be extended to include the individual level, dyadic level, and the team/group level. Beyond

the individual, dyadic, and group/team levels, positive behavior also occurs at the organization level.

**Organizational Level.** Positive behavior has been studied at the organizational level in a variety of research efforts (Cameron & Caza, 2002; Cameron, Mora, Leutscher, & Calarco, 2011). The organizational level is a cluster of individuals, which are interdependent but linked by a hierarchical structure or set of common beliefs, attitudes, or values (Yammarino et al., 2005). Psychology scholars originally conceptualized the idea of positive behavior as an umbrella term, which included positive behaviors from enabling institutions (Seligman & Csikszentmihalyi, 2000). The study of positive behavior at the organizational level has been recognized (Cameron & Caza, 2004; Cameron & Plews, 2012) and has received a considerable degree of popularity within the academic discipline (Cameron et al., 2011; Cameron & Spreitzer, 2012). For example, organizational virtuousness has been positively related to performance (Cameron, Bright, & Caza, 2004), and organizational resilience, organizational forgiveness, organizational compassion, and organizational citizenship behaviors (Cameron et al., 2003; Menges, Walter, Vogel, & Bruch, 2011) have been either empirically tested or hypothesized as having positive outcomes. This focus on the organizational level of positive behaviors are more commonly referred to as the macro level of positive behavior in the workplace (Luthans & Avolio, 2009), but for the purposes of this framework, it represents one of seven levels that positive behaviors can occur. This macro level can be developed further to include additional levels. Beyond the organizational level there exists a community level of positive behaviors.

**Community Level.** Positive behaviors can occur at the community level, which is a clustering of organizations, groups, and individuals, which are interdependent and linked by a common geographical area or potentially a common set of beliefs, attitudes, or values. This level of positive behavior has received minimal emphasis, although the idea of community-level positive behavior was proposed in earlier calls for emphasis on positive behavior (Seligman & Csikszentmihalyi, 2000). This community-level positive behavior was also implicitly recognized in Cameron and Lavine's (2006) organizational-level study, of the clean-up a nuclear manufacturing site outside of Denver, Colorado. This study illustrated how the surrounding communities of the larger Denver metropolitan area fostered positive behavior at the community level—as individuals, groups, organizations, and local and federal government officials all combined their efforts to bring about positive deviance.

Schueller (2009) has recently proposed the importance of connecting the fields of positive psychology and community psychology for increased community wellness. Other possible community-level positive behaviors are

volunteerism (Karwalajtys et al., 2009), community involvement (Hull, Kilbourne, Reece, & Husaini, 2008; Jimenez, Musitu, & Ramos, 2009), community health (Brotsky, O'Campo, & Aronson, 1999; Bull, Eakin, Reeves, & Riley, 2006), neighborhood integration (Unger & Wandersman, 1985), and community-based prevention planning (Cheon, 2008; Fagan, Van Horn, Hawkins, & Arthur, 2007). Although not all of these studies explicitly discuss positive behaviors, they do articulate collective benefits for the community and emphasize outcomes that are optimal for community vitalization and sustainability. Beyond the individual, dyadic, team/group, organizational, and community levels there are also positive behaviors that occur at societal levels.

**Societal Level.** Positive behaviors occur at the societal level, which presents as a clustering of communities that are interdependent and may or may not share a set of common beliefs, attitudes, or values (Dyer, Hanges, & Hall, 2005). These societies are most typically defined through nations or collection of nations that may share geographic proximity and/or social, belief, attitude, or value-based congruencies. Hofstede (1993, 1994) described cultural clusters that connect societies across several dimensions. The emphasis of this work was not toward a level of positivity but rather was descriptive in nature to advance the dialogue and promote more pluralistic practices. The GLOBE also articulated societal-level commonalities and differences (House, Hanges, Javidan, Dorfman, & Gupta, 2004; Javidan & Dastmalchian, 2009; Scandura & Dorfman, 2004). Both works have led to a stream of research at the societal level, but emphasis was not placed on positive societal behaviors—so this line of inquiry appears to have many research opportunities.

The idea of societal positive behavior was recognized in the early conceptualization of positive behavior (Gable & Haidt, 2005; Seligman & Csikszentmihalyi, 2000), and one positive psychologist has started examining happiness at the societal level (Diener & Lucas, 2000), but overall the societal level of positive behavior has received limited research. Issues such as quality of life, collective happiness of nations, peacefulness versus periods of war/conflict, as well as collective hope, and collective resilience of societies may each offer potential for empirical inquiry. Beyond the individual, dyadic, group/team, organization, and community levels, positive behaviors can also occur at the environmental level.

**Environmental Level.** Positive behavior can occur at the environmental level, which represents the surrounding ecosystem. The ecosystem includes both living (i.e., all living organisms and plants) and nonliving parts of the environment (i.e., soil, rocks water, and air). The qualitative study of the nuclear waste in Colorado illustrated the negative and positive benefits of the ecosystem (Cameron & Lavine,

2006). There has been a recent surge in interest in providing environment friendly organizations, products, and policies (Burton, 2009; Carson, 1962; Maggio et al., 2008). For example, popular environmental issues of “going green” (Brown, 2009; Hussain, 1999) sustainable products (French, 2008; Maxwell & van der Vorst, 2003) and environment friendly initiatives such as conservation (Beekman, 1998; Castro, Garrido, Reis, & Menezes, 2009) or recycling (Chakrabarti, Sarkar, Chakraborty, Banik, & Bagchi, 2000; Jesson, 2009; Menezes & Palacio, 2005) have illustrated the positive impacts that environmental-level positive behaviors can have.

Taken together, the seven levels appear distinct and real in the articulation of positive behaviors. It is implied in the proposed framework that these levels of behavior may be predicted by certain styles of leadership and that these various levels of positive behavior will also lead to level-specific outcomes. The next consideration in this framework is to clarify the style of leadership in fostering the multiple levels of positive behaviors.

## Leadership

For centuries, the leadership literature has shared anecdotal stories of “great leaders” that have brought about positive changes in individuals and organizations (Bass & Bass, 2008; Popper, Amit, Gal, Mishkal-Sinai, & Lisak, 2004). For the purpose of this framework, three positive leadership conceptualizations are incorporated—*transformational leadership*, *servant leadership*, and *authentic leadership*.

**Transformational Leadership.** Transformational leadership has its roots in earlier work dichotomizing transforming with transactional leadership in an interdependent conceptualization of leader and follower development (Burns, 1978). Since then it has been operationalized with three and later four dimensions of transformational leadership: idealized influence (the leader is a role model), inspirational motivation (the leader motivates and inspires their followers, and shares a vision), intellectual stimulation (the leader will allow for and encourage new ways of thinking), and individual consideration (the leader will take into account the unique needs, desires, and skill of their followers; Bass, 1985; Bass & Riggio, 2006)

**Individualized consideration.** Individualized consideration involves leaders taking the time to understand the unique needs and goals of followers and then devise strategies to meet followers’ developmental needs (Bass, 1985). Individualized consideration has consistently related to individual-level outcomes, such as extra effort, satisfaction, and perceived organizational effectiveness (Dumdum, Lowe, & Avolio, 2002; Lowe, Kroeck, & Sivasubramaniam, 1996). Other studies have also reported significant relationships

between individualized consideration and coworker relationships, leader member relationships (Li & Hung, 2009), and commitment (Bycio, Allen, & Hackett, 1995). Individual consideration has also been linked to dyadic level outcomes (Jung et al., 2009). In this framework, individualized consideration is described as ideally suited for fostering positive behaviors at the individual and dyadic levels.

*Proposition 1:* Individualized consideration will relate positively to most positive behaviors at the individual and dyadic levels.

**Idealized influence.** Idealized influence is characterized by leaders developing respect and trust from followers while becoming a symbol for the cause (Bass, 1985). Leaders high in idealized influence are seen as charismatic and highly influential—expressing great confidence in the organization and dedication to the goals that are ascribed (Bass & Riggio, 2006). Research has consistently reported relationships between idealized influence (termed *charisma* in earlier works) and several positive outcomes—extra effort, satisfaction, and perceived organizational effectiveness (Dumdum et al., 2002; Lowe et al., 1996). Studies have also reported relationships between idealized influence and leader member relationships (Li & Hung, 2009) and commitment (Bycio et al., 1995). Taken together, idealized influence has a consistent positive presence in the literature and is likely to lead to positive behaviors at the dyadic, group/team, and organizational levels.

*Proposition 2:* Attributed and behavioral idealized influence will relate positively to most positive behaviors at the individual, dyadic, and team/group levels.

**Inspirational motivation.** Inspirational motivation is characterized by leaders’ providing appealing visions, with high expectations, and encouragement that often leads to followers exceeding expectations (Bass & Riggio, 2006). Research has reported consistent relationships between inspirational motivation and positive outcomes—extra effort, satisfaction, and perceived organizational effectiveness (Dumdum et al., 2002; Lowe et al., 1996) and organizational performance (Berson & Avolio, 2004). Other studies reported relationships between inspirational motivation and leader member relationships and coworker relationships (Li & Hung, 2009) and commitment (Bycio et al., 1995). Taken together, inspirational motivation likely fosters positive behaviors at the individual, dyadic, group/team, and organizational levels.

*Proposition 3:* Inspirational motivation will relate positively to most positive behaviors at the individual, dyadic, team/group, and organizational levels.

*Intellectual stimulation.* Intellectual stimulation is characterized by leaders encouraging followers to think creatively and innovatively solve problems (Bass & Riggio, 2006). The emphasis has been on leaders' stimulating the intellect of followers, not so much displaying their own intellect or wisdom to impact decision making. Research has reported consistent relationships with extra effort, satisfaction, and perceived organizational effectiveness (Dumdum et al., 2002; Lowe et al., 1996). Other studies have reported relationships between intellectual stimulation and corporate social responsibility (Waldman, Siegel, & Javidan, 2006), leader member relationships (Li & Hung, 2009), and commitment (Bycio et al., 1995). Taken together, intellectual stimulation is expected to foster positive behaviors at both the dyadic and group/team levels.

*Proposition 4:* Intellectual stimulation will be related positively to most positive behaviors at the dyadic and team/group levels.

*Servant Leadership.* Servant leadership has its origins in the essays of Greenleaf (1977). However, empirical research of servant leadership occurred with the recent clarification of the construct and development of an empirical measure (Barbuto & Wheeler, 2006). This clarification and measure has stimulated subsequent efforts to study servant leadership (Ehrhart, 2004; Jaramillo, Grisaffe, Chonko, & Roberts, 2009; Neubert, Kacmar, Carlson, Chonko, & Roberts, 2008; Walumbwa, Hartnell, et al., 2010). Barbuto and Wheeler (2006) clarified the construct of servant leadership and developed a scale to operationalize it for research. Through the scale development and validation process five dimensions were identified—*altruistic calling*, *emotional healing*, *wisdom*, *persuasive mapping*, and *organizational stewardship*.

*Altruistic calling.* Altruistic calling consisted of a fundamental conscious choice to serve others (Greenleaf, 1977). This deep-rooted desire to positively influence others through service was central to the servant leadership ideology (Barbuto & Wheeler, 2006). Servant leaders embrace service to followers, sacrificing self-interest for their followers' development (Bass, 2002; Graham, 1991). They desire positive development in individuals, organizations, communities, and societies (Greenleaf, 1977). The necessity for altruism in leadership was recognized by many scholars (Avolio & Locke, 2002; Block, 1996) as was the altruistic nature of a servant leadership (Greenleaf, 1977; Sendaya, Sarros, & Santora, 2008). Research has reported relationships with extra effort, satisfaction, and effectiveness (Barbuto & Wheeler, 2006). Taken together, altruistic calling is expected to foster positive behaviors at the individual, dyadic, team/group, organizational, community, societal, and environmental levels.

*Proposition 5:* Altruistic calling will positively relate to positive behaviors at the individual, dyadic, team/group, organizational, community, societal, and environmental levels.

*Emotional healing.* Emotional healing described an ability to recognize when and how to facilitate the healing process, which included a leader's ability to foster spiritual recovery from hardship and trauma (Barbuto & Wheeler, 2006). Servant leaders are highly empathetic and are able to show sensitivity to others' personal concerns (Liden, Wayne, Zhao, & Henderson, 2008). They create an environment with their followers to enable them to voice personal and professional concerns (Barbuto & Wheeler, 2006). Scholars have recognized the need for leaders able to help followers recover hope, overcome broken dreams, and overcome severed relationships (Sturnick, 1998). Research has reported relationships with extra effort, satisfaction, and effectiveness (Barbuto & Wheeler, 2006) and organizational commitment (Liden et al., 2008). Taken together, emotional healing is expected to foster positive behaviors at the individual and dyadic levels.

*Proposition 6:* Emotional healing will positively relate to positive behaviors at the individual and dyadic levels.

*Wisdom.* Wisdom described an ability to pick up cues from the environment and to recognize possible consequences and implications of their observations (Barbuto & Wheeler, 2006). Servant leaders are observant and anticipatory across multiple contexts enabling them to appropriately apply their knowledge into forward action (Bierly, Kessler, & Christensen, 2000). Scholars have recognized the need for leaders with a strong sense of awareness (Sosik & Megerian, 1999; Sternberg, 2003) coupled with an ability to apply the knowledge gained through punctuated observation (Kant, 1978; Plato, 1945). Research has reported relationships with extra effort, satisfaction, and effectiveness (Barbuto & Wheeler, 2006). Taken together, the servant leadership dimension of wisdom is expected to foster positive behaviors at the dyadic, group/team, and organizational levels.

*Proposition 7:* Wisdom will positively relate to positive behaviors at the individual, dyadic, team/group, and organizational levels.

*Persuasive mapping.* Persuasive mapping described an ability to use mental models and sound reasoning to encourage lateral thinking in others (Barbuto & Wheeler, 2006). Servant leaders high in persuasive mapping are skilled at

articulating issues and conceptualizing possibilities that are compelling by sharing their train of thought (Barbuto & Wheeler, 2006). They have the necessary knowledge to assist and support their followers effectively (Liden et al., 2008). Researchers have reported persuasively presented models to be more productive than authority based influences on positive outcomes (Druskat & Pescosolido, 2002). Research has reported relationships with extra effort, satisfaction, and effectiveness (Barbuto & Wheeler, 2006). Taken together, persuasive mapping works is expected to foster positive behaviors at the dyadic, group/team, and organizational levels.

*Proposition 8:* Persuasive mapping will positively relate to positive behaviors at the individual, dyadic, team/group, and organizational levels.

**Organizational stewardship.** Organizational stewardship described the extent that leaders prepare their organization to make a positive contribution in the community and society (Barbuto & Wheeler, 2006). This emphasis is accomplished by reaching out to the community through community development programs, outreach activities, and facilitating company policies that benefit the surrounding community, society, and environment. Servant leaders have a genuine ideology to advocate that their organization creates value for the community (Liden et al., 2008). A servant leader demonstrates a strong sense of responsible morality and encourages organizations to have moral and ethical actions that benefit all stakeholders (Liden et al., 2008; Sendaya et al., 2008). Research has reported relationships with extra effort, satisfaction, and effectiveness (Barbuto & Wheeler, 2006) and community citizenship behavior (Liden et al., 2008). Taken together, organizational stewardship is expected to foster positive behaviors at the organizational, community, societal, and environmental levels.

*Proposition 9:* Organizational stewardship will positively relate to positive behaviors at the organizational, community, societal, and environmental levels.

**Authentic Leadership.** Authentic leadership had its origin in early efforts to combat the unethical behavior of top business executives (Luthans & Avolio, 2003). Nevertheless, the concept of authentic behavior has pervaded in the academia settings for the past 10 years and can be traced back in its origins to Greek philosophy (Harter, 2002). Authentic leaders are true to their inner values and beliefs and their behaviors reflect these. Authentic leaders have been described as highly moral and behave consistent with these moral values for the benefit all the collective (Walumbwa et al., 2008). Authentic leaders avoid acting phony, hiding

their true thoughts and feelings—even when unpleasant truths may be revealed (Harter, 2002; Kernis & Goldman, 2005; Luthans & Avolio, 2003). Authentic leadership has been primarily focused on the individual level (Yammarino et al., 2008).

Scholars have recently clarified the construct of authentic leadership and developed a scale to operationalize it for research (Walumbwa et al., 2008). Through the scale development and validation process four dimensions were identified—*self-awareness*, *relational transparency*, *internalized moral perspective*, and *balanced processing*.

**Self-awareness.** Self-awareness describes the understanding that leaders have to reflect inward on how they derive meaning of the world and how that meaning affects oneself and others (Walumbwa et al., 2008). Self-awareness also deals with how thoroughly the leader understands their strengths and weakness. Self-awareness includes having an understanding of the “multifaceted nature of the self, which includes gaining insight into the self through exposure to others, and being cognizant of one’s impact on other people” (Walumbwa et al., 2008, p. 95). Research has reported relationships with organizational citizenship behavior, empowerment, worker engagement (Walumbwa, Wang, Schaubroeck, & Avolio, 2010), self-awareness, organizational commitment (Walumbwa et al., 2008), psychological capital, and positive emotions (Peterson et al., 2012). Taken together, self-awareness appears to foster positive behaviors at the individual level.

*Proposition 10:* The self-awareness dimension of authentic leadership will facilitate positive behavior at the individual level.

**Relational transparency.** Relational transparency involves leaders allowing followers to see their authentic self—in all day-to-day interactions and decisions (Walumbwa et al., 2008). Authentic leaders are capable of openly sharing information and their true thoughts. They also try to minimize displays of inappropriate emotions (Walumbwa et al., 2008). Research has reported relationships with identification with supervisor (Walumbwa, Wang, et al., 2010) and satisfaction with supervisor (Walumbwa et al., 2008) Taken together, relational transparency is expected to foster positive behaviors at the individual and dyadic levels.

*Proposition 11:* The relational transparency dimension of authentic leadership will facilitate positive behavior at the individual and dyadic levels.

**Internalized moral perspective.** Internalized moral perspective involves leaders guiding followers using their personal internal moral standards and values. Authentic

leaders are not guided by external sources such as peers, organizations, and societal pressures (Walumbwa et al., 2008). Research has reported relationships with team virtuousness and team affective commitment (Rego et al., 2013), organizational citizenship behavior, and organizational commitment (Walumbwa et al., 2008). Taken together, internalized moral perspective is expected to foster positive behaviors at the individual dyadic, and team/group levels.

*Proposition 12:* The internalized moral perspective dimension of authentic leadership will facilitate positive behavior at the individual, dyadic, team/group level.

**Balanced processing.** The fourth dimension of authentic leadership is balanced processing, which entails authentic leaders using their capacity to objectively look at all relevant facts and data before making their decision (Walumbwa et al., 2008). This dimension would be similar to examining “both sides of the story” when making decisions—not relying on group think or dominant views (Janis, 1972). Research has reported relationships with self-awareness, organizational commitment (Walumbwa et al., 2008), and empowerment (Walumbwa, Wang, et al., 2010). Taken together, balanced processing is expected to foster positive behaviors at the individual dyadic, group/team, and organizational levels.

*Proposition 13:* The balanced processing dimension of authentic leadership will facilitate positive behavior at the individual, dyadic, group/team, and organizational levels.

**Performance impacts.** One of the distinguishing features of POB from POS is the emphasis on positive behavior having a performance impact (Donaldson & Ko, 2010; Luthans, 2002). This framework not only extends this emphasis to the dyadic level but also to the macro levels (i.e., organization, community, society, and environmental). It is likely that a particular positive behavior will affect performance at the level it resides at and subsequent lower levels. For example, a positive team/group behavior will have an increase in performance at not only the team/group level but also at the individual level. Thus, a top-down (Kozlowski & Klein, 2000) impact will exist where performance will also be increased at lower levels of positivity. In addition, researchers have found that positive leadership has both indirect and direct effects on performance, via positive behavior. Servant leadership can affect proactive work performance, via psychological empowerment (Searle, 2011), whereas authentic leadership and transformational leadership (Braun et al., 2013; Zhu, Newman, Miao, & Hooke, 2013) can also affect performance, via positive behaviors

(Walumbwa, Wang, et al., 2010). It is expected that each of the positive leadership styles will influence performance, via positive behaviors.

*Proposition 14:* Positive behavior will have a top-down impact on performance, thus affecting performance at the level the positive behavior reside at, along with lower levels of performance.

*Proposition 15:* Authentic, transformational, and servant leadership will have a direct impact on performance and also an indirect impact on performance via, positive behaviors.

## Summary

This article proposed a conceptual framework linking three potentially positive forms of leadership (i.e., transformational leadership, servant leadership, and authentic leadership) to multiple levels of positive behaviors. This framework delineated from the micro and macro levels of positive behavior to articulate a more expansive representation of seven levels of positive behaviors (see Figure 2). Propositions were developed, which proposed relationships between leadership styles and the various levels of behaviors. Additionally, the framework clarifies level-specific outcomes resulting from multiple levels of positive behaviors.

## Discussion

This article provided a framework identifying the multiple levels that positive behaviors may occur, as well as the leadership styles that may produce these positive behaviors. Additionally, the framework advocates examining level-specific outcomes that correspond to the appropriate level of analysis of positive behaviors.

There are four major contributions of this framework. First, this framework provides a foundation for clarifying future research. The recent influx in positive behavior research will enable researchers to test level-specific positive behaviors—theoretical and level-specific outcomes. This framework will also guide researchers' efforts to test the intended levels of positive behaviors. This framework allows for the proper development of theory, measurement, data analysis, and inference drawing of positive behaviors.

Another contribution of this framework is that it clarifies and delineates the present micro and macro levels of positive behavior to include—seven levels of positive behavior. The micro level has been expanded to include the dyadic and group/team levels. The macro level has been expanded to include the community, societal, and environmental levels. This clarification offers researchers more precision with which to study multilevel positive behaviors within the traditional POB subfield.

A third substantive contribution of the developed framework is its articulation of the antecedents of positive behavior using leadership theories to explain such antecedents. This framework integrates three forms of leadership (i.e., transformational leadership, servant leadership, and authentic leadership) with positive behavior. This framework proposes that different styles of leadership may produce level-specific positive behaviors.

Finally, this framework recognizes the importance of studying leadership at multiple levels of analysis. Leadership scholars have recognized the need to clearly delineate the level of interest when considering leadership (Yammarino et al., 2005). This framework develops several testable propositions for level-specific behavior of three popular forms of leadership. This framework proposes that the three different styles of leadership can not only bring about some of the same level phenomenon but also that some styles are better suited for specific levels of inquiry. In several instances, the leadership styles that precede positive behaviors may result in multilevel positive behaviors—but the outcomes articulated in the framework likely correspond to the levels of positive behaviors. Researchers must therefore be cognizant of the level of behavior they are interested in studying.

## Research Implications

Future research needs to test the propositions that have been proposed in this framework. These empirical tests will need to properly recognize the multilevel nature of positive behavior and leadership. Researchers may need to reconsider existing measurements of positive behaviors and leadership to ensure appropriate levels of analysis. For example, researchers may need to create measures of positive behavior for the specific level of inquiry they are interested in. Research may also need to alter current measurements of authentic leadership, transformational leadership, and servant leadership accordingly. Currently, there is a transformational leadership measure for work/teams, but no other measurements currently exist for styles of leadership beyond the individual and dyadic levels of analysis.

Future research should consider the levels of positive behavior and the multilevel nature of leadership. It may be possible that other levels of positive behaviors will be needed. In addition, this framework illustrates the vast amount of empirical research that is needed that recognizes and tests the multilevel nature of leadership. Finally, more research is needed in leadership that considers the community, societal, and environmental levels.

Leadership scholars should expand the current theories and styles of leadership to incorporate more macro level phenomena or identify more level-specific conceptualization of leadership, which takes into consideration these multiple levels of positive behaviors. Leadership scholars

may also need to consider a multilevel theory of “positive leadership,” which may offer the best explanation for positive behaviors at different levels.

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