Article received in August 2024 and accepted for publication in October 2024

THE APPLICABILITY OF POSITIVE LEADERSHIP IN THE ARMED FORCES

A LIDERANÇA POSITIVA E A SUA APLICAÇÃO NAS FORÇAS ARMADAS

Tânia Mora Ferreira
Major, Artillery, Portuguese Army
ferreira.tm@ium.pt

António José Palma Esteves Rosinha
Lieutenant colonel (Reserve), Artillery, Portuguese Army
INSIGHT - Piaget Research Center for Ecological and Human Development
antonio.rosinha@ipiaget.pt

Rita João Ribeiro de Carvalho
Commander,Portuguese Navy
Leturer at the Military Institute
oliveira.rjrc@ium.pt

Abstract

Positive Leadership, a concept introduced by Kim Cameron in 2008, based on findings from the field of positive psychology, aims to foster a positive work environment, encourage well-being and emphasise strengths and positive outcomes. However, in the Armed Forces, where leadership is based on a military culture with a rigid hierarchical structure, the demanding nature of military missions requires a different approach. In light of this contrast between military command and the humanist approach that Positive Leadership proposes, this work will seek to understand if these concepts are compatible and explore how Positive Leadership practices can enrich the military environment. The goal is to analyse how Positive Leadership influences the "Quality of Work Life" and "Organisational Commitment" of military personnel. A mediation model was tested in a hypothetical-deductive study using a quantitative method and a questionnaire survey of Army and Air Force personnel. The findings show that Positive Leadership influences "Quality of Life at Work" and "Organisational Commitment", especially through the mediating variables "Voice Climate" and "Acquiescent Silence". Therefore, military leaders should cultivate an environment where voice is allowed and actively encouraged through practices such as feedback, brainstorming and an open-door policy.

Keywords: Armed Forces, Positive Leadership, Organizational Commitment, Quality of Life at WorK, Silence, Voice Climate

How to cite this article: Ferreira, T. M. & Rosinha, A. J. P. E. & Carvalho, R. J. R., (2024). The Applicability of Positive Leadership in the Armed Forces. *Revista de Ciências Militares*, November, *XII*(2), 223-268. Retrieved from https://www.ium.pt/publist/1

Resumo

A Liderança Positiva, conceito proposto por Kim Cameron em 2008, fundamentado essencialmente na psicologia positiva, visa promover um ambiente de trabalho positivo, incentivo ao bem-estar e foco em pontos fortes e resultados positivos. Por outro lado, a liderança nas Forças Armadas, baseada numa cultura castrense e uma estrutura hierarquizada rígida, exige uma abordagem distinta devido às suas missões exigidas. Assim, no contraste entre a necessidade de comando militar e uma abordagem humanística que a Liderança Positiva propõe, este trabalho questionará a compatibilidade destes conceitos e explorará como é que as práticas de Liderança Positiva podem enriquecer o contexto militar, tendo como objetivo analisar a influência da Liderança Positiva na "Qualidade de Vida no Trabalho" e "Comprometimento Organizacional" dos militares. Para tal, através de um estudo hipotético-dedutivo, método quantitativo, com recurso ao inquérito por questionário aos militares do Exército e da Força Aérea, foi testado um modelo de mediação. Os resultados indicam que a Liderança Positiva influencia a "Qualidade de Vida no Trabalho" e o "Comprometimento Organizacional", especialmente através das variáveis mediadoras "Clima de Voz" e "Silêncio Acquiescent". Considera-se que os líderes militares devem cultivar um ambiente em que a voz seja permitida e ativamente encorajada, através de práticas como o feedback, brainstorming e uma política de porta aberta.

***Palavras-chave*:** *Comprometimento Organizacional, Clima de Voz, Forças Armadas, Liderança Positiva, Qualidade de Vida no Trabalho, Silêncio*

1. Introduction

Positive Leadership (PL) has received growing attention in organisational contexts for its potential to foster a positive work environment and encourage employee well-being, resilience, motivation and performance (Blanch et al., 2016; Cameron, 2012; Chan, 2018; Drønnen, 2022; Rego & Cunha, 2013; Sharififard et al., 2020).

This study attempts to understand if PL is applicable in the Armed Forces (AAFF), an environment ruled by traditional military culture and a rigid, hierarchical structure. Considering this contrast between military command and the humanist approach that PL proposes, this work aims to understand if these concepts are compatible and explore how PL practices can enrich the military environment.

Faced with a shortage of resources and incentives, military institutions must innovate to build resilience, organisational commitment (OC) and well-being in military personnel (Bowles & Bartone, 2017; Nazri & Rudi, 2019). This study will explore the topic of leadership in military settings.

The applicability of PL in the AAFF is an evolving area of study. Lis (2013) analysed the role of positive behaviour in the military lessons learned process. According to the author, positive attitudes of commanders may be one of the key success factors for learning and knowledge exchange processes. However, the lack of empirical studies on PL in the military represents

a gap in the literature. This study aims to address this gap by proposing PL as a possible explanation for the quality of work life (QWL) and OC of Portuguese military personnel.

Studies on QWL in the military have found that it plays a crucial role in increasing motivation and reducing stress (Amornpipat & Sorod, 2016), but also because it its associated with lower turnover rates[1] (Nordmo et al., 2023; Wilcove et al., 2009) and higher levels of OC (Beloor et al., 2017), which are essential for mission success and military retention. According to Lytell and Drasgow (2009), OC is a strong predictor[2] of turnover intentions in the military.

PL is based on establishing relationships of trust and encouraging open communication to create an environment where employees feel comfortable sharing ideas without fear of receiving negative criticism (Luthans & Avolio, 2009; Cameron, 2012). As such, it should lead to lower rates of employee silence and greater openness to communication, that is, a voice climate (VC). Voice and silence are considered essential to well-being (Knoll & Van Dick, 2013), job satisfaction (Milliken et al., 2015) and performance (Qi & Liu, 2017) in organisations, both among leaders and employees.

By analysing the influence of positive leadership on these variables, this work will expand the theoretical knowledge in the field of military leadership and identify effective strategies for managing leadership practices in the AAFF. The general objective (GO) of this study is to analyse the influence of PL on QWL and OC among military personnel, both directly and through the mediating role of silence and VC. To achieve this, the following specific objectives (SO) were identified: SO1: To analyse the relationship between PL and QWL, both directly and through the mediating role of Silence and VC; SO2: To analyse the relationship between PL and OC, both directly and through the mediating role of Silence and VC.

The following research question (RQ) was derived from the GO: How does PL influence the QWL and OC of military personnel, both directly and through the mediating role of Silence and VC? The RQ was subdivided into the following subsidiary questions (SQ): SQ1: What is the relationship between PL and QWL, directly and through the mediating role of Silence and VC? SQ2: What is the relationship between PL and OC, directly and through the mediating role of Silence and VC?

The geographical delimitation of this study is the Portuguese AAFF. Regarding the temporal delimitation, a cross-sectional approach will be used to analyse data from the first quarter of 2024. The study will provide a snapshot of the current leadership and organisational behaviour dynamics in the AAFF. The study is also delimited in terms of content: an exploratory model will be proposed to explore the concepts of PL, QWL, CO, silence and VC.

This study is divided into five chapters: an Introduction; a Literature Review where the key concepts explored in the study and the hypothetical model are described; a Methodology section presenting the instruments, procedures, statistical techniques and methodological

---

[1] Voluntary departure from the organisation.

[2] In a study by Lytell and Drasgow (2009), commitment had a significant influence in the model for predicting turnover intentions in the US military. According to the authors, the unique characteristics of the military, such as physical risks and separations from family and home, require higher levels of commitment than in civilian environments.

choices; the Presentation and Discussion of Findings, which describes the tests conducted on the hypotheses and the model's validity and answers the research questions. The Conclusions contain the study's contributions to knowledge and limitations.

2. Theoretical and Conceptual Framework

This chapter presents the key concepts and relationships included in the hypothetical model for PL adapted to the AAFF.

2.1. Positive Leadership

Positive leader behaviours drive positive change in organisations (Redín et al., 2023). The PL paradigm contains positive principles from emerging fields of study, such as research on positive organisations (Cameron et al., 2003; Cameron & Spreitzer, 2012), positive psychology (Gilham & Seligman, 1999) and positive change theories (Cooperrider & Srivastva, 1987). Cameron (2012) asserts that PL is defined by three core orientations: elevating individuals and organisations to higher levels of performance; focusing on the inherent capabilities of employees (Buckingham & Clifton, 2001); having an orientation toward enabling thriving as much as overcoming obstacles and challenges, and emphasising virtuousness (Cameron & Caza, 2004).

PL has been defined as exceptional leadership behaviours, which are characterised by trustworthiness and optimism (Mishra & Mishra, 2012), an orientation toward ethics, and a focus on the affirmation of people's strengths, capabilities and development potential (Cameron et al., 2017; Malinga et al., 2019; Rego & Cunha, 2013; Youssef & Luthans, 2012). According to Cameron (2012), PL:

> emphasises what elevates individuals and organizations (in addition to what challenges them), what goes right in organizations (in addition to what goes wrong), what is life-giving (in addition to what is problematic or life-depleting), what is experienced as good (in addition to what is objectionable), what is extraordinary (in addition to what is merely effective), and what is inspiring (in addition to what is difficult or arduous). (p.2)

It is the art of stimulating people's engagement and willingness to take initiative to achieve ambitious goals, expectations and aspirations. To use it, leaders must rely on their knowledge, skills, social sensitivity and vision (Karaszewski & Lis, 2015).

Some authors claim that the concept of PL is elitist because it ignores negative phenomena, discourages hard work and does not prepare employees for situations of adversity and hardship (Fineman, 2006; Wageman et al., 2008). However, other authors (Cameron, 2012; Drønnen, 2022; Redín et al., 2023) argue that PL does take negative events into account because it recognises their importance as learning opportunities. Positive leaders are not only virtuous, charismatic and trustworthy (Conger, 1989), they are able to use negative events as learning opportunities and focus on positive events because they tend to lead to better outcomes (Cameron, 2012). Positive leadership behaviours are beneficial for employees' mental and physical health, but also strengthen organisational culture (Lasrado & Kassem, 2021) and cohesion (García-Guiuet al., 2016), leading to better outcomes for the organisation.

PL is relevant to the AAFF because it can foster an environment of mutual support and encourage strong relationships and effective communication (Lis, 2015). It is also associated with high levels of motivation and a positive military environment (Özlen & Zukic, 2013). Furthermore, positive leader behaviour has a positive influence on military retention (Randall, 2006). Lis (2015) states that PL is incorporated in U.S. Army doctrines on leadership, which mention the role of leaders in building a positive organisational climate, listening actively and sharing mental models. While the PL dimensions that involve constructive feedback and the manifestation of meaning through virtuousness are not explored in depth, the author emphasises that the latter is an inherent feature of all militaries. Therefore, as the AAFF are a values-based culture (military service requires sacrifice, loyalty and a sense of duty), the manifestation of meaning may be inherent to military service (DiRenzoet al., 2021).

2.2. Quality of Work Life

QWL is a multidimensional concept that incorporates crucial elements for employee well-being and effectiveness (Giahi et al., 2021). Sirgy et al. (2001) define QWL as "employee satisfaction with a variety of needs through resources, activities, and outcomes stemming from participation in the workplace" (p. 242). According to Chiavenato (1999), QWL is the degree to which an organisation's employees are able to meet their personal and professional needs through their work. This includes the need for social interaction, recognition, health and safety, well-being, adequate wages, the opportunity to develop skills, and work-life balance (Sinval et al., 2020). Implementing effective strategies that improve the work environment and employee performance in different contexts require a multifaceted understanding of QWL (Sirgy et al., 2001).

Studies on the importance of QWL in the military have found that it plays a crucial role, not only because it influences motivation and reduces stress (Amornpipat & Sorod, 2016), but also because it is associated with lower turnover rates (Nordmo et al., 2023; Wilcove et al., 2009) and higher levels of OC (Beloor et al., 2017; Hindelang et al., 2004), both of which are essential to accomplish missions and increase the longevity of military careers. A case study conducted by Giahi, Babaei and Mohammadian (2021) at the Military University of Iran found that QWL dimensions such as fair wages, growth opportunities, a safe working environment and fairness in the application of rules have a positive impact on employee performance. In military settings, QWL can be useful to identify and establish human resources policies and practices that address the unique challenges faced by the AAFF, such as employee retention.

As for the importance of leadership for QWL, studies have found that PL behaviours such as understanding, recognising the work and caring for the well-being of subordinates foster work environments with more QWL (Kara et al., 2018; Kim et al., 2021). Leadership has an impact on the QWL of military personnel because it influences motivation (Kiosi & Karyotakis, 2020). Therefore, the perception of PL and high QWL can make military careers more attractive and satisfying, helping to retain talent critical to military effectiveness and readiness.

2.3. Commitment

Organisational commitment is "a psychological state that (a) characterizes the employee's relationship with the organization, and (b) has implications for the decision to continue or discontinue membership in the organization" (Meyer & Allen, 1991, p.67). An employee's OC influences their well-being (see Meyer & Maltin, 2010), turnover intentions (Ramalho Luz et al., 2018; Tett & Meyer, 1993;) and performance (Allen & Meyer, 1996; Cooper-Hakim & Viswesvaran, 2005; Karrasch, 2003).

According to Meyer and Allen (1991), OC comprises three components: affective commitment (AC) (when employees have an emotional bond to the organisation and identify with it); normative commitment (NC) (when employees feel bound to stay with the organisation out of a sense of reciprocity); continuance commitment (CC) (when employees feel that they have more to lose more to gain by leaving the organisation and choose to stay out of necessity). The most advantageous type of commitment for organisations is AC (Meyer & Maltin, 2010).

However, in a study of a military sample, Fragoso et al. (2019) found positive correlations with the three types of OC and the "high-performance work system" resulting from the social exchanges between the individual and the organisation. Unlike previous studies, the authors found stronger relationships in normative commitment, followed by continuance commitment, with affective commitment coming in last. In other words, people commit to the military organisation not because they feel an emotional attachment, but because they feel the obligation to reciprocate the investment the organisation made in them. The study also found that military personnel tend to commit to the organization for lack of options to leave. On the other hand, Anderson et al. (2022) conducted a longitudinal study which attempted to understand how a sample of recruits from the Canadian AAFF developed their OC. The findings revealed that, at the end of basic training, recruits showed similar levels of the three types of commitment. However, as their length of service increases, they begin exhibiting higher levels of AC and NC.

In their study on the relationship between leadership and commitment, Charbonneau and Wood (2018) found that leader behaviours such as listening and setting high standards of performance foster AC in subordinates, and that when they perceive the decision-making process as fair, their levels of AC increase.

2.4. Silence

Silence is a deliberate choice to withhold ideas or concerns that could change the status quo (Detert & Edmondson, 2011). Occasionally, silence stops being an occasional event and becomes normal in an organisation (Perlow & Repenning, 2009). The phenomenon of employees withholding their opinions and concerns about organisational problems is called organisational silence (Morrison & Milliken, 2000). While silence can be constructive in organisations that would struggle to survive if their employees constantly expressed their opinions (Milliken & Morrison, 2003), studies have shown that silence decreases learning

(Milliken & Lam, 2009), makes the decision-making process less effective and leads to lower levels of job satisfaction (Morrison, 2014).

Silence is a multidimensional concept that is usually studied by analysing people's motives for not speaking. These three types of silence are accepted by most authors: acquiescent silence (AS); quiescent silence; and pro-social silence (Knoll & Dick, 2013). AS is motivated by employees' perceptions that their ideas or opinions will not be appreciated (Morrison & Milliken, 2000). Quiescent or defensive silence (DS) occurs when employees do not speak because they believe it is their best strategy to protect themselves because they fear the consequences of speaking up (Pinder & Harlos, 2001). The concept of pro-social silence was introduced by Van Dyne et al, 2003, who defined it as "withholding work-related ideas, information or opinions with the goal of benefiting other people or the organisation based on altruism or cooperative motives". (p.1368)

Military researchers agree that there is a culture of silence in the AAFF (Alvinius & Holmberg, 2019; Pinder & Harlos, 2001). Pinder and Harlos (2001) proposed a model to explain military turnover in the Canadian AAFF. The authors describe quiescent and acquiescent silence as a continuous process that leads to military turnover. Petrovic et al. (2018) found that only a minority of military personnel break the silence and that withdrawal from the organisation and silence are a way of dealing with a dissatisfying work life.

Leaders are important for overcoming silence in organisations (Zill et al., 2020). Positive leadership styles have a negative relationship with employee silence. Kinsey (2010) and Frommer (2021) suggest that authentic leadership creates a positive environment that encourages open communication and decreases silence. Other studies found that authoritarian leadership increases subordinate silence because authoritarian leaders make unilateral decisions, centralise authority in themselves and feel the need to show dominance over subordinates, which prevents them from sharing ideas and opinions (Duan et al., 2017). Coakley (2021) and Duan et al. (2017) found that toxic and authoritarian leadership, respectively, lead to employee silence, confirming the importance of positive leadership in the communication dynamics of organisations. Therefore, PL styles should help reduce employee silence by fostering open communication, an environment of trust and a culture of learning.

Regarding the mediating role of silence, Saqib and Arif (2017) found that silence mediates the relationship between toxic leadership and organisational performance and Parlar et al. (2022) confirmed that silence mediates the relationship between authoritarian leadership and OC. That is, authoritarian leadership behaviours decrease OC by increasing silence among subordinates. Bormann and Rowold (2016) confirmed that silence mediates the relationship between ethical leadership and OC. When subordinates experience negative consequences for expressing ideas opposed to their leaders, they understand that speaking out has a cost and choose not to contribute any more ideas (remain silent), consequently feeling less connected to the organisation. On the other hand, positive practices by leaders may make subordinates feel more confident about expressing themselves, thus increasing their feelings of loyalty and dedication to the organisation (commitment). This phenomenon can be

explained by social exchange theory (Homans, 1974), which asserts that social relationships are maintained and strengthened when people find the exchange of activity (tangible or intangible) rewarding. OC increases when employees feel that their contributions are valued and that they have an active role in the outcomes. OC is strengthened through exchange relationships which are perceived as fair and mutually beneficial. However, if subordinates feel that they cannot express themselves or that their ideas are not valued, they may feel less loyalty and commitment to the organisation.

2.5. Voice Climate

Voice represents the intentional expression of ideas or concerns that constructively challenge the status quo (Van Dyne & Lepine, 1998). According to Morrison (2014), voice is the "informal and discretionary communication by an employee of ideas, suggestions, concerns, information about problems, or opinions about work-related issues to persons who might be able to take appropriate action, with the intent to bring about improvement or change" (p.172). Employee voice enables organisations to learn more from their mistakes and weaknesses (Bai et al., 2017).

VC is the shared perception by a group of employees that they are encouraged to engage in voice behaviours (Frazier & Bowler, 2015). This perception is influenced by a number of factors, including direct supervisors (Brykman & Brykman, 2018), the relationships between team members (Duan et al., 2019) and the multidimensional components of VC, such as encouragement, safety and efficacy (Ditchburn & Hames, 2014). Organisations benefit from fostering a VC because it improves decision-making efficacy and organisational learning (Budd, 2014; Morrison & Milliken, 2000).

However, VC goes beyond employees' willingness to express themselves; leaders must actively foster and encourage a VC (Bai et al., 2017; Zeng & Xu, 2020). A study by Duan et al. (2019) found that the relationship between leadership and decision-making efficacy is mediated by VC. According to the authors, leaders should consider the different ways that they can encourage and support voice behaviours in their work teams to foster a VC. Leadership behaviours have an impact on employee's perception that they can communicate honestly and openly (Detert & Burris, 2007). According to Walumbwa et al. (2012), VC explains the significance of the relationship between ethical leadership and group performance. When leaders act in a fair and respectful manner and create opportunities for subordinates to express themselves, their teams feel safe and appreciated, which encourages them to give their opinions and suggestions on various issues, especially critical ones. This sharing of ideas and suggestions for improvements boosts team performance.

Several studies have shown that VC acts as a mediating variable that explains the relationship between leadership and positive outcomes. Chen and Hou (2016) found that voice mediates the relationship between ethical leadership and employee creativity. Morrison (2011) states that when leaders encourage active participation and open communication, they cultivate a positive VC and increase employees' OC. This type of OC is characterised by a

strong belief in the organisation's goals and values and the desire to invest extra effort and remain in the organisation. Leadership is about more than the leader's role of influencing performance. It also involves creating a safe space for people to express themselves freely. When subordinates feel that their opinions and ideas have power and are well received by their leaders, they develop feelings of AC (Ditchburn & Hames, 2014; Farndale et al., 2011; Vakola & Bouradas, 2005).

Therefore, PL should influence VC by creating a safe environment where opinions and ideas are valued, by promoting relationships of trust and by managing constructive feedback. Furthermore, the healthy communication that is enabled by a VC created by leaders strengthens the emotional bond between military personnel and the military organisation (AC) and reinforces military values, increasing their sense of obligation to remain in the AAFF (NC).

3. Methodology

The study uses a hypothetical-deductive method to analyse how PL influences QWL and commitment in the AAFF. The research model (Figure 1; Appendix A - dimensions and indicators for each variable) and the research hypotheses are based on the principles of positive psychology in the workplace and Social Exchange Theory (Holmans, 1974) and a quantitative strategy was used to analyse data collected by questionnaire

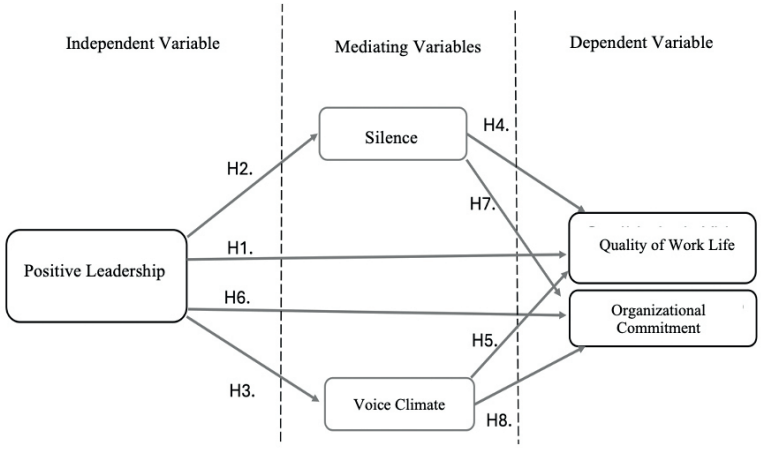

Figure 1 – Hypothetical Model

– **H1**. PL is positively correlated with QWL.
– **H2**. PL is negatively correlated with Silence.
– **H3**. PL is positively related to VC.
– **H4**. Silence mediates the relationship between PL and QWL.
– **H5**. VC mediates the relationship between PL and QWL.
– **H6**. PL is positively correlated with OC.
– **H7**. Silence mediates the relationship between PL and OC.
– **H8**. VC mediates the relationship between PL and OC.

3.1. Participants and procedures.

The research sample consisted of Army and Air Force military personnel. The Navy Personnel Superintendent did not authorise the delivery of the questionnaire to Navy personnel. A non-probabilistic convenience sample was used (Hill & Hill, 2005). since the link to the questionnaire was sent to institutional emails, via the branches' public relations offices. This option may explain why the number of privates responding was much lower than the number of Sergeants and Officers responding, since email is a work tool used more by the latter two and less by privates..

The sample comprised 460 participants: 304 from the Army (271 male, 30 female, two non-binary and one who preferred not to disclose that information); and 156 from the Air Force (117 male, 38 female and one who preferred not to disclose that information) (Figure 2).

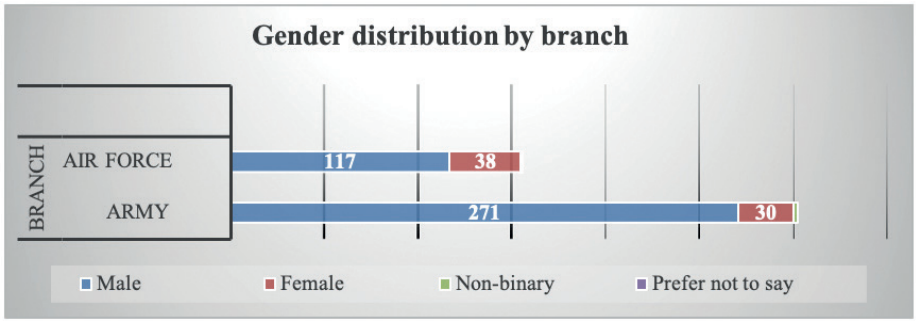

Figure 2 – Gender distribution by branch of the Armed Forces

The 304 participants from the Army include 185 officers, 115 sergeants and four privates. The 156 participants from the Air Force include 72 officers, 78 sergeants and six privates (Figure 3).

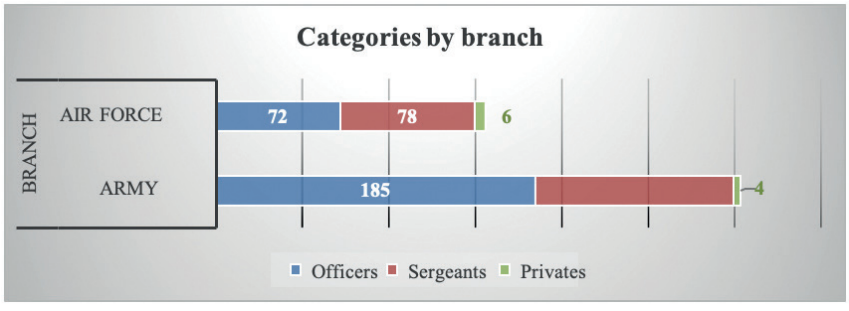

Figure 3 – Categories by branch of the AAFF

The respondents are between 20 and 64 years of age. The age distribution of the 455 participants was the following: 56 (12%) are under 30 years old; 151 (33%) are between 31 and 40 years old; and 248 (55%) are between 41 and 65 years old (Figure 4). Five respondents chose not to disclose this information.

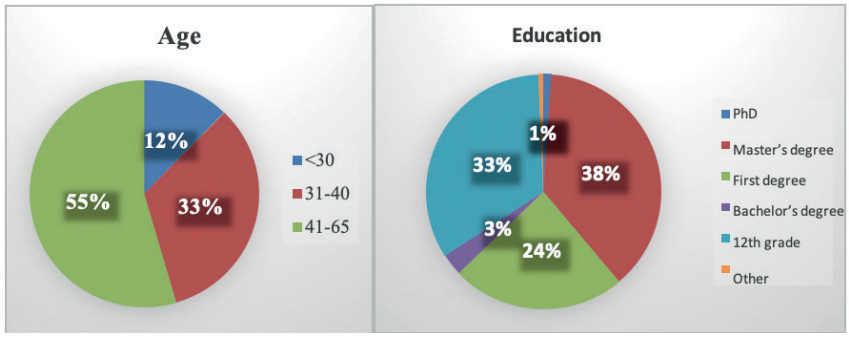

Figure 4 – Age and education

Regarding education (Figure 4), five (1%) respondents hold a PhD, 174 (38%) hold a master's degree, 110 (24%) have a first degree, 14 (3%) have a bachelor's degree, 154 (33%) have completed their secondary education and three (1%) have another academic degree.

The survey sample included 426 career personnel and 31 contract personnel. The participants have between 1 and 46 years of military service (the mode is 20 years of service).

The questionnaire was sent to all Army and Air Force personnel by institutional email. However, not all service members had the same opportunity to answer the survey because only those who had access to email, or use email to perform their duties, had access to the questionnaire. The Positive Leadership Assessment Scale questionnaire by Cameron (2012) has not been adapted to the Portuguese military context. Therefore, its metrological properties will be analysed. The questionnaire was delivered using Qualtricsxm and accessed through a link. First, the participants were asked for informed consent to use the data. The respondents who did not consent were automatically redirected to the end of the questionnaire. To respect the participants' right to not comment on the issues addressed in the questionnaire, the survey did not have mandatory responses, except for the initial consent form. The data was only available to the principal investigator and the supervisor.

3.2. Data collection instruments

PL was measured using the Positive Leadership Assessment Scale proposed by Cameron (2012). The scale was translated and adapted to the Portuguese context: after a translator translated the items from English to Portuguese, a second translator performed a reverse translation from Portuguese into English. Both translators discussed the differences between the original version and the translation. The survey content was reviewed by experts who helped adapt the items to the military context. The two experts are bilingual, hold a PhD, have professional experience in the field of emotions and leadership and served in military units for more than 10 years. They assessed the relevance, clarity and representativeness of each item in relation to the content addressed and its relationship to the military context. The scale was also applied to 12 Army and Air Force soldiers from the three categories, and their comments were incorporated into the items. The measure includes 25 items scored on a

Likert-type scale (1 – never to 7 – always). Ratings of 1 to 3 are considered negative responses, 4 is the midpoint, and ratings of 5 to 7 are considered positive responses.

Commitment was measured using Allen and Meyer's (1990) OC Scale, which Nascimento, Lopes and Salgueiro (2008) validated for the Portuguese language. The measure is a self-report instrument with 16 items scored on a Likert-type scale (1 – Totally disagree to 7 – Totally agree). Examples of items include: "the Armed Forces deserve my loyalty" (NC); "I would be very happy to spend the rest of my career with the Armed Forces" (AC); and "I feel that I have too few options to consider leaving the Armed Forces" (CC).

QWL was measured using the Quality of Work Life Scale (QWLS) developed by Sirgy et al. (2001). The measure is a self-report instrument with 13 items scored on a Likert-type scale (1 – Very False to 7 – Very True). The scale assesses seven needs: health and safety needs (that is, work-related benefits, safety at work, preventive health care measures); economic and family needs (including salary, job security and other family needs); social needs (interactions at work and leisure time away from work); esteem needs (recognition and appreciation for one's work within and outside the organisation); actualisation needs (realisation of one's potential within the organisation and as a professional); knowledge needs (learning how to improve job and professional skills); and creativity needs (creativity at work and personal creativity).

Silence was measured by using the 6 items representing Acquiescent and Defensive (quiescent) Silence in the scale proposed by Knoll and Dick (2013), scored on a Likert-type scale (1 – Never to 7 – Very often). Examples of AS items include: "I remain silent because I will not find a sympathetic ear anyway". Examples of DS items include: "I remained silent because of fear of negative consequences".

VC was measured using the 3-item scale proposed by Morrison, Wheeler-Smith and Kamdar (2011), scored on a Likert-type scale (1 – Never to 7 – Very often). Examples of items include: "The people who work in the Armed Forces are open to new ideas and suggestions". The final version of the questionnaire was sent to three service members from each branch of the AAFF, from all three categories (privates, sergeants and officers), and their feedback was used to reformulate the items. Appendix A – Analytical Framework contains the final items of the scales.

3.3. Data processing techniques

The data were processed using SPSS (Statistical Package for the Social Sciences) and Process. Missing values were processed by removing the participants who did not answer the questions in the PL scale. The remaining missing values were handled using pairwise deletion (a procedure in which cases that contain unanswered items are excluded from the analysis). After the procedure, the sample went from 744 cases to 460 cases.

In the exploratory factor analysis (EFA) performed on the PL scale (Appendix B), the Kaiser-Meyer-Olkin was 0.971 and Bartlett's test of sphericity was statistically significant ($0.000 < 0.05$). Two factors were extracted from the EFA and the average variance extracted was 68.285% (>50%), which means that the EFA was satisfactory and the results met the requirements.

However, the components obtained in the analysis did not replicate the theoretical model components, resulting in two dimensions, PL and Negative Leadership (NL). Appendix C contains the items of the new PL factors adapted to military contexts.

Regarding internal consistency (Appendix B), all constructs had values above 0.8, which is considered good (Pestana & Gameiro, 2014). The normality of data was assessed using a Kolmogorov-Smirnov test and the hypothesis of normality was rejected ($p<0.05$). However, according to the Central Limit Theorem, when a sample is sufficiently large ($n>50$) and is not very asymmetrical (close to 0), the distribution of the sample means tends to be close to a normal distribution (Curto, 2019). Therefore, the normality of data was accepted and parametric tests were used.

4. Presentation and discussion of findings

4.1. Positive Leadership in the AAFF

This subchapter contains the descriptive analysis of the independent variable used to characterise PL (and compare it to the new NL dimension) in military settings.

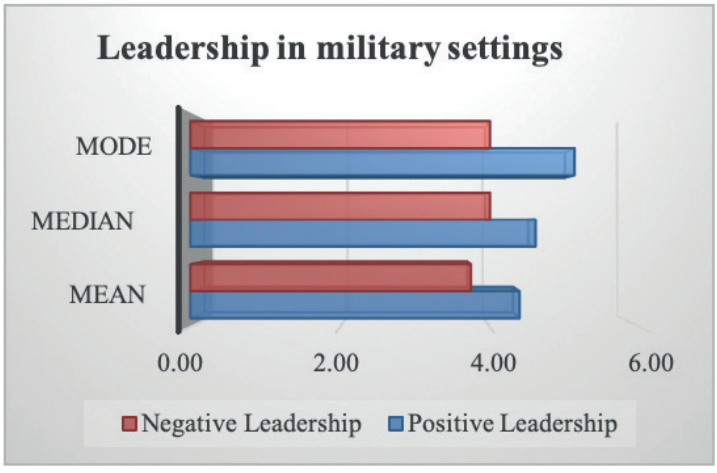

Figure 5 – Leadership Mean, Mode and Median

PL frequency values range from 1 to 7. The mean score is 4.40, the median is 4.61 and the mode is 5.13 (Figure 5). Figure 6 shows a (negative) skewness to the right[3], which confirms the mean<median<mode results (Figure 5). The skewness value is -0.476 (Table 1), which is within the range of -1.96 and +1.96 (Pestana & Gameiro, 2014), indicating that the distribution is not strongly skewed, even though data normality was not observed (z-score -4.07[4]). This means that most participants recognise PL behaviours in their leaders. Most responses are within the positive range of the Likert scale (above 4).

[3] Longer bars in the higher values of the Likert scale and a long tail to the left.
[4] Due to the difference between the skewness value and the standard error.

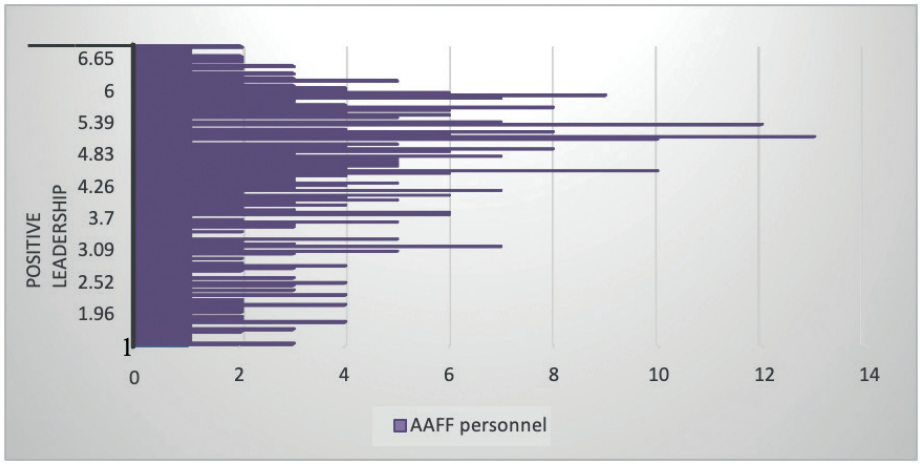

Figure 6 – Positive Leadership

About kurtosis, the negative value (Table 1) indicates a platykurtic distribution. That is, the data are less clustered around the central and extreme values. This may indicate that there is no clear trend (consensus) regarding the PL behaviours of respondents' direct supervisors.

Table 1 – Skewness and kurtosis values for Positive Leadership

Skewness	-.476
Standard error of skewness	0.117
Kurtosis	-.558
Standard error of kurtosis	0.234

The negative leadership frequency values range from 1 to 7. The average score is 3.75, the median and mode scores are 4 (Figure 5). These values are lower than the PL scores, and, as Figure 7 shows, the perception of negative leadership behaviours is more pronounced in values below 4 (46.4% of responses). In other words, leaders rarely or never behave negatively towards subordinates. However, a relatively high number of respondents (19.9%) perceive negative leadership behaviours occasionally (a score of 4 on the Likert scale) and a third of respondents (34.3%) have negative perceptions about their supervisors (scores of 5 to 7 on the Likert scale).

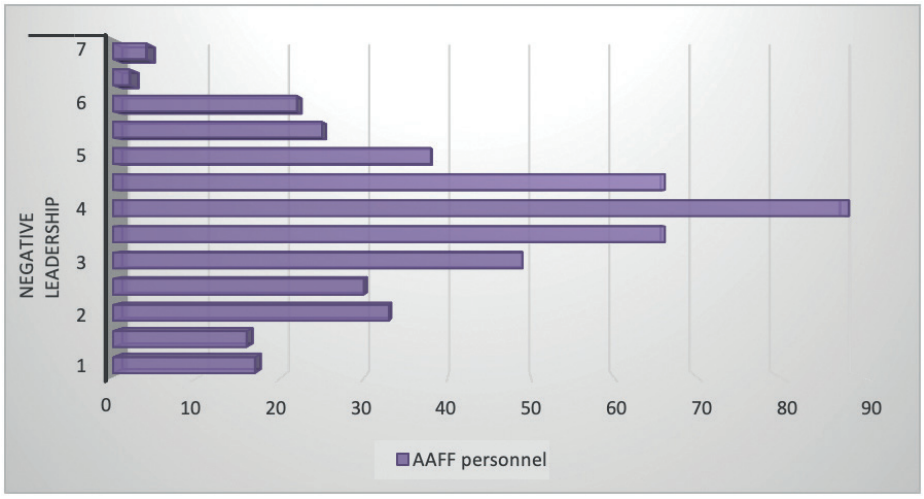

Figure 7 – Negative Leadership

The skewness is positive, which indicates that the tail is longer toward the higher range of the scale. However, the skewness value is close to zero, which suggests that the distribution is approximately symmetric. This is confirmed by the median=mode values (Figure 5)[5]. The z-score value of -1.13 (<2) also indicates that the distribution is not significantly skewed.

About kurtosis, the negative value indicates that the data has a platykurtic distribution, which means that extreme values are less likely to occur.

Table 2 – Skewness and kurtosis values for Negative Leadership

Skewness	0.129
Standard error of skewness	0.114
Kurtosis	-.253
Standard error of kurtosis	0.228

4.2. Hypothesis testing

Multivariate statistical tests were used to test the hypotheses that posit direct relationships (H1, H2, H3, H5). In this case, a Simple Linear Regression (SLR) was performed. Appendix C shows whether the SLR assumptions[6] are confirmed. The hypotheses that posit indirect relationships (H4 and H6) were tested using the Hayes Process Macro model 4.

The results of the SLR between PL and QWL (Table 3) indicate that PL predicts QWL ($F(1.424)=95.91$, $p<0.001$; $R2=0.184$). The relationship between PL and QWL is statistically significant ($p<0.001$), the F value is 95.910 with a degree of freedom of 1 in the numerator and

[5] When there is symmetry, the mean=median=mode.
[6] Assumptions: Independent Values; Linearity; Autocorrelation of Residuals; Homoscedasticity; Absence of Outliers (Pestana & Gameiro, 2014).

of 424 in the denominator. This suggests that the probability of obtaining the same result if the PL predictor variable was not associated with QWL is less than 0.1%. Therefore, the null hypothesis that PL has no effect on QWL can be rejected. The coefficient of determination (R^2) is 0.184, which indicates that 18.4% of the variability in QWL can be explained by the PL variable.

Table 3 – ANOVA (PL and QWL)

	Model	Sum of Squares	df	Medium square	F	Sig.
	Regression	98.222	1	98.222	95.91	<.001[b]
1	**Residual**	434.219	424	1.024		
	Total	532.44	425			

a. Dependent variable: QWL
b. Predictors: (Constant), PL

That is, the results of the SLR suggest that there is a significant relationship between PL and QWL, and that PL is a statistically significant predictor of the QWL of respondents, which confirms **H1**. However, 81.6% of the QWL variability is not explained by PL and can be attributed to other variables not included in this model, or to random variation.

The results of the SLR between PL and silence indicate that PL is related to AS (Table 4) ($F(1.422) = 26.054$, $p<0.001$). The R^2 for AS is 0.058, which means that 0.58% of the variation in AS can be explained by PL. A Pearson's correlation value of -0.241 ($p<0.001$) indicates a "weak" negative correlation (Cohen, et al., 2003) between PL and AS, which means that as PL increases, silence tends to decrease. A $p<0.001$ shows that the relationship is statistically significant.

Table 4 – ANOVA (PL and AS)

	Model	Sum of Squares	df	Medium square	F	Sig.
	Regression	73.00321744	1	73.00321744	26.054	<.001[b]
1	**Residual**	1182.454854	422	2.80202572		
	Total	1255.458071	423			

a. Dependent variable: Aq_Sil
b. Predictors: (Constant), PL

The SLR also indicates that PL is related to DS (Table 5) ($F(1.423) = 11, 238$, $p<0.001$). In terms of statistical significance, the results are similar to those obtained for AS. However, the R^2 is 0.026, implying that only 0.26% (a value very close to zero) of the variation in DS can be attributed to PL. The Pearson's correlation value of -0.161 ($p<0.001$) is lower than the value obtained for AS, but it still indicates that DS tends to decrease as PL increases. The statistical significance of the correlation ($p<0.001$) also suggests an association, rather than a causal relationship.

Table 5 – ANOVA (PL and QS)

	Model	Sum of Squares	df	Medium square	F	Sig.
	Regression	33.488366	1	33.488366	11.238	<.001[b]
1	**Residual**	1260.484444	423	2.979868663		
	Total	1293.97281	424			

a. Dependent variable: Qu_Sil
b. Predictors: (Constant), PL

Even though both results for the silence variable are statistically significant, the relationship is weak. Therefore, even though PL has a negative relationship with silence, there may be other factors that influence respondents' decision to remain silent. This means that while PL is a predictive factor, it is not the only antecedent of silence in the AAFF. The results confirm **H2**: there is a negative correlation between PL and silence in the AAFF, but more studies are needed to fully understand this relationship.

The results of the SLR between PL and VC (Table 6) indicate that PL is related to VC ($F(1.431) = 62.728$, $p<0.001$) and that the relationship is statistically significant. An R^2 of 0.127 shows that approximately 12.7% of the variability in VC can be explained by PL. The Pearson's correlation of 0.356 ($p<0.001$) indicates a moderate positive correlation (Cohen, et al., 2003), suggesting that, as PL increases, VC also tends to improve. The statistical significance ($p<0.001$) also suggests that the relationship between the two variables is reliable.

Table 6 – ANOVA (PL and VC)

	Model	Sum of Squares	df	Medium square	F	Sig.
	Regression	106.83558	1	106.83558	62.728	<.001[b]
1	**Residual**	734.0594675	431	1.703154217		
	Total	840.8950475				

a. Dependent variable: Voice
b. Predictors: (Constant), PL

The results confirm **H3**: LP is positively related to VC. The positive leadership behaviours perceived by subordinates are associated with an environment that is open to communication and the sharing of ideas. However, 87.3% of the variance in VC is not explained by PL, which suggests the influence of other factors or variables.

Regarding the parallel mediation model[7] of the relationship between PL and QWL (Figure 8), PL negatively predicts DS (β=-0.1953, p=0.0018), but the relationship between DS and QWL is not statistically significant (β=-0.0193, p=0.5400). PL negatively predicts AS (β=-

[7] Model 4 is tested with three mediating variables at the same time: DS, AS and VC.

0.3038, p<0.00) and AS negatively predicts QWL (β=-0.0857, p=0.01). PL positively predicts VC (β=0.3815, p<0.0001) and VC positively predicts QWL (β=0.2838, p<0.00).

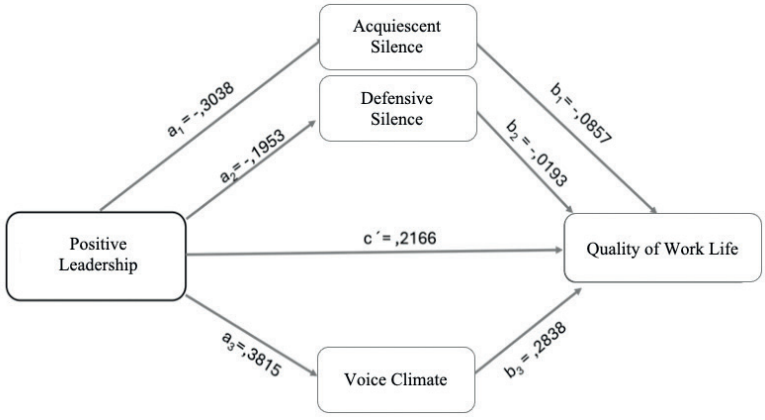

Figure 8 – Model of the relationship between PL and QWL, with mediation

Table 7 shows the results of the model's direct and indirect effects. The total relationship between PL and QWL is significant (β=0.3547, p<0.00), as is the direct relationship (β=0.2166, p<0.00). The total indirect effect of PL on QWL through the mediators is significant (effect=0.1381, BootLLCI=0.0982, BootULCI=0.1795). DS does not show a statistically significant indirect effect[8]. AS and VC are considered mediating variables, but VC has a higher indirect effect compared to the other variables (effect=0.1083, BootLLCI=0.0748, BootULCI=0.1441).

Table 7 – Summary of the Mediation Model with QWL

Total Effect	Direct Effect	Indirect Effect	Relationship	Indirect Effect	Confidence interval		Decision
					BootLLCI	BootULCI	
0.3547	0.2166 p=0.00	0.1381	PL – QS – QWL	0.0038	-0.010	0.018	Rejected mediator
			PL – AS – QWL	0.0260	0.004	0.054	Partial mediation
			PL – VC – QWL	0.1083	0.075	0.1441	Partial mediation

These results show that AS mediates the relationship between PL and QWL, but that DS is not a mediating variable, partially confirming **H4**. VC mediates the relationship between PL and QWL, which confirms **H5**. However, the direct effect between PL and QWL is also statistically significant, which means that AS and VC only partially mediate the relationship

[8] The significance is determined by the presence of the null value in the interval between BootLLCI and BootULCI. If the interval includes the null value, the result is not statistically significant.

between the dependent variable QWL and the independent variable P (complementary mediation[9]). The R2 values indicate that the mediator model explains a total of 34.34% of the variance in QWL, while PL explains 18.41% of the variance. This means that when the mediators (AS and VC) are included, they explain the variance in QWL in a significant way, which PL alone does not.

The results of the SLR between PL and OC (Table 8) indicate that PL predicts NC ($F(1.426)=9.984$, $p<0.001$; $R2 = 0.045$) and AC ($F(1.430) = 30.307$, $p<0.001$; $R2 = 0.066$). An R^2 of 0.045 indicates that PL explains 0.4% of the variability in NC and an R^2 of 0.066 indicates that PL explains 0.6% of the variability in AC. Furthermore, the Pearson correlation value between PL and NC is 0.212 ($p<0.001$), indicating a positive, albeit weak, correlation. The Pearson correlation value of 0.257 ($p<0.001$) confirms the positive relationship between PL and AC.

Table 8 – ANOVA (PL and OC)

	Model	Sum of Squares	df	Medium square	F	Sig.
	Regression	41.19122942	1	41.19122942	19.98426593	<.001[b]
1	**Residual**	878.0639627	426	2.061183011		
	Total	919.2551921	427			

a. Dependent variable: OC_Norm
b. Predictors: (Constant), PL

	Model	Sum of Squares	df	Medium square	F	Sig.
	Regression	47.05758512	1	47.05758512	30.30667783	<.001[b]
1	**Residual**	667.6667667	430	1.552713411		
	Total	714.7243519	431			

a. Dependent variable: OC_Af
b. Predictors: (Constant), PL

However, a linear relationship[10] between PL and CC was not found (Appendix C —). The relationship was tested using Spearman's correlation coefficient. The value obtained was 0.049, p=0.310, which is not sufficient to reject the null hypothesis. The results partially confirm **H6**: PL is positively correlated with OC because there is a positive correlation between PL and NC and PL and AC. The hypothesis is not confirmed for CC, as the results do not indicate a statistically significant relationship. This means that PL increases NC and AC among participants, but there is not enough evidence to state that it influences CC. That is, while PL may foster feelings of obligation and affection that strengthen service members' commitment to the AAFF, it does not appear to have a significant effect on how they assess the costs and benefits of staying in the AAFF.

[9] a+b+c' is positive, therefore the relationship is complementary (Hayes, 2018).
[10] When an assumption is not met, the SLR cannot be performed.

The parallel mediation model of the relationship between PL and OC was tested in three models, one for each type of OC. The values obtained for the relationship between PL and the mediating variables are similar to those of the mediation model for the relationship between PL and QWL.

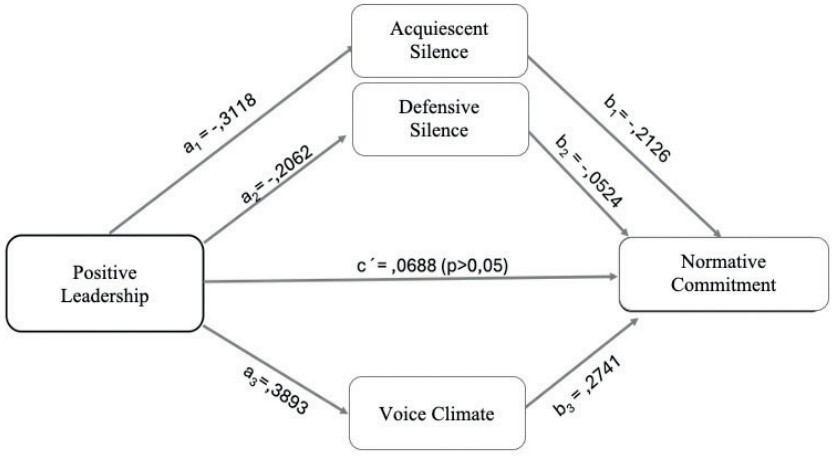

Figure 9 – Model of the relationship between PL and NC, with mediation

The results of the NC model (Figure 9) show that PL does not have a direct effect on NC β=0.0688, *p*=0.1878). However, the total effect of PL on NC is significant (β=0.2310, *p*<0.0001, R^2=0.455%). As for the relationship between the mediators and NC: AS negatively predicts NC (β=-0.2126, *p*<0.0001); however, DS does not significantly predict NC (β=0.0524, *p*=0.2529), that is, it is not a mediating variable in this model; VC positively predicts NC (β=0.2741, *p*<0.0001).

As Table 9 shows, the indirect effect of PL on NC through AS and VC is significant (effect=0.0663, BootLLCI=0.0292, BootULCI=0.1118; effect=0.1067, BootLLCI=0.0610, BootULCI=0.1563, respectively).

Table 9 – Summary of the Mediation Model with NC

Total Effect	Direct Effect	Indirect Effect	Relationship	Indirect Effect	Confidence interval		Decision
					BootLLCI	BootULCI	
0.231	0.0688 p=0.19	0.1622	PL – QS – NC.	-0.0108	-0.0322	0.0069	Rejected mediator
			PL – AS – NC.	0.0663	0.0292	0.1118	Full mediation
			PL – **VC** – NC	0.1067	0.0610	0.1563	Full mediation

As the direct effect of PL on NC is not statistically significant but the total effect has statistically significant values, the parallel mediating effect of AS and VC is total. That is, PL influences NC exclusively through its effect on AS and VC. The R2 values indicate that the mediating model explains a total of 18.57% of the variance in NC. Given the full mediation

effect, the R2 value of the model is especially relevant, as it suggests that approximately one fifth of NC can be explained by PL and the mediators.

In the AC model (Figure 10), the results indicate that there is a significant direct and total effect between PL and AC (β=0.0995, *p*=0.0261; β=0.2456, *p*=0.000). As for the relationships between the mediators and AC: AS negatively predicts AC (β=-0.0909, *p*=0.0369); however, DS does not significantly predict CA (β=-0.0347, *p*=0.3821), that is, it is not a mediating variable in this model; VC positively predicts AC (β=0.2932, *p*<0.0001).

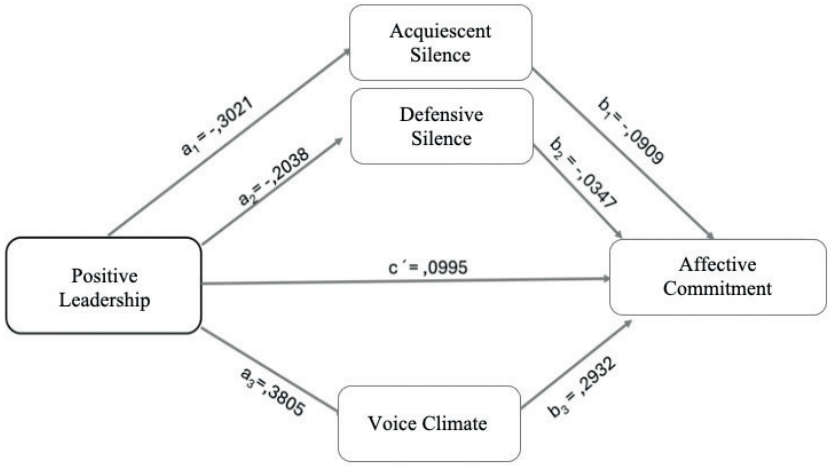

Figure 10 – Model of the relationship between PL and AC, with mediation

As Table 10 shows, the indirect effect of PL on AC through AS is significant, but weak (effect=0.0275, BootLLCI=0.0002, BootULCI=0.0609). This suggests that AS partially transmits the influence of PL on AC. As the indirect effect of PL on AC through VC is higher (effect=0.1116, BootLLCI=0.0719, BootULCI=0.1568), VC is a stronger mediator.

Table 10 – Summary of the Mediation Model with AC

Total Effect	Direct Effect	Indirect Effect	Relationship	Indirect Effect	Confidence interval		Decision
					BootLLCI	BootULCI	
0.2456	0.0995 p=0.026	0.1461	PL – QS – AC.	0.0071	-0.0096	0.0266	Rejected mediator
			PL – AS – AC.	0.0275	0.0002	0.0609	Partial mediation
			PL – VC – AC	0.1116	0.0719	0.1568	Partial mediation

PL influences AC directly and through VC and, to a lesser degree, AS. The fact that there is a significant, if modest, direct effect between PL and AC suggests that, in addition to mediation, PL has its own effect on employees' AC. That is, the partial mediation is complementary. According to the R^2 results, the mediator model explains 20.68% of the variation in AC, which

is higher than the R^2 of the model that only includes the effect of PL (0.677%). This shows that the introduction of the mediators enriches the AC explanatory model.

On the other hand, the results of the CC model show that the direct relationship between PL and CC is not significant (β=0.0895, *p*=0.0941). The total effect of PL on CC is also not significant (β=0.0708, *p*=0.1565). This means that PL alone does not explain the variation in CC. The model suggests that PL does not have a significant indirect effect on CC through the mediators DS, AS and VC[11] (total effect=-0.0187). Therefore, unlike the previous models, which revealed statistically significant indirect effects for NC and AC, the results of the CC model do not confirm **H7** and **H8**. As shown above, the results partially confirm **H7** and **H8**.

4.3. Discussion of findings

The findings show that there is a positive relationship between PL and QWL. These results are consistent with the literature (Kara et al., 2018; Kim et al., 2021). According to a study by Sutiyatno (2021), when leaders can foster a healthy communication environment, their subordinates' perception of QWL increases, which improves their job satisfaction and motivation. Vuong et al. (2019) also found that positive leadership styles increase employees' QWL, and that leaders should understand the needs of subordinates and adapt their leadership behaviours accordingly. PL fosters an environment where service members have their needs met. Military leaders who are able to establish relationships of trust, be optimistic (Mishra & Mishra, 2012) and ethical, focus on subordinates' strengths and value their input (Cameron, 2012) contribute to the perception that the AAFF are a positive environment in terms of health, safety, well-being and work-life balance. The perception of PL can make military careers more attractive and satisfying, helping to retain talent, which is a critical gap in the AAFF.

Furthermore, several studies in military settings (Amornpipat & Sorod, 2016; Giahi et al., 2021) have shown that QWL is not only important for employee well-being, but also significantly improves performance and motivation, reduces stress, decreases turnover and increases OC. These are essential factors for military success. Therefore, fostering PL may be an effective strategy not only for improving individual well-being, but also for boosting performance and long-term sustainability, especially in demanding environments such as the military.

On the other hand, the findings show that the relationship between PL and QWL increases as VC increases and AS decreases. By promoting open communication, valuing constructive feedback and fostering an environment of trust, military leaders have a positive influence on the QWL of military personnel. AS is a response to an environment where opinions are not valued, hindering the learning and decision-making processes, it is therefore considered essential that leaders in the military context develop active listening skills and a learning culture, where soldiers feel that their opinions are valued and that mistakes are opportunities

[11] The BootLLCI and BootULCI interval includes the null value.

for improvement. Therefore, a positive VC fostered by leadership practices may improve decision-making efficacy and institutional learning in the AAFF.

These findings are in line with the definition of PL, which asserts that leading means creating an environment where every member's contribution is valued and where positive and negative experiences are seen as valuable opportunities for learning and growth. The answer to SQ1 is that PL has a positive relationship with QWL, both direct and indirect. The mediated relationship is stronger than the direct relationship, that is, military leaders who use positive communication strategies improve their subordinates' perception of QWL by increasing VC and decreasing AS.

As for the relationship between PL and OC, a positive relationship was observed with NC and AC, which is in line with previous studies (Albrecht & Andreetta, 2011; Avolio et al., 2004; Charbonneau & Wood, 2018). A study by Karrasch (2003) conducted on a sample of Army captains attending an extended course on peer leadership found that AC and, to a lesser degree, NC, were positively related to the leader's behaviour. Furthermore, a study by Hermawati et al. (2021) analysed a sample of PoAF soldiers and found that leadership and organisational climate explained 76.9% of the variance in OC.

When military leadership is based on relationships of trust, optimism and ethical orientation, it has the effect of increasing service members' emotional attachment, sense of duty and loyalty to the AAFF. However, the lack of a statistically significant relationship between PL and CC suggests that PL may not have an influence on the decision to stay in the AAFF if that decision is based on a calculation of costs and benefits. This indicates that PL may increase the commitment dimensions that involve emotions and social norms, but that it does not influence decisions that are guided by practical and calculating considerations.

In the parallel mediation model, PL had a significant direct effect on AC, but not on NC, while the total effects were significant. The effects of the influence of PL on AC and NC were more pronounced when AS decreased and VC increased. These findings are consistent with the literature (Bormann & Rowold, 2016; Parlar et al., 2022).

The results indicate that AS negatively predicts NC and AC, which suggests that when service members feel that their opinions are not valued, their emotional attachment and sense of duty to the organisation decreases. On the other hand, a positive VC is related to an increase in NC and AC, that is, when subordinates feel that their voices are encouraged and valued, they feel a greater sense of belonging (AC) and loyalty (NC) to the AAFF.

The indirect effects of PL on NC through AS and VC are significant. This reinforces the assumption that PL influences NC mainly by fostering an environment with lower levels of silence and were speaking up is encouraged. This is in line with social exchange theory, which asserts that social relationships are strengthened by positive, rewarding interactions

The mediation models illustrate the complexity of the relationship between leadership, communication and OC. Therefore, PL is essential to foster a military environment where trusting relationships and effective communication help create a stronger emotional attachment and a sense of loyalty and duty to the AAFF, which in turn helps retain talent and

improves military efficacy. The answer to SQ2 is that PL has a direct influence on AC, but also influences AC and NC through its effect on AS and by promoting a healthy VC. While decreasing AS may remove barriers to commitment, encouraging expression may strengthen service members' bond to the AAFF, thereby increasing their NC and AC.

The R2 values were used to assess the influence of PL on QWL and OC. The direct effect of PL on the variability of QWL is 18.4%. However, the influence of PL on QWL increases when the model includes the mediating variables VC and AS, explaining 34.34% of the variance. The indirect effect of VC is significant, which means that it plays an important role in how PL influences service members' perceived QWL. The R2 value obtained for DS was low and had a non-significant indirect effect, which means that it is not a relevant variable in this model.

Regarding the direct effect of PL on the variability of NC and AC, the values were very close to zero (0.45% and 0.66%, respectively). However, the influence of PL on NC and AC increases when the mediating variables AS and VC are introduced. The NC and AC mediating models explain approximately 18.57% and 20.68% of the variance, respectively, which is significant when compared to the direct effect of PL alone.

The R^2 values of the three mediation models are considered acceptable, as they aim to explain human behaviour and, when compared to the direct effect of PL, indicate that the mediators add considerable explanatory power to the relationship between PL and the dependent variables. Therefore, the answer to the RQ – "How does PL influence the QWL and OC of military personnel, both directly and through the mediating role of Silence and VC?" – is that PL has a positive direct effect on the QWL and OC of AAFF personnel, but that this effect is relatively modest in terms of explaining variability. However, the influence of PL increases when the mediating role of AS and VC is accounted for, indicating that leadership practices that foster open communication and reduce the perception that subordinates' opinions are not valued may significantly increase QWL and OC. Therefore, in order to maximise the impact of leadership on improving QWL and OC, military leaders should not only be mindful of their actions, but also recognise how those actions influence the communication environment and the perception of support within the AAFF.

5. Conclusions

This study aimed to ascertain if PL would be applicable in the AAFF. As PL is a recent scientific construct (it was introduced by Kim Cameron in 2008), it has not been addressed in many studies in military settings. This study examines the possibility that PL practices could have a positive influence on QWL and OC in the AAFF, given the impact of these variables on increasing motivation, reducing stress, decreasing turnover and improving military success. A hypothetical model was proposed to identify direct and indirect effects through the mediating variables DS, AS and VC.

The findings confirmed the importance of PL in the AAFF and its influence on the QWL and OC of military personnel. PL has a statistically positive correlation with QWL, NC, AC and VC, and a negative correlation with silence. Approximately 34% of the variance in QWL through AS and VC is explained by PL, while the remaining 66% is explained by other variables not

included in the model. Approximately 20% of NC and AC is explained by PL through AS and VC. The remaining 80% is not explained by variables not included in the model.

This study's theoretical contributions consist of testing a model of PL which contains variables critical for organisational success. The findings showed that PL is applicable in military settings. In practical terms (an aspect that is particularly important in the AAFF) these findings suggest that maintaining and increasing QWL, NC and AC among service members, leaders should be able to cultivate an environment where voice is not only allowed, but actively encouraged. This may involve practices such as feedback meetings, brainstorming sessions and an open-door policy, so that service members feel that their contributions are heard and valued.

This study has two limitations: it was not possible to survey personnel from the three branches of the AAFF, nor was it possible to obtain a heterogeneous sample in terms of categories.

Future studies may include more variables, which should give the dependent variables more explanatory power, or explore the antecedents of silence. The main recommendation derived from this study would be to design a PL scale for military settings based on Kim Cameron's five-dimensional model.

References

Albrecht, S. L., & Andreetta, M. (2011). The influence of empowering leadership, empowerment and engagement on affective commitment and turnover intentions in community health service workers. *Leadership in Health Services, 24*(3), 228–237. https://doi.org/10.1108/17511871111151126

Amornpipat, I., & Sorod, B. O. (2016). The Study of Structural Relationships between Thai Authentic Leadership, Follower's Wellbeing and Innovative Work Behaviour in Thai Military Context. *NKRAFA Journal of Humanities and Social Sciences, 4*, 5-28.

Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 25*(8), 951-968.

Alvinius, A., & Holmberg, A. (2019). Silence-breaking butterfly effect: Resistance towards the military within #MeToo. *Gender, Work & Organization,* 1-16. https://doi.org/10.1111/gwao.12349

Bai, Y., Lin, L., & Liu, J. T. (2019). Leveraging the employee voice: A multi-level social learning perspective of ethical leadership. *The International Journal of Human Resource Management, 30*(12), 1869-1901.

Black, K. J., Britt, T. W., Zinzow, H. M., Pury, C. L., & Cheung, J. H. (2019). The role of social support in treatment seeking among soldiers. *Occupational Health Science, 3,* 337-361.

Blanch, J., Gil, F., Antino, M., & Rodríguez-Muñoz, A. (2016). Positive Leadership Models: Theoretical Framework and Research. *Papeles del psicólogo, 37*(3).

Beloor, V., Nanjundeswaraswamy, T. S., & Swamy, D. R. (2017). Employee commitment and quality of work life–A literature review. *The International Journal of Indian Psychology, 4*(2), 175-188.

Bormann, K. C., & Rowold, J. (2016). Ethical leadership's potential and boundaries in organizational change: A moderated mediation model of employee silence. German *Journal of Human Resource Management, 30*(3-4), 225-245.

Bowles, S. V., & Bartone, P. T. (Eds.). (2017). *Handbook of military psychology: Clinical and organizational practice*. Springer.

Britt, T. W., Jennings, K. S., Cheung, J., Zinzow, H., Pury, C., Raymond, M. A., & Mcfadden, A. (2016). Determinants of mental health treatment seeking among soldiers who recognize their problem: implications for high-risk occupations. *Work and Stress, 30*(4), 318–336.

Brykman, K., & Raver, J. L. (2018, July). Reject Me Once, Shame on You: How Leaders Prior Responses Shape the Emergence of Voice Climate. *Academy of Management Proceedings*. *2018* (1), 10549.

Brooks, S. K., & Greenberg, N. (2018). Non-deployment factors affecting psychological wellbeing in military personnel: literature review. *Journal of Mental Health, 27*(1), 80-90.

Budd, J (2014). The future of employee voice. In Wiljinson, A., Donaghey, J, Dundon, T. & Freeman, R. (2014). *Handbook of Research on Employee Voice*. Edward Elgar Publishing.

Buckingham, M., & Clifton, D. O. (2001). *Now, discover your strengths*. Simon and Schuster.

Cameron, K. (2012). *Positive leadership: Strategies for extraordinary performance*. Berrett-Koehler Publishers.

Cameron, K. S., Dutton, J. E., & Quinn, R. E. (2003). An introduction to positive organizational scholarship. *Positive Organizational Scholarship, 3*(13), 2-21.

Cameron, K. S., & Caza, A. (2004). Introduction: Contributions to the discipline of positive organizational scholarship. *American Behavioral Scientist, 47*(6), 731-739.

Cameron, K. S., & Spreitzer, G. M. (Eds.). (2012). *The Oxford handbook of positive organizational scholarship*. OUP USA.

Cameron, K., Quinn, R. E., & Caldwell, C. (2017). Positive leadership and adding value–a lifelong journey. *International Journal of Public Leadership, 13*(2), 59-63.

Chan, L. (2018). *Positive organizational leadership: Some recent findings in positive organizational scholarship*. M.A. in Leadership Studies: Capstone Project Papers.23.

Charbonneau, D., & Wood, V. M. (2018). Antecedents and outcomes of unit cohesion and affective commitment to the Army. *Military Psychology, 30*(1), 43-53.

Chen, A. S. Y., & Hou, Y. H. (2016). The effects of ethical leadership, voice behavior and climates for innovation on creativity: A moderated mediation examination. *The Leadership Quarterly, 27*(1), 1-13.

Chiavenato, I. (1999). *Gestão de pessoal: o novo papel dos recursos humanos nas organizações*. 13ªEd. Rio de Janeiro: Campus.

Coakley, N. (2021). *The relationship between toxic leadership behavior and employee silence: a quantitative study*.

Conger, J. A. (1989). Leadership: The art of empowering others. *Academy of Management Perspectives, 3*(1), 17-24.

Cooperrider, D. and Srivastva, S. (1987). Appreciative inquiry in organizational life. In R. Woodman and W. Pasmore (Eds.), *Research in organizational change and development,* Vol. 1, 129–169.

Detert, J. R., & Burris, E. R. (2007). Leadership Behavior and Employee Voice: Is the Door Really Open? *Academy of Management Journal, 50*(4), 869–884. https://doi.org/10.5465/amj.2007.26279183

Detert, J. R., & Edmondson, A. C. (2011). Implicit voice theories: Taken-for-granted rules of self-censorship at work. *Academy of management journal, 54*(3), 461-488.

DiRenzo, M. S., Tosti-Kharas, J., & Powley, E. H. (2022). Called to serve: exploring the relationship between career calling, career plateaus, and organizational commitment in the US military. *Journal of Career Assessment, 30*(1), 60-77.

Ditchburn, G. J., & Hames, K. (2014). Voice climate perceptions: a multidimensional model as a determinant of affective commitment, work engagement, neglect and exit. *The Australasian Journal of Organisational Psychology, 7*, e3.

Drønnen, M. (2022). What Is Positive Psychology, and Why Shall We Use It in the Workplace? In Positive Leadership: Using *Positive Psychology for a Better Workplace Culture* (5-15). Cham: Springer International Publishing.

Duan, J., Bao, C., Huang, C., & Brinsfield, C. T. (2017). Authoritarian leadership and employee silence in China. *Journal of Management & Organization, 24*(1), 62-80.

Duan, J., Xu, Y., & Frazier, M. L. (2019). Voice climate, TMX, and task interdependence: A team-level study. *Small Group Research, 50*(2), 199-226.

Dupré, K. E., & Day, A. L. (2007). *The effects of supportive management and job quality on the turnover intentions and health of military personnel*. Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in Alliance with the Society of Human Resources Management, 46(2), 185-201.

Dursun, S., Urban, S. & Dean, W (2018). *The HOMEFRONT: Family Well-Being and Military Readiness*. Canadian Defence Academy Press.

Farndale, E., Van Ruiten, J., Kelliher, C. & Hope-Hailey, V. (2011). The influence of perceived employee voice on organizational commitment: An exchange perspective. *Human Resource Management, 50*(1), 113–129. https://doi.org/10.1002/hrm.20404

Fineman, S. (2006). On Being Positive: Concerns and Counterpoints. *Academy of Management Review, 31*(2), 270–291. https://doi.org/10.5465/amr.2006.20208680

Fragoso, P., Chambel, M. J., & Castanheira, F. (2019). The high-performance work system and commitment of the Portuguese Navy personnel. *Military Psychology, 31*(3), 251- 266.

Frazier, M. L., & Bowler, W. M. (2015). Voice climate, supervisor undermining, and work outcomes: A group-level examination. *Journal of Management, 41*(3), 841-863.

Frömmer, D., Hollnagel, G., Franke-Bartholdt, L., Strobel, A., & Wegge, J. (2021). Linking authentic leadership, moral voice and silence—A serial mediation model comprising follower constructive cognition and moral efficacy. *German Journal of Human Resource Management, 35*(4), 436-466.

García-Guiu, C., Moya, M., Molero, F., & Moriano, J. A. (2016). Transformational leadership and group potency in small military units: The mediating role of group identification and cohesion. *Revista de Psicología del Trabajo y de las Organizaciones, 32*(3), 145-152.

Giahi, M., Babaei, M., & Mohammadian, M. (2021). Investigating the Impact of Quality of Work-Life on Staff Performance: A Case Study of Staff at a Military University. *Journal of Military Medicine, 23*(7), 618-626.

Gillham, J. E., & Seligman, M. E. (1999). Footsteps on the road to a positive psychology. *Behaviour Research and Therapy, 37*(1), S163.

Hamad, H. (2015). Transformational leadership theory: Why military leaders are more charismatic and transformational?. *International Journal on Leadership,* 3.

Hindelang, R. L., Schwerin, M. J., & Farmer, W. L. (2004). Quality of life (QOL) in the US Marine Corps: The validation of a QOL model for predicting reenlistment intentions. *Military Psychology, 16*(2), 115-134.

Harrington, D., Bean, N., Pintello, D., & Mathews, D. (2001). Job satisfaction and burnout: Predictors of intentions to leave a job in a military setting. *Administration in social work, 25*(3), 1-16.

Hayes, A. F. (2018). Partial, conditional, and moderated moderated mediation: Quantification, inference, and interpretation. *Communication Monographs, 85*(1), 4- 40.

Hill, M. & Hill, A. (2005). *Investigação por Questionário* (2.aEd.). Lisboa: Edições Sílabos. Hindelang, R. L., Schwerin, M. J., & Farmer, W. L. (2004). Quality of life (QOL) in the US Marine Corps: The validation of a QOL model for predicting reenlistment intentions. *Military Psychology, 16*(2), 115-134.

Homans, G. C. (1974). *Social behavior: Its elementary forms* (Revised ed.). Harcourt Brace Jovanovich.

Jolly, P. M., Kong, D. T., & Kim, K. Y. (2021). Social support at work: An integrative review. *Journal of Organizational Behavior, 42*(2), 229-251.

Karaszewski, R., & Lis, A. (2015). Is leadership an antecedent of corporate social responsibility? The study in the context of positive organizational potential. *Journal Of Corporate Responsibility. 1(*1), 53-70.

Kaiser, R. B., Hogan, R., & Craig, S. B. (2008). Leadership and the fate of organizations. *American Psychologist, 63*(2), 96–110. https://doi.org/10.1037/0003-066x.63.2.96

Kara, D., Kim, H. (Lina), Lee, G., & Uysal, M. (2018). The moderating effects of gender and income between leadership and quality of work life (QWL). *International Journal of Contemporary Hospitality Management, 30*(3), 1419–1435. https://doi.org/10.1108/ijchm-09- 2016-0514

Karrasch, A. I. (2003). Antecedents and consequences of organizational commitment. *Military Psychology, 15*(3), 225-236.

Kim, H., Im, J., & Shin, Y. H. (2021). The impact of transformational leadership and commitment to change on restaurant employees' quality of work life during a crisis. *Journal of Hospitality and Tourism Management, 48*, 322-330.

Kinsey, S. B. (2010). Quiet leadership: How to create positive change without the noise and negativity. *The Journal of Extension, 48*(5), 24.

Kiosi, E., & Karyotakis, K. M. (2020). Motivation Factors in the Military: Ethical Leadership and Virtue Ethics. *Psychology, 10*(8), 293-299.

Knoll, M., & Van Dick, R. (2013). Do I hear the whistle…? A first attempt to measure four forms of employee silence and their correlates. *Journal of Business Ethics, 113*, 349- 362.

Lasrado, F., & Kassem, R. (2021). Let's get everyone involved! The effects of transformational leadership and organizational culture on organizational excellence. *International Journal of Quality & Reliability Management, 38*(1), 169-194.

Lis, A. (2013). *Positive organizational behaviors as the key success factors for lessons learned systems: The case of military organizations*. Faculty of Economic and Management.

Lis, A. (2015). The manifestations of positive leadership strategies in the doctrinal assumptions of the US Army leadership concept. *Journal of Corporate Responsibility and Leadership, 2(*1), 51-76.

Luthans, F., & Avolio, B. J. (2009). The "point" of positive organizational behavior. Journal of Organizational Behavior: *The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 30*(2), 291-307.

Lytell, M. C., & Drasgow, F. (2009). "Timely" methods: Examining turnover rates in the US military. *Military Psychology, 21*(3), 334-350.

Malinga, K.S., Stander, M., Nell, W. (2019). Positive Leadership: Moving Towards an Integrated Definition and Interventions. In: Van Zyl, L., Rothmann Sr., S. (eds) *Theoretical Approaches to Multi-Cultural Positive Psychological Interventions*. Springer, Cham. https://doi.org/10.1007/978-3-030-20583-6_9

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*(1), 61–89. https://doi.org/10.1016/ 1053- 4822(91)90011-Z

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology, 78*(4), 538–551. https://doi.org/10.1037/0021-9010.78.4.538

Meyer, J. P., & Allen, N. J. (1997). Commitment in the workplace: *Theory, research, and application*. Sage publications.

Meyer, J. P., & Maltin, E. R. (2010). Employee commitment and well-being: A critical review, theoretical framework and research agenda. *Journal of Vocational Behavior, 77*(2), 323-337.

Milliken, F. J. & Lam, N. (2009). Making the decision to speak up or to remain silent: Implications for organizational learning. In J. Greenberg & S. Edwards (Eds.)*, Voice and silence in organizations*, 225-244. Emerald Group Publishing.

Milliken, F. J. & Morrison, E. W. (2003). Shades of silence: Emerging themes and future directions for research on silence in organizations. *Journal of Management Studies, 40*(6), 1563-1568.

Miliken, F. J., Schipani, C., Bishara, N. & Prado, A. (2015). Linking workplace practices to community engagement: The case for encouraging employee voice, *Academy of Management Perspectives, 29*(4), 405-421.

Mishra, A.K., Mishra K.E. (2012), Positive Organizational Scholarship and Trust in Leaders, in: Cameron, K.S., Spreitzer, G.M. (Eds.), *The Oxford Handbook of Positive Organizational Scholarship*, Oxford University Press, Oxford/New York, 449– 461.

Morrison, E. W. (2011). Employee voice behavior: Integration and directions for future research. A*cademy of Management Annals, 5*(1), 373-412.

Morrison, E. W. (2014). Employee voice and silence. *Annual Review Organizational Psychology Organizational Behavior, 1*(1), 173-197.

Morrison EW & Milliken F (2000) Organizational silence: A barrier to change and development in a pluralistic world. *Academy of Management Review, 25*,706–7250.

Morrison, E. W., Wheeler-Smith, S. L., & Kamdar, D. (2011). Speaking up in groups: A cross-level study of group voice climate and voice. *Journal of Applied Psychology, 96*(1), 183–191.

Nazri, M., & Rudi, M. (2019). Military leadership: A systematic literature review of current research. *International Journal of Business and Management, 3*(2), 1-15.

Nordmo, M., Norrøne, T. N., Nikolaisen, K., & Svarstad, D. (2023). Examining the roots of turnover intentions in the Royal Norwegian Navy, the role of embeddedness, work- life conflict and predictability. *Journal of Military Studies*, Print. https://doi.org/10.2478/jms-2023-0002

Osodlo, V., Kovalchuk, O., & Nesterenko, N. Motivational Aspects of a Military Leader's Managerial Culture Development. *International Journal of Behavior Studies in Organizations. 6,* 1-7.

Özlen, M. K., & Zukic, A. (2013). A descriptive study on the military leadership. *International Journal of Academic Research in Business and Social Sciences, 3*(7), 707.

Parlar, H., Türkoglu, M. E., & Cansoy, R. (2022). Exploring how authoritarian leadership affects commitment: The mediating roles of trust in the school principal and silence. *International Journal of Educational Management, 36*(1), 110-129.

Perlow, L. A., & Repenning, N. P. (2009). The dynamics of silencing conflict. *Research in Organizational Behavior, 29*, 195–223.

Petrovic, I., Stekelenburg, J. & Klandermans, B. (2018). Dealing with austerity measures within armed forces: The Dutch case. *Military Psychology, 30*(4), 321-334.

Pestana, M. & Gameiro, J. (2014). *Análise de dados para Ciências Sociais. A complementaridade do SPSS* (6ªEd.). Lisboa: Edições Sílabo.

Pinder, C. C., & Harlos, K. P. 2001. Employee silence: Quiescence and acquiescence as responses to perceived injustice. *Research in Personnel and Human Resources Management, 20,* 331–369.

Qi, L., & Liu, B. (2017). Effects of inclusive leadership on employee voice behavior and team performance: the mediating role of caring ethical climate. *Frontiers in Communication, 2*, 8.

Ramalho Luz, C. M. D., Luiz de Paula, S., & de Oliveira, L. M. B. (2018). Organizational commitment, job satisfaction and their possible influences on intent to turnover. *Revista de Gestão, 25*(1), 84-101.

Randall, E. W. (2006). Military leadership: *The effect of leader behavior on soldier retention in the Army National Guard*. Capella University.

Redín, D. M., Meyer, M., & Rego, A. (2023). Positive leadership action framework: Simply doing good and doing well. *Frontiers in Psychology, 13*, 977750.

Rego, A. & Cunha, M. P. (2013. *Liderança Positiva*, 3ed. Lisboa: Edições Silabos.

Saqib, A., & Arif, M. (2017a). Employee silence as mediator in the relationship between toxic leadership behavior and organizational learning. *Abasyn Journal of Social Sciences, 10*(2), 294-310.

Saqib, A., & Arif, M. (2017). Employee Silence as a Mediator in the Relationship between Toxic Leadership Behavior and Organizational Performance. *Journal of Managerial Sciences, 11*(3), 83-104.

Sinval, J., Sirgy, M. J., Lee, D. J., & Marôco, J. (2020). The quality of work life scale: validity evidence from Brazil and Portugal. *Applied Research in Quality of Life, 15*(5), 1323-1351.

Sirgy, M. J., Efraty, D., Siegel, P., & Lee, D. J. (2001). A new measure of quality of work life (QWL) based on need satisfaction and spillover theories. *Social Indicators Research, 55,* 241-302.

Sharififard, S., Opong, C., & Ghazi, A. (2020). Collaborative and Spiritual Inquiry: Positive Leadership in Organizational Change and Higher Education. *New Horizons in Positive Leadership and Change: A Practical Guide for Workplace Transformation,* 269-283. Springer, Cham. https://doi.org/10.1007/978-3-030-38129-5_15

Sun , W., Huang, X., Chen, X., Wu, Y., Huang, Z., Pang, Y., ... & Zhang, H. (2023). The effects of positive leadership on quality of work and life of family doctors: The moderated role of culture. *Frontiers in Psychology, 14,* 1139341.

Sutiyatno, S. (2022). The effect of leadership's communication ability on quality of work-life and employees job satisfaction. *International Journal of Human Capital in Urban Management, 7*(1), 55-68.

Van Dyne, L., Ang, S., & Botero, I. C. (2003). Conceptualizing employee silence and employee voice as multi-dimensional constructs. *Journal of Management Studies, 40,* 1359-1392.

Van Dyne, L., & LePine, J. A. (1998). Helping and voice extra-role behaviors: Evidence of construct and predictive validity. *Academy of Management Journal, 41*(1), 108-119.

Vuong, K. T., Rajagopal, S., Singh, H., & Rajagopal, P. (2019). The effect of leadership styles and the mediating role of the quality of work-life on employee job performance in Vietnamese enterprises in Ho Chi Minh City. *Management Dynamics in the Knowledge Economy, 7*(4), 535-552.

Wageman, R., Nunes, D. A., Burruss, J. A., & Hackman, J. R. (2008). *Senior leadership teams: What it takes to make them great*. Harvard Business Review Press.

Walumbwa, F. O., Morrison, E. W., & Christensen, A. L. (2012). Ethical leadership and group in-role performance: The mediating roles of group conscientiousness and group voice. *The Leadership Quarterly, 23*(5), 953-964.

Wang, G., Li, J., Liu, H., & Zaggia, C. (2023). Transformational leadership and teachers' voice behaviour: A moderated mediation model of group voice climate and team psychological safety. *Educational Management Administration & Leadership*, 17411432221143452.

Weiner, H. R. (1990). Group-level and individual-level mediators of the relationship between soldier satisfaction with social support and performance motivation. *Military Psychology, 2*(1), 21-32.

Wijk, C. V. (1997). Factors influencing burnout and job stress among military nurses. *Military Medicine, 162*(10), 707-710.

Wilcove, G. L., Schwerin, M. J., & Kline, T. (2009). Quality of life in the US Navy: Impact on performance and career continuance. *Military Psychology, 21*(4), 445-460.

Youssef, C. M., & Luthans, F. (2012). Positive global leadership. *Journal of World Business, 47*(4), 539-547.

Zeng, J., & Xu, G. (2020). Linking ethical leadership to employee voice: The role of trust. *Social Behavior and Personality: an international journal, 48*(8), 1-12.

Zill, A., Knoll, M., Cook, A., & Meyer, B. (2020). When do followers compensate for leader silence? The motivating role of leader injustice. *Journal of Leadership & Organizational Studies, 27*(1), 65-79.

Annexes

Annex A — Exploratory Factor Analysis

Table 11 – KMO and Bartlett's test

Kaiser-Meyer-Olkin measure of sampling adequacy.		0.971
Bartlett's test of Sphericity	Approx. Chi-square	10822.991
	df	300
	Sig.	0.000

Table 12 – Total Variance Explained

	Initial eigenvalues			Extraction sums of squared loadings			Rotation sums of squared loadings		
Component	Total	% of variance	cumulative %	Total	% of variance	cumulative %	Total	% of variance	cumulative %
1	15.707	62.827	62.827	15.707	62.827	62.827	15.609	62.437	62.437
2	1.364	5.458	68.285	1.364	5.458	68.285	1.462	5.847	68.285
3	0.959	3.835	72.120						
4	0.817	3.270	75.389						
5	0.640	2.558	77.948						
6	0.604	2.415	80.362						
7	0.531	2.123	82.485						
8	0.465	1.859	84.344						
9	0.411	1.645	85.989						
10	0.374	1.496	87.485						
11	0.329	1.317	88.802						
12	0.319	1.274	90.076						
13	0.286	1.142	91.218						
14	0.280	1.118	92.336						
15	0.260	1.041	93.377						
16	0.230	0.921	94.298						
17	0.204	0.816	95.114						
18	0.186	0.743	95.857						
19	0.184	0.736	96.593						
20	0.173	0.690	97.283						
21	0.162	0.647	97.930						
22	0.156	0.622	98.552						
23	0.144	0.576	99.128						
24	0.114	0.456	99.584						
25	0.104	0.416	100.000						

Extraction method: Principal Component Analysis.

Table 13 – Total Variance Explained

	Component	
	1	2
Provides opportunities for subordinates to receive and develop best self-portraits.	0.906	0.016
Establishes, recognises, rewards and maintains accountability for goals that contribute to subordinates' wellbeing so that the effects on other people are obvious.	0.904	0.007
Demonstrates positive climates, positive relationships, positive communication and positive meaning associated with the work on a daily basis.	0.901	-0.032
Consistently praises subordinates' performance verbally, by email, through complimentary comments or commendations.	0.881	0.031
Models positive energy and encourages others in the organisation to do the same.	0.881	0.028
Consistently and continually emphasises continuous improvement and the development of strong interpersonal relationships among direct subordinates.	0.880	0.040
Focuses on the long-term benefits of the work.	0.864	0.049
Emphasises and reinforces the core values of the people serving in the AAFF so that what leaders do and what subordinates value is consistent and transparent.	0.855	0.064
Ensures that subordinates have an opportunity to receive support from others, in addition to providing emotional, intellectual or physical support to others.	0.853	0.110
Clarifies for direct subordinates the specific set of expectations and responsibilities associated with their roles, as well as the mission, values and culture of the AAFF.	0.849	0.056
Provides more feedback to subordinates about their strengths than about their weaknesses.	0.842	0.047
Expresses gratitude to multiple subordinates every day.	0.840	0.047
When interacting with subordinates, communicates approximately five positive messages for every negative message.	0.829	-0.002
Provides support and development to show "forgiveness" for subordinates who have made a mistake.	0.821	0.082
Ensures that team goals take precedence over individual goals.	0.814	0.080
Recognises and analyses the networks that exist within the Military Institution and knows how to use them to support others.	0.798	-0.048
Compliments subordinates and sends emails to express gratitude on a daily basis.	0.794	0.129
Demonstrates forgiveness for mistakes rather than punish perpetrators or hold grudges.	0.790	-0.064
Sets positive goals instead of focusing on solving problems or eliminating obstacles.	0.790	0.037
Provides negative feedback in supportive ways – especially using descriptive statements (describing events and identifying what can be improved) rather than evaluative statements (making judgements of value, assigning blame) – so that the leader/subordinate relationship is strengthened.	0.708	0.321
Encourages the public expression of compassion by sponsoring formal events to communicate emotional support.	0.691	0.215
Fosters information sharing so that subordinates become aware of colleagues' difficulties, allowing them to express compassion.	0.688	0.239
Meets with direct subordinates in one-on-one meetings at least once a month.	0.656	0.054
Spends more time with the strongest subordinates than with weakest subordinates.	-0.169	0.781
When correcting people or giving feedback, focuses on the detrimental behaviour and its consequences, not on the person, when correcting people or giving feedback.	0.218	0.757

Extraction method: Principal Component Analysis. Rotation method: Varimax with Kaiser Normalisation.
a. Rotation converged in 3 iterations.

Annex B — Consistency Analysis

Table 14 – Cronbach's alpha for the PL scale

Cronbach's alpha	Cronbach's alpha based on standardised items	N. of items
.976	.976	24

Table 15 – Cronbach's alpha for the QWL Scale

Cronbach's alpha	Cronbach's alpha based on standardised items	N. of items
.902	.901	13

Table 16 – Cronbach's alpha for the Affective Commitment Scale

Cronbach's alpha	Cronbach's alpha based on standardised items	N. of items
.853	.855	6

Table 17 – Cronbach's alpha for Affective Commitment

Cronbach's alpha	Cronbach's alpha based on standardised items	N. of items
.770	.774	5

Table 18 – Cronbach's alpha for the Continuance Commitment Scale

Cronbach's alpha	Cronbach's alpha based on standardised items	N. of items
.819	.819	5

Table 19 – Cronbach's alpha for the QS scale

Cronbach's alpha	Cronbach's alpha based on standardised items	N. of items
.870	.871	3

Table 20 – Cronbach's alpha for the Acquiescent Silence scale

Cronbach's alpha	Cronbach's alpha based on standardised items	N. of items
.839	.839	3

Table 21 – Cronbach's alpha for the Voice Climate scale

Cronbach's alpha	Cronbach's alpha based on standardised items	N. of items
.835	.836	3

Annex C — Simple Linear Regression: Assumptions

SPSS Outputs

Table 22 – Linearity

QWT * PL	Between Groups	(Combined)	230.301	122	1.888	1.893	0.000
		Linearity	98.222	1	98.222	98.501	0.000
		Linearity deviation	132.079	121	1.092	1.095	0.268
	In the groups		302.140	303	0.997		
	Total		532.440	425			
OC_Norm * PL	Between Groups	(Combined)	288.268	122	2.363	1.142	0.182
		Linearity	41.191	1	41.191	19.911	0.000
		Linearity deviation	247.077	121	2.042	0.987	0.525
	In the groups		630.987	305	2.069		
	Total		919.255	427			
OC_Af * PL	Between Groups	(Combined)	242.644	122	1.989	1.302	0.036
		Linearity	47.058	1	47.058	30.801	0.000
		Linearity deviation	195.586	121	1.616	1.058	0.346
	In the groups		472.081	309	1.528		
	Total		714.724	431			
OC_Cont * PL	Between Groups	(Combined)	266.891	122	2.188	1.195	0.113
		Linearity	3.479	1	3.479	1.900	0.169
		Linearity deviation	263.412	121	2.177	1.189	0.120
	In the groups		565.864	309	1.831		
	Total		832.755	431			
Ou_Sil * PL	Between Groups	(Combined)	447.835	122	3.671	1.310	0.033
		Linearity	33.488	1	33.488	11.953	0.001
		Linearity deviation	414.347	121	3.424	1.222	0.087
	In the groups		846.137	302	2.802		
	Total		1293.973	424			
Aq_Sil * PL	Between Groups	(Combined)	431.091	122	3.534	1.290	0.042
		Linearity	73.003	1	73.003	26.656	0.000
		Linearity deviation	358.088	121	2.959	1.081	0.297
	In the groups		824.367	303	0.997		
	Total		1255.458	301			
Voice * PL	Between Groups	(Combined)	258.656	122	2.120	1.129	0.203
		Linearity	106.836	1	106.836	56.882	0.000
		Linearity deviation	151.820	121	1.255	0.668	0.995
	In the groups		582.239	310	1.878		
	Total		840.895	432			

Table 23 – Pearson correlation

		PL	QWL	OC_ Norm	OC_Af	OC_ Cont	Qu_Sil	Aq_Sil	Voice
PL	Pearson correlation Sig. (2 tailed) N	1 433	.430** 0.000 426	.212** 0.000 428	.257** 0.000 432	0.065 0.180 432	-.161** 0.001 425	-.241** 0.000 424	.356** 0.000 433
QWL	Pearson correlation Sig. (2 tailed) N	.430** 0.000 426	1 453	.558** 0.000 447	.545** 0.000 452	.143** 0.002 452	-.217** 0.000 445	-.365** 0.000 443	.515** 0.000 453
OC_Norm	Pearson correlation Sig. (2 tailed) N	.212** 0.000 428	.558** 0.000 447	1 455	.673** 0.000 454	.123** 0.009 454	-.136** 0.004 447	-.344** 0.000 446	.380** 0.000 455
OC_Af	Pearson correlation Sig. (2 tailed) N	.257** 0.000 432	.545** 0.000 452	.673** 0.000 454	1 460	-0,020 0,673 459	-.186** 0.000 452	-.323** 0.000 450	.411** 0.000 460
OC_Cont	Pearson correlation Sig. (2 tailed) N	0.065 0.180 432	.143** 0.002 452	.123** 0.009 454	-0.020 0.673 459	1 460	.158** 0.001 452	.115* 0.015 450	0.029 0.533 460
Qu_Sil	Pearson correlation Sig. (2 tailed) N	-.161** 0.001 425	-.217** 0.000 445	-.136** 0.004 447	-.186** 0.000 452	.158** 0.001 452	1 453	.560** 0.000 451	-.218** 0.000 453
Aq_Sil	Pearson correlation Sig. (2 tailed) N	-.241** 0.000 424	-.365** 0.000 443	-.344** 0.000 446	-.323** 0.000 450	.115* 0.015 450	.560** 0.000 451	1 451	-.434** 0.000 451
Voice	Pearson correlation Sig. (2 tailed) N	.356** 0.000 433	.515** 0.000 453	.380** 0.000 455	.411** 0.000 460	0.029 0.533 460	-.218** 0.000 453	-.434** 0.000 451	1 461

**. Correlation is significant at the 0.01 level (2-tailed).
*. The correlation is significant at the 0.05 level (2-tailed).

Table 24 – Summary of the model[b]

Model	R	R-squared	Adjusted R-squared	Standard error of the estimate	Durbin-Watson
1	.430[a]	0.184	0.183	1.01198	2.195

c. Predictors: (Constant), PL
d. Dependent variable: QWL

Model	R	R-squared	Adjusted R-squared	Standard error of the estimate	Durbin-Watson
1	.212[a]	0.044809352	0.04256712	1.435682072	1.99212717

c. Predictors: (Constant), PL
d. Dependent variable: OC_Norm

Model	R	R-squared	Adjusted R-squared	Standard error of the estimate	Durbin-Watson
1	.257[a]	0.065840187	0.063667723	1.246079215	1.979287643

c. Predictors: (Constant), PL
d. Dependent variable: OC_Af

Model	R	R-squared	Adjusted R-squared	Standard error of the estimate	Durbin-Watson
1	.065[a]	0.004177962	0.001862097	1.388721987	1.81460727

c. Predictors: (Constant), PL
d. Dependent variable: OC_Cont

Model	R	R-squared	Adjusted R-squared	Standard error of the estimate	Durbin-Watson
1	.241[a]	0.05814867	0.055916795	1.673925243	2.171240963

c. Predictors: (Constant), PL
d. Dependent variable: Aq_Sil

[Cont.]

Model	R	R-squared	Adjusted R-squared	Standard error of the estimate	Durbin-Watson
1	.161[a]	0.02588027	0.023577387	1.726229609	2.062926173

c. Predictors: (Constant), PL
d. Dependent variable: Qu_Sil

Model	R	R-squared	Adjusted R-squared	Standard error of the estimate	Durbin-Watson
1	.356[a]	0.127049839	0.125024432	1.305049507	1.99353992

c. Predictors: (Constant), PL
d. Dependent variable: Voice

Table 25 – ANOVA[a]

Model		Sum of Squares	df	Medium square	Z	Sig.
1	Regression	98.222	1	98.222	95.91	<.001[b]
	Residual	434.219	424	1.024		
	Total	532.44	425			

c. Predictors: (Constant), PL
d. Dependent variable: QWL

Model		Sum of Squares	df	Medium square	Z	Sig.
1	Regression	41.19122942	1	41.19122942	19.98426593	<.001[b]
	Residual	878.0639627	426	2.061183011		
	Total	919.2551921	427			

c. Predictors: (Constant), PL
d. Dependent variable: OC_Norm

Model		Sum of Squares	df	Medium square	Z	Sig.
1	Regression	47.05758512	1	47.05758512	30.30667783	<.001[b]
	Residual	667.6667667	430	1.552713411		
	Total	714.7243519	431			

c. Predictors: (Constant), PL
d. Dependent variable: OC_Af

Model		Sum of Squares	df	Medium square	Z	Sig.
1	Regression	3.479219288	1	3.479219288	1.804060838	.180[b]
	Residual	829.2759659	430	1.928548758		
	Total	832.7551852	431			

c. Predictors: (Constant), PL
d. Dependent variable: OC_Cont

Model		Sum of Squares	df	Medium square	Z	Sig.
1	Regression	73.00321744	1	73.00321744	26.05372853	<.001[b]
	Residual	1182.454854	422	2.80202572		
	Total	1255.458071	423			

c. Predictors: (Constant), PL
d. Dependent variable: Aq_Sil

[Cont.]

	Model	Sum of Squares	df	Medium square	Z	Sig.
1	Regression	33.488366	1	33.488366	11.23820201	<.001[b]
	Residual	1260.484444	423	2.979868663		
	Total	1293.97281	424			

c. Predictors: (Constant), PL
d. Dependent variable: Qu_Sil

	Model	Sum of Squares	df	Medium square	Z	Sig.
1	Regressão	106.83558	1	106.83558	62.72807181	<,.01[b]
	Resíduo	734.0594675	431	1.703154217		
	Total	840.8950475	432			

c. Predictors: (Constant), PL
d. Dependent variable: Voice

Table 26 – Coefficients[a] PL

	Model	Unstandardised coefficients		Standardised coefficients	t	Sig.
		B	Erro Erro	Beta		
1	(Constant)	2.48	0.166		14.907	0
	PL	0.353	0.036	0.43	9.793	0

a. Dependent variable: QWL

	Model	Unstandardised coefficients		Standardised coefficients	t	Sig.
		B	Erro Erro	Beta		
1	(Constant)	2.684160616	0.234967075		11.42356058	1.51077E-26
	PL	0.228121223	0.051029533	0.211682196	4.470376486	1.00239E-05

a. Dependent variable: OC_Norm

	Model	Unstandardised coefficients		Standardised coefficients	t	Sig.
		B	Erro Erro	Beta		
1	(Constant)	3.85282752	0.202732115		19.00452488	6.63009E-59
	PL	0.242343196	0.044021178	0.256593428	5.505150119	6.35345E-08

a. Dependent variable: OC_Af

	Model	Unstandardised coefficients		Standardised coefficients	t	Sig.
		B	Erro Erro	Beta		
1	(Constant)	2.800121998	0.225793225		12.4012667	2.09972E-30
	PL	0.065910738	0.049071641	0.064637154	1.343153319	0.179930801

a. Dependent variable: CO_Cont

	Model	Unstandardised coefficients		Standardised coefficients	t	Sig.
		B	Erro Erro	Beta		
1	(Constant)	5.462768242	0.274552453		19.896993	1.28165E-62
	PL	-0.304428335	0.059641716	-0.241140354	-5.10428531	5.03251E-07

a. Dependent variable: Aq_Sil

[Cont.]

Model		Unstandardised coefficients		Standardised coefficients	t	Sig.
		B	Erro Erro	Beta		
1	(Constant)	4.257209818	0.282886934		15.04915675	2.68613E-41
	PL	-0.205833821	0.061399993	-0.16087346	-3.352342765	0.000873376

a. Dependent variable: Qu_Sil

Model		Unstandardised coefficients		Standardised coefficients	t	Sig.
		B	Erro Erro	Beta		
1	(Constant)	2.643509538	0.212149135		12.46061895	1.18986E-30
	PL	0.365010203	0.046086533	0.356440512	7.920105543	2.03728E-14

a. Dependent variable: Voice

Table 27 – Residuals

	Minimum	Maximum	Mean	Deviation error	N
Expected value	2.8335	4.9525	4.0376	0.48074	426
Residual	-3.22994	2.70641	0	1.01079	426
Expected value of the error	-2.505	1.903	0	1	426
Residual error	-3.192	2.674	0	0.999	426

a. Dependent variable: QWL

	Minimum	Maximum	Mean	Deviation error	N
Expected value	2.912281752	4.281009197	3.687694704	0.310590694	428
Residual	-3.082642794	3.909188509	-4.14362E-15	1.43399996	428
Expected value of the error	-2.49657464	1.910277724	-7.54848E-16	1	428
Residual error	-2.147162676	2.722878933	-2.91823E-15	0.998828353	428

a. Dependent variable: OC_Norm

	Minimum	Maximum	Mean	Deviation error	N
Expected value	4.095170498	5.549230099	4.918981481	0.330427499	432
Residual	-4.370106697	2.767852783	2.97704E-15	1.244632808	432
Expected value of the error	-2.493166447	1.907372713	6.43647E-16	1	432
Residual error	-3.5070858	2.221249342	2.4096E-15	0.998839234	432

a. Dependent variable: OC_Af

	Minimum	Maximum	Mean	Deviation error	N
Expected value	2.866032839	3.261497259	3.089814815	0.089846728	432
Residual	-2.261497259	3.819339991	-3.11582E-15	1.387110005	432
Expected value of the error	-2.490709305	1.910835862	2.82182E-16	1	432
Residual error	-1.628473639	2.750255108	-2.22661E-15	0.998839234	432

a. Dependent variable: OC_Cont

	Minimum	Maximum	Mean	Deviation error	N
Expected value	3.331769943	5.158339977	4.124213836	0.415432833	424
Residual	-3.933327675	3.469689846	9.90822E-16	1.671945437	424
Expected value of the error	-1.907513976	2.489273787	-3.4341E-16	1	424
Residual error	-2.349762917	2.07278657	6.2306E-16	0.998817267	424

a. Dependent variable: Aq_Sil

[Cont.]

	Minimum	Maximum	Mean	Deviation error	N
Expected value	2.81637311	4.051375866	3.351372549	0.281037356	425
Residual	-2.935035229	4.040438175	-1.31346E-15	1.724192759	425
Expected value of the error	-1.903659701	2.490784407	-4.96074E-16	1	425
Residual error	-1.700257659	2.340614557	-7.96748E-16	0.998820059	425

a. Dependent variable: Qu_Sil

	Minimum	Maximum	Mean	Deviation error	N
Expected value	3.00851965	5.198580742	4.24865281	0.497297279	433
Residual	-3.881180763	3.499446869	1.60405E-15	1.303538158	433
Expected value of the error	-2.493746042	1.910181642	1.02138E-15	1	433
Residual error	-2.973972082	2.681466818	1.2215E-15	0.998841922	433

a. Dependent variable: Voice

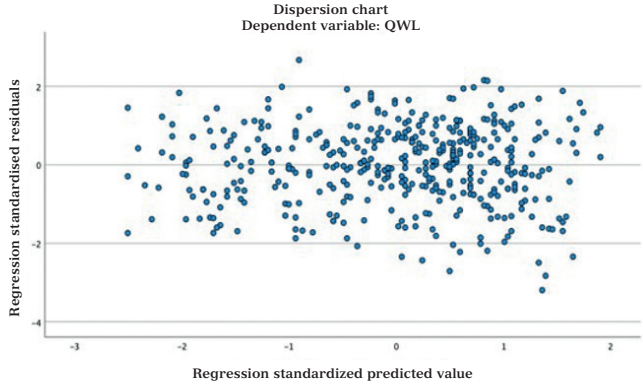

Figure 11 – Homoscedasticity (PL and QWL)

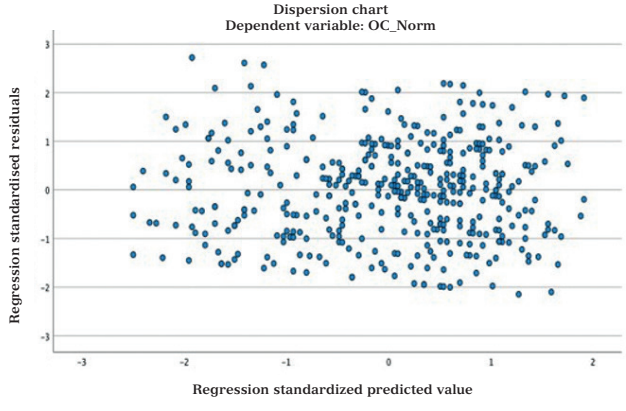

Figure 12 – Homoscedasticity (PL and NC)

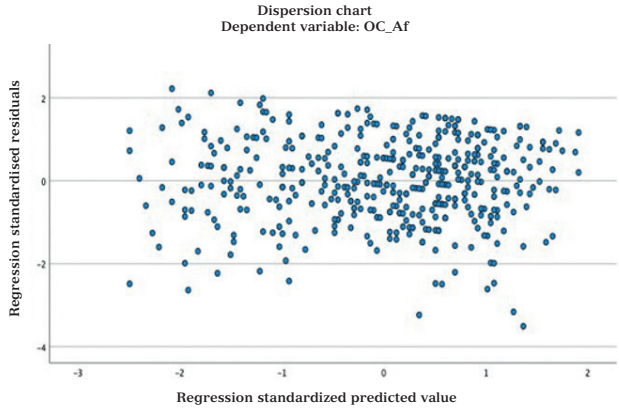

Figure 13 – Homoscedasticity (PL and AC)

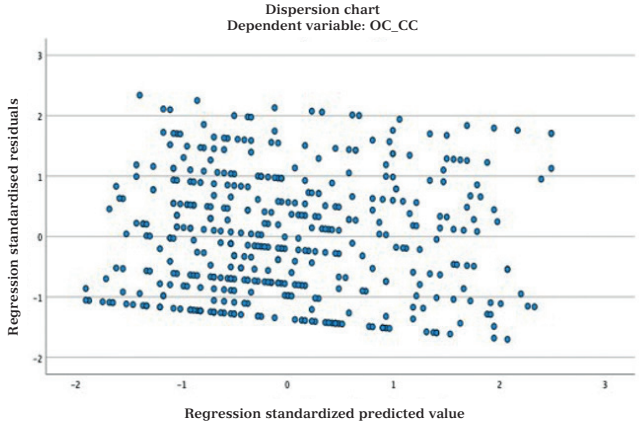

Figure 14 – Homoscedasticity (PL and CC)

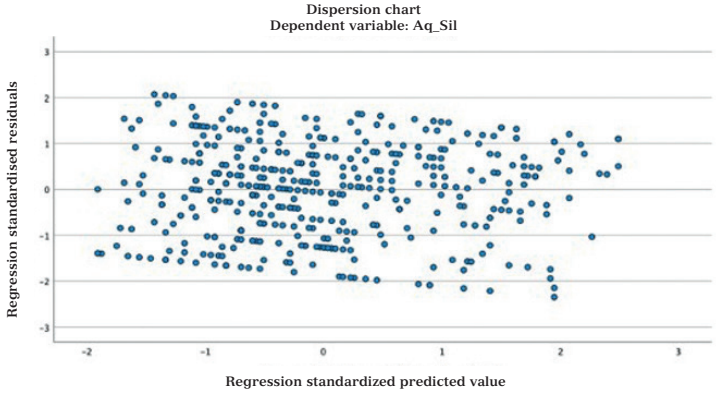

Figure 15 – Homoscedasticity (PL and AS)

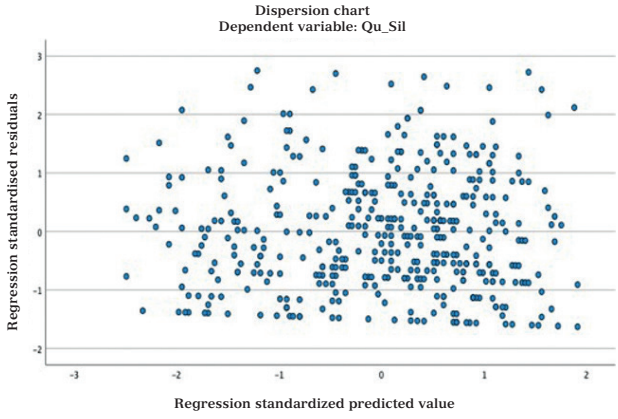

Figura 16 – Homocedasticidade (LP e SD)

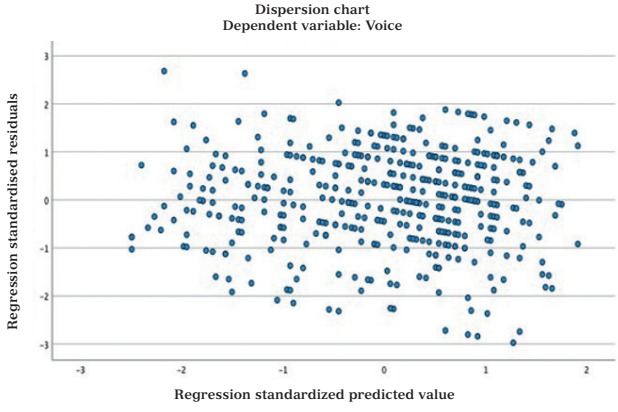

Figura 17 – Homocedasticidade (LP e CdV)

APPENDIXES

Appendix A — Analysis Model

GO: To analyse the influence of Positive Leadership on "Quality of Work Life" and "Commitment" among AAFF personnel, both directly and through the mediating role of silence and VC.
RQ: How does PL influence the QWL and OC of military personnel, both directly and through the mediating role of Silence and VC?

Variable	Concept	Dimensions	Indicators
Independent variable	Positive Leadership	Positive Climate	• Fosters information sharing so that subordinates become aware of colleagues' difficulties, allowing them to express compassion. • Encourages the public expression of compassion by sponsoring formal events to communicate emotional support. • Demonstrates forgiveness for mistakes rather than punish perpetrators or hold grudges. • Provides support and development to show "forgiveness" for subordinates who have made a mistake. • Expresses gratitude to multiple subordinates every day.
		Positive Relationships	• Ensures that subordinates have an opportunity to provide emotional, intellectual or physical support to others, in addition to receiving support from others. • Recognises and analyses the networks that exist within the Military Institution and knows how to use them to support others. • Provides more feedback to subordinates about their strengths than about their weaknesses. • Models positive energy and encourages others in the organisation to do the same. • Sets positive goals instead of focusing on solving problems or eliminating obstacles.
		Positive Communication	• Communicates approximately five positive messages for every negative message to subordinates with whom he or she interacts. • Provides opportunities for subordinates to receive and develop best self-portraits. • Consistently praises subordinates' performance verbally, by email, through complimentary comments or commendations. • Provides negative feedback in supportive ways – especially using descriptive rather than evaluative statements – so that the leader/subordinate relationship is strengthened. • Focuses on the detrimental behaviour and its consequences, not on the person, when correcting people or giving feedback.
		Positive Meaning	• Establishes, recognises, rewards and maintains accountability for goals that contribute to subordinates' wellbeing so that the effects on other people are obvious. • Emphasises and reinforces the core values of the people serving in the AAFF so that what leaders do and what subordinates value is consistent and transparent. • Ties the outcomes of the work to an extended time frame so that long-term benefits are clear. • Ensures that team goals take precedence over individual goals.
		Positive strategies	• Meets with direct subordinates in one-on-one meetings at least once a month. • Consistently and continually emphasises continuous improvement and the development of strong interpersonal relationships among direct subordinates. • Demonstrates positive climates, positive relationships, positive communication and positive meaning associated with the work on a daily basis. • Clarifies for direct subordinates the specific set of expectations and responsibilities associated with their roles, as well as the mission, values and culture of the organisation.

[Cont.]

Dependent variable	Quality of Work Life	Economic and family needs	• I'm satisfied with the salary I get for my work. • I feel that my job at this organisation is stable. • My job benefits my family.
		Social needs	• I have good friends at work. • I have enough time away from work to enjoy other important things in life.
		Esteem needs	• I feel appreciated for my work. • People usually respect me as a professional and an expert in my field of work.
		Actualisation needs	• I feel that my job allows me to realise my full potential. • I feel that I am realising my potential as an expert in my field of work.
		Knowledge needs	• I feel like I'm always learning new things that improve my performance at work. • This job allows me to sharpen my professional skills.
		Creativity needs	• My job involves a lot of creativity. • My job allows me to develop my creativity outside of work.
	OC	Normative	• I would not leave the Armed Forces right now because I have a sense of obligation to the people who work here. • I do not feel a moral obligation to remain in the Armed Forces. (Reverse item) • Even if it were to my advantage, I do not feel it would be right to leave the Armed Forces right now. • I would feel guilty if I left the Armed Forces now. • The Armed Forces deserve my loyalty. • I owe a great deal to the Armed Forces.
		Affective	• I do not feel "emotionally attached" to the Armed Forces. (Reverse item) • The Armed Forces have a great deal of personal meaning to me. • I do not feel like part of the military family. (Reverse item) • I feel as if the Armed Forces' problems are my own. • I would be very happy to spend the rest of my career in the Armed Forces.
		Continuance	• I feel that I have too few options to consider leaving the Armed Forces. • It would be very hard for me to leave the Armed Forces right now, even if I could. • One of the major reasons I stay in the Armed Forces is that leaving would require considerable personal sacrifice because another company may not match the overall benefits I have in the Armed Forces. • Right now, staying in the Armed Forces is a matter of necessity as much as desire. • One of the negative consequences of leaving the Armed Forces would be the scarcity of available alternatives.
Mediating Variable	Silence	DS	I remain silent... • Because of fear of negative consequences. • To not make me vulnerable in the face of colleagues or superiors. • Because I considered the disadvantages of speaking up.
		AS	I remain silent... • Because I will not find a sympathetic ear, anyway. • Because nothing will change, anyway. • Because my superiors are not open to proposals, concerns or the like.
	Voice	VC	In their daily life in the workplace... • AAFF personnel feel free to express their opinions. • AAFF personnel are open to new ideas and suggestions. • AAFF personnel's opinions seem to matter.

Appendix B — Positive Leadership Scale adapted to military settings

Positive Leadership
Provides opportunities for subordinates to receive and develop best self-portraits.
Establishes, recognises, rewards and maintains accountability for goals that contribute to subordinates' wellbeing so that the effects on other people are obvious.
Demonstrates positive climates, positive relationships, positive communication and positive meaning associated with the work on a daily basis.
Consistently praises subordinates' performance verbally, by email, through complimentary comments or commendations.
Models positive energy and encourages others in the organisation to do the same.
Consistently and continually emphasises continuous improvement and the development of strong interpersonal relationships among direct subordinates.
Focuses on the long-term benefits of the work.
Emphasises and reinforces the core values of the people serving in the AAFF so that what leaders do and what subordinates value is consistent and transparent.
Ensures that subordinates have an opportunity to receive support from others, in addition to providing emotional, intellectual or physical support to others.
Clarifies for direct subordinates the specific set of expectations and responsibilities associated with their roles, as well as the mission, values and culture of the AAFF.
Provides more feedback to subordinates about their strengths than about their weaknesses.
Expresses gratitude to multiple subordinates every day.
When interacting with subordinates, communicates approximately five positive messages for every negative message.
Provides support and development to show "forgiveness" for subordinates who have made a mistake.
Ensures that team goals take precedence over individual goals.
Recognises and analyses the networks that exist within the Military Institution and knows how to use them to support others.
Compliments subordinates and sends emails to express gratitude on a daily basis.
Demonstrates forgiveness for mistakes rather than punish perpetrators or hold grudges.
Sets positive goals instead of focusing on solving problems or eliminating obstacles.
Provides negative feedback in supportive ways – especially using descriptive statements (describing events and identifying what can be improved) rather than evaluative statements (making judgements of value, assigning blame) – so that the leader/subordinate relationship is strengthened.
Encourages the public expression of compassion by sponsoring formal events to communicate emotional support.
Fosters information sharing so that subordinates become aware of colleagues' difficulties, allowing them to express compassion.
Meets with direct subordinates in one-on-one meetings at least once a month.
Negative Leadership
Spends more time with the strongest subordinates than with weakest subordinates.
When correcting people or giving feedback, focuses on the detrimental behaviour and its consequences, not on the person, when correcting people or giving feedback.