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Social Venture Leadership: Understanding attributes and processes for innovation in social organizations

Tese de Doutorado

Thesis presented to the Programa de Pós- graduação em Administração de Empresas of PUC-Rio in partial fulfillment of the requirements for the degree of Doutor em Ciências – Administração de Empresas.

Advisor: Profa. Flávia de Souza Costa Neves Cavazotte

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Abstract

Brunelli, Mariana de Queiroz; Cavazotte, Flávia de Souza Costa Neves (Advisor). Social Venture Leadership: Understanding attributes and processes for innovation in social organizations. Rio de Janeiro, 2021. 126p. Tese de Doutorado - Departamento de Administração, Pontifícia Universidade Católica do Rio de Janeiro.

Entrepreneurial practices motivated by social and environmental purposes have gained worldwide recognition. Nevertheless, there are still many gaps in scientific knowledge regarding this phenomenon. This thesis investigates leadership attributes and processes that enable social endeavors. It encompasses two stand-alone essays that empirically investigate social venture leadership and the process through which it allows social innovations. Essay one research question concerned which characteristics, behaviors, and leadership skills are essential for social venture leaders to reach their business objectives. A qualitative research was conducted based on the Grounded Theory methodological protocol. Thirty-six actors were interviewed – social organizations' leaders and their stakeholders. The results unveil eight essential attributes of social venture leaders: drive to cause impact, unswerving moral integrity, other-centered communication, constructive relational stance, team empowerment, co-creative problem solving, strategic network development, and high-quality delivery commitment. These findings suggest that one classic leadership perspective alone cannot fully encompass all the essential attributes of social venture leadership. Essay two research question concerned which psychosocial processes enabled by social venture leaders promote team creativity and innovation. A quantitative research was conducted, focusing on the team level of analyses, to verify the mechanisms through which servant and empowering leadership enable team creativity and team innovation in social ventures. A survey was conducted with a sample of 41 leaders and 73 team members from socioenvironmental organizations. The hypotheses were statistically evaluated through Partial Least Squares (PLS) structural equations modeling, using the SmartPLS 3.0 software. All hypotheses were confirmed but one. Servant leadership positively influences team identity and team commitment. However, the

connection between these processes with creativity was not established. Empowering leadership positively influences team boundary spanning and team dynamic capabilities, which were associated with team creativity and innovation in social ventures. These findings are a unique contribution to the literature and contribute to a deeper understanding of which leadership processes are necessary to bring about social innovations to solve socio-environmental problems. Both studies advance knowledge on leadership and its role in social ventures.

Keywords

Social Entrepreneurship; Leadership; Creativity; Innovation; Qualitative Research; Quantitative Research.

Resumo

Brunelli, Mariana de Queiroz; Cavazotte, Flávia de Souza Costa Neves. Liderança empreendedora social: entendendo atributos e processos para inovação em organizações sociais. Rio de Janeiro, 2021. 126p. Tese de Doutorado - Departamento de Administração, Pontifícia Universidade Católica do Rio de Janeiro.

Práticas empreendedoras motivadas por propósitos sociais e ambientais têm ganhado reconhecimento mundial. No entanto, ainda existem muitas lacunas no conhecimento científico a respeito desse fenômeno. Esta tese investiga atributos e processos de liderança que possibilitam os empreendimentos sociais a serem efetivos. Inclui dois ensaios autônomos que investigam empiricamente a liderança em empreendimentos sociais e o processo pelo qual ela permite inovações sociais. A questão de pesquisa do primeiro estudo está relacionada a quais características, comportamentos e habilidades de liderança são essenciais para que os líderes de empreendimentos sociais alcancem seus objetivos de negócios. Assim, uma pesquisa qualitativa com base no protocolo metodológico da Grounded Theory foi realizada. Foram entrevistados 36 atores - líderes de organizações sociais e seus stakeholders. Os resultados revelaram oito atributos essenciais dos líderes de empreendimentos sociais: impulso para causar impacto, integridade moral inabalável, comunicação centrada no outro, postura relacional construtiva, desenvolvimento da equipe, resolução co-criativa de problemas, desenvolvimento de redes estratégicas e compromisso com alta qualidade da entrega. Essas descobertas sugerem que uma perspectiva clássica de liderança sozinha não pode abranger totalmente todos os atributos essenciais da liderança em empreendimentos sociais. A questão de pesquisa do segundo estudo está relacionada a quais processos psicossociais habilitados por líderes de empreendimentos sociais promovem a criatividade e a inovação de suas equipes. Assim, foi realizada uma pesquisa quantitativa, no nível de análise das equipes, para verificar os mecanismos pelos quais a liderança servidora e empoderadora possibilitam a criatividade e a inovação das equipes em empreendimentos sociais. A pesquisa foi realizada com uma amostra de 41 líderes e 73 colaboradores de organizações socioambientais. As

hipóteses foram avaliadas estatisticamente por meio da modelagem de equações estruturais (Partial Least Squares - PLS), utilizando o software SmartPLS 3.0. Todas as hipóteses foram confirmadas, exceto uma. A liderança servidora influencia positivamente a identidade e o comprometimento da equipe. No entanto, a conexão desses processos com a criatividade não foi estabelecida. A liderança empoderadora influencia positivamente a ampliação de fronteiras da equipe e as suas capacidades dinâmicas, que foram associadas à criatividade da equipe e à inovação em empreendimentos sociais. Essas descobertas são uma contribuição única para a literatura e possibilitam um entendimento mais profundo de quais processos de liderança são necessários para gerar inovações sociais para resolver problemas socioambientais. Ambos os estudos avançam o conhecimento sobre liderança e seu papel nos empreendimentos sociais.

Palavras-chave

Empreendedorismo Social; Liderança; Criatividade; Inovação; Pesquisa Qualitativa; Pesquisa Quantitativa.

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1.
Introduction

It is common sense that businesses and organizations have the power to catalyze social change. They create jobs, develop innovative goods and services, and influence the habits and behaviors of a community's culture, among other factors. Nevertheless, it is also noteworthy that many of the complex social problems faced by local and global communities still have not been fully addressed by either governmental or corporate initiatives (Eggers & Macmillan, 2013). In this context, social entrepreneurship seeks to fill this gap by supplying goods and services where governments fail and where the traditional corporate sector considers that the risk is not compatible with the associated rewards (Hwee Nga & Shamuganathan, 2010).

Although not a new phenomenon, social entrepreneurship only began to appear more frequently in the scientific literature after the mid-1990s (Sassmannshausen & Volkmann, 2018; Rey-Martí et al., 2016; Barki et al., 2016; Phillips et al., 2015). Social entrepreneurship is a complex phenomenon encompassing different elements of nonprofit and for-profit agents and organizations (Martin & Osberg, 2007; Peredo & McLean, 2006). There is still little consensus in the literature about the proper definition of social entrepreneurship (Alegre et al., 2017; Montgomery et al., 2012; Dacin et al., 2011; Nicholls, 2010) among other critical perspectives (Hossain et al., 2017; Choi & Majumdar, 2014; Ruebottom, 2013). However, the popularization of the term social business has sprung from the thoughts of economist and Nobel Prize winner Muhammad Yunus (2008). His initiative to offer microcredit to women's groups in Bangladesh, India, lead to the world-known successful case of Grameen Bank.

In the Brazilian context, the contemporary practice has been merging third sector expertise with business practices and following distinct approaches. One of them is the Yunus' Model[1]: Social Business solves a social problem with financial self-sustainability and does not distribute dividends. Another one is Artemisia's

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[1] https://www.yunusnegociossociais.com.br/o-que-um-negocio-social-

Model[2]: Social Impact Business offers scalable solutions to low-income populations' social issues while distributing dividends. Although one model may seem broader than the other, both account for crucial dimensions of social entrepreneurship: **social purpose** (Dwivedi & Weerawardena, 2018; Wilson & Post, 2013), **socio-environmental impact** (Arogyaswamy, 2017; Molecke & Pinkse, 2017; Holt & Littlewood, 2015; Nguyen et al., 2015; Stevens et al., 2015), **social and economic value** (Lumpkin et al., 2018; Dohrmann et al., 2015; Acs et al., 2013; Wilson & Post, 2013); **financial self-sustainability** (Martin, 2015) and **the role of profit** (Mathias et al., 2017; Mitchell et al., 2016; Hahn & Ince, 2016; Sanders & McClellan, 2014; Ruvio et al., 2010).

In Brazil, a highly diverse country where poverty and inequality levels are below the worldwide socioeconomic standards set by the United Nations (UN), social entrepreneurship is a fertile and innovative ground to address complex social issues faced by the country's population. Ultimately, social entrepreneurship can help the country reach the 17 UN Sustainable Development Objectives (Hummels, 2018). Scholars, governmental agents, and the media seem to share this understanding, not only in Brazil but worldwide (Macke et al., 2018; Sassmannshausen & Volkmann, 2018; Rey-Martí et al., 2016; Rahdari et al., 2016; André & Pache, 2016; Cater et al., 2016; Stevens et al., 2015). Furthermore, the investment impact market reached U$ 715 billion in 2019 (GIIN, 2019).

However, since it is a pre-paradigmatic research area in Kuhn's (1970) terms, there are still many knowledge gaps in the scientific study of social entrepreneurship. One issue still unsolved in the academic literature concerns the role of leadership in social organizations (Gupta et al., 2020; Felício et al., 2013; Short, Moss & Lumpkin, 2009). Understanding the profile of social venture leaders and how they influence people and mobilize resources to achieve their social purposes is needed to disseminate and develop this type of organization. To better understand leader effectiveness is also relevant to promote socioeconomic development through social innovations at the community level. In this sense, addressing these questions through systematic research offers the opportunity to generate new knowledge appropriate for the academic arena and actionable, i.e., capable of fostering this economic niche.

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[2] https://artemisia.org.br/empreendedores/

A pioneering effort in this direction was the SCHWAB Foundation's report (Heinecke et al., 2014), which showed the results of a survey on the critical leadership challenges for social entrepreneurs. However, we still need to develop knowledge about social venture leadership further, i.e., to unveil the critical leadership attributes necessary for social entrepreneurs to succeed in this field. This phenomenon is the focus of this project.

Thus, this thesis presents results from two stand-alone studies that advance knowledge on *the connection between leadership and outcomes in social ventures*. Each study focuses on a specific research question and applies a distinct research methodology.

The first research question concerns *which characteristics, behaviors, and leadership skills are essential to reach business objectives in social ventures*. The first study focuses on the attributes of social venture leaders, i.e., on specific leader behaviors that allow them to advance their organizations and business. It seeks to identify and understand these behaviors inductively, focusing on the phenomenon of leadership in social entrepreneurship. Some scholars have already begun to move in this direction (Nsereko et al., 2018; Roundy & Bonnal, 2017; Coker et al., 2017; Bittencourt et al., 2016; Wronka-Pośpiech, 2016; Hockerts, 2015; Román-Calderón et al., 2015; Brown et al., 2013; Hwee Nga & Shamuganathan, 2010; Ruvio et al., 2010). However, these efforts seem to lack a solid theoretical basis and, in some cases, also convincing empirical evidence. Such knowledge is necessary to foster and develop potential and current entrepreneurs in the field.

The second question concerns *which psychosocial processes enabled by social venture leaders are essential to promote team creativity and innovation*. Thus, the second question focuses on the team level of analyses, i.e., on the social entrepreneurs' influence on their work group. Since there is no social venture leadership measurement instrument yet developed, the study seeks to verify the relative impact of servant and empowering leader behaviors on achieving team creativity and team innovation in social organizations. These traditional leadership frameworks seemed to encompass most of the attributes social venture leaders showed in practice and were already associated with these outcomes. However, in the literature on social entrepreneurship, there are no known efforts to model these relationships consistently. Nevertheless, understanding these relationships is essential. From a theoretical perspective, it moves the field forward by clarifying

and verifying the processes through which social venture leaders promote social innovations through their people. Identifying critical leadership attributes and the particular dynamics they unleash is particularly relevant from a practical standpoint. It can inform social venture leaders and the programs that aim to develop them, thus fostering innovation and goal achievement in this context.

Based on the premise that social venture leadership is key to influence and articulate social changes that favor the sustainable development agenda, this thesis project can bring new insights that may also help developing countries in their socioeconomic growth processes. Knowledge of how social venture leaders build strong social organizations and innovate to leverage socioeconomic development can bring momentum to social entrepreneurs' development and foster public and private policies that can generate economic growth and social justice.

1.1.
Objectives

This thesis focuses on the *leadership attributes and processes that promote organizational outcomes in social organizations.* The two studies conducted advance a specific research goal: (1) to understand the key attributes of social venture leaders and (2) to understand the relative impact of servant and empowering leader behaviors on team creativity and team innovation in social ventures, as well as the psychosocial processes they unleash.

In the first essay, the main objective was to identify the essential leadership attributes of social entrepreneurs. If social venture leaders set up a unique profile found in society, understanding which behaviors are distinctive in these individuals given the context they perform has proved to be a relevant goal for this thesis.

The second essay's objective was to build and empirically test a theoretical model that clarifies the influence of servant and empowering leadership behaviors on team creativity and innovation in social ventures. Both the leadership literature (e.g., Lee et al., 2020; Chow et al., 2018; Zaccaro et al., 2018) and the entrepreneurship literature (e.g., Yu et al., 2020; Kumar & Sukla, 2019; Del Monte & Pennacchio, 2019) have highlighted the need to understand better how leaders can influence the creativity of agents in reaching organizational goals.

1.2.
Research Locus: The Social Entrepreneurship Field

If conventional entrepreneurship focuses on an individual initiative aimed at control over the financial future, social entrepreneurship seems to combine the emphasis on a unique initiative with the goal to contribute to something bigger than oneself (Dwivedi & Weerawardena, 2018; Hockerts, 2017; Bacq et al., 2016). Further, the phenomenon of organizations and businesses that aim to produce a positive socio-environmental impact can also be a critical and creative reaction to limitations on individuals' power and freedom in contemporary societies (Dey & Steyaert, 2016).

However, social entrepreneurship is a complex phenomenon. Consequently, social organizations' central issues, including their antecedents, determinants, and outcomes, are yet to be deciphered (Rawhouser et al., 2019; Sassmannshausen & Volkmann, 2018; Dwivedi & Weerawardena, 2018). Nonetheless, some researchers have progressed in their understanding of the fundamental issues in this type of organization, which is often hybrid (e.g., Gupta et al., 2020; Hockerts, 2017; Hahn & Ince, 2016). One of the unresolved gaps in the scientific knowledge regarding social entrepreneurship is the leadership's effect within this type of organization (Gupta et al., 2020; Lee & Kelly, 2019; Battilana, 2018).

Felício et al. (2013) define social entrepreneurship as a process that creates value through initiatives that seek solutions for social problems; it applies innovation strategies, combining resources and exploiting opportunities to stimulate change to satisfy human needs by developing socio-environmental goods and services. Indeed, social entrepreneurs fill institutional voids by providing goods and services where governments fail to do so and where the private sector sees risks that are incompatible with the rewards associated with such ventures (Hwee Nga & Shamuganathan, 2010). Other authors state that social entrepreneurship refers to the search for initiatives to exploit viable opportunities to solve pressing social problems in the 21st century (Muralidharan & Pathak, 2018; Ramani et al., 2017; Stephan et al., 2016). Scholars evaluate these initiatives in terms of their positive impact on the socio-environmental transformation of the communities they interact with (Alvord et al., 2004; Dees, 1998).

It is important to note that organizations involving social entrepreneurship vary in a business model continuum that ranges from nonprofit organizations to hybrid ventures to more conventional business models, such as enterprises (Hahn & Ince, 2016; Comini, 2016). Some authors have also observed that social entrepreneurs depend on a wide range of funding sources to thrive: individual contributions, investment funds, foundations and institutes grants, user fees, and government subsidies (Muralidharan & Pathak, 2018; Austin, Stevenson & Wei-Skillern 2006). However, one may perceive a gradual increase in the use of market mechanisms by these organizations when developing and commercializing socioenvironmental products and services to generate financial sustainability and, eventually, produce a profit and issue dividends (Lamy, 2019; Hahn & Ince, 2016).

There seems to be a consensus that a social vision involving a strong sense of obligation to satisfy human needs drives social entrepreneurs (e.g., Waddock & Steckler, 2016; Ruvio et al., 2010; Hwee Nga & Shamuganathan, 2010). Moreover, these individuals' visions and actions are often associated with broad ethical considerations and are generally understood to be influenced by altruism or humanistic purpose (Petrovskaya & Mirakyan, 2018; Waddock & Steckler, 2016). Interestingly, it is remarkable to note that investigations concerning the topic are beginning to present less-idealized views of these agents – observations that go beyond the stereotype of the "entrepreneur-hero" (Kimmitt & Muñoz, 2018; Bacq et al., 2016; Ruebottom, 2013). However, one must consider that there are indications that these individuals tend to put their social values ahead of individual profitability (Stevens et al., 2015; Dacin et al., 2011).

Other distinguishing characteristics of social entrepreneurs appear to be their ability to effectively engage, enable and foster transformational changes despite scarce resources, risks, and diverse contexts (Saebi et al., 2019; Lumpkin et al., 2013; Hwee Nga & Shamuganathan, 2010). In addition to such skills, others mentioned in the literature characterize these agents, such as innovation, independence, tolerance of ambiguity, and social value production (Dwivedi & Weerawardena, 2018; Lortie & Cox, 2018; Roundy & Bonnal, 2017). The ability to form and belong to social networks is also essential so that these social venture leaders may acquire advice, human resources, financial contributions, innovative ideas, and emotional support (Gupta et al., 2020; Sakarya et al., 2012; Marshall, 2011). Nonetheless, based on empirical evidence, there is still no consensus or

consolidation in the academic literature about the essential leadership attributes of social entrepreneurs that enable them to produce innovations and positively impact social issues.

Therefore, addressing the gap raised previously, this thesis follows Felício et al. (2013) broad definition of social entrepreneurship: a process that creates value through initiatives that seek solutions to socio-environmental problems by using innovation practices and strategies, despite pursuing a nonprofit or for-profit business model. Besides, social entrepreneurs are described as individuals with certain values and abilities who seek to implement socioenvironmental innovations in the field (Zahra et al., 2009).

1.3.
Relevance

Social entrepreneurs are unique economic actors that can contribute to sustainable development. Moreover, social entrepreneurs are leaders who operate in challenging environments, where organizational and contextual factors increase the demands on these leaders and enhance the complexity that conditions their actions (Gupta et al., 2020). Thus, it is relevant to consider them more deeply in field research.

Further, theoretical articulations about leadership in the social entrepreneurship context are still insipient. They superficially portray how this type of entrepreneur influences and mobilizes individuals to promote the change processes they endeavor. There is still no theoretical-conceptual framework that fully characterizes these leaders' behavior in their social organizations' effective running. Therefore, addressing this gap in research is relevant to advance this academic field.

Besides, there is no known consistent effort to model the relationship between these leaders' attributes and their social innovations in the social entrepreneurship literature. Nevertheless, understanding these relationships is essential, not only from a theoretical point of view. From a practical standpoint, it is even more relevant to inform social venture leaders and the programs that aim to develop social entrepreneurship about the critical leadership attributes and processes they must prioritize to innovate in achieving their goals.

Revealing these results is also vital to inspire new business models aligned with the sustainable development paradigm and to inspire public and private policies to encourage this economic niche. Finally, systematization of knowledge in that regard can effectively boost the creation of more customized programs for identifying potential social entrepreneurs and increasing training, developmental, and promotional projects for these agents and their organizations.

Therefore, understanding the key attributes and psychosocial processes enabled by social entrepreneurs in their quest to promote social change and bring about social innovations is relevant both academically and practically. Moreover, from a broader perspective, it can add momentum to the sustainable development paradigm worldwide.

2.   Essay 1 - Social Venture Leaders: Understanding Key Leadership Attributes of Social Entrepreneurs

2.1. Introduction

Entrepreneurial practices motivated by social purposes have expanded worldwide and have attracted the media, academia, and, more recently, the investment sector's attention (GIIN, 2019; Comini, 2016; Dohrmann et al., 2015). Since the 1990s, there has been an increase in the number of studies on the topic (Gupta et al., 2020; Saebi et al., 2019; Sassmannshausen & Volkmann, 2018). Nevertheless, there are still many gaps in the knowledge about entrepreneurs whose purpose is to generate a positive social impact through their organizations. Leadership in social entrepreneurship is one of such gaps noticed by scholars (Gupta et al., 2020; Battilana, 2018; Felício et al., 2013).

Social entrepreneurs are unique economic actors (Thorgren & Omorede, 2018; Roundy & Bonnal, 2017; Hahn & Ince, 2016). In addition to all the demands faced by conventional entrepreneurs, those that focus on generating positive socio-environmental impact face the two-fold challenge of being financially sustainable while at the same time seeking systemic social transformation (e.g., Battilana, 2018; Cherrier et al., 2018; Alegre et al., 2017). Moreover, social entrepreneurs are leaders who operate in challenging contexts, mobilize and coordinate public and private resources, and influence multiple stakeholders (Bacq & Eddleston, 2018; Ramus & Vaccaro, 2017). These organizational and contextual factors increase these leaders' demands and enhance the complexity that conditions their actions (Gupta et al., 2020). Nevertheless, there is still little knowledge about leadership skills and behaviors that drive effective social endeavors outcomes.

As Paredo and McLean (2006) point out, the complete set of skills needed in social entrepreneurship may not be the same set of skills necessary to succeed in conventional entrepreneurship. Although social entrepreneurship is a phenomenon associated with change, theoretical articulations about leadership in this context are still insipient. There is still no framework that fully characterizes these leaders'

behavior in their organizations' effective running. Besides, since only peculiar individuals with particular values and abilities seem to be attracted to social entrepreneurship (Zahra et al., 2009), those who thrived in the social venture ecosystem might have unique leadership attributes.

This study seeks to understand the essential leadership attributes that drive effective outcomes among social entrepreneurs. Following Zaccaro et al. (2018), the research adopted the term "attribute" to refer to skills and behaviors manifested by leaders in the leadership process. The study follows an inductive research approach based on the tenets of grounded theory (Strauss & Corbin, 1998). Data was collected through in-depth interviews with social entrepreneurs and their stakeholders. The method's choice sought to avoid the pre-programmed nature of deductive research to minimize the influence of pre-existing ideas and theoretical understandings in interpreting the data. With this approach, the study could access the phenomenon *per se*, taking it as the starting point of the investigation (Gioia et al., 2012). Thus, suspending the judgment imposed by specific leadership perspectives allowed articulating a more complete and accurate understanding of social entrepreneurs' key leadership behaviors, resulting in eight essential attributes that characterize what is referred to as *social venture leadership* (SVL).

2.2.
Social Entrepreneurship and Leadership

The synergy between leadership and entrepreneurship concepts is noteworthy. The former is a social influence process that catalyzes change by mobilizing individuals around a common purpose (Antonakis & Day, 2018; Gardner, 1990; Burns, 1978). In its turn, entrepreneurship is a process focused on creating and exploiting economic opportunities innovatively (Sarasvathy, 2001; Shane y Venkataraman, 2000; Schumpeter, 1934). Indeed, the stereotype of the entrepreneur presented in Schumpeter's seminal work (1934) is that of a leader whose existence in society is fundamental to promoting socioeconomic development (Martes, 2017). In social entrepreneurship, this interconnection becomes even more evident as these unique agents seem to head innovative changes that transform the socioeconomic reality of the vulnerable communities where they operate (Thorgren & Omorede, 2018; Waddock & Steckler, 2016).

However, despite this synergy, efforts to integrate the scientific literature regarding leadership and entrepreneurship are still incipient (Reid et al., 2018; Renko et al., 2015; Gupta et al., 2004; Cogliser & Brigham, 2004). In the literature on social entrepreneurship, there seems to be a vacuum concerning this interconnection (Battilana, 2018). On the rare occasions when researchers make inquiries about leadership in this context, they anchor themselves in conventional perspectives concerning the phenomenon without paying due attention to social entrepreneurs' specificities and the particular circumstances in which they operate. This approach seems to be a limited strategy for building theoretical-conceptual bridges between these fields of knowledge.

Transformational leadership (Bass & Avolio, 1994) is the approach most often associated with social entrepreneurs. Researchers propose that these actors' critical characteristics include their concern for the social domain and their exceptional ability to lead, virtue, and moral character. Roper and Cheney (2005) note that social organizations are often run by value-oriented, charismatic leaders who see themselves and their organizations as innovative and socially responsible. Indeed, the transformational leadership premises (Bass & Avolio, 1994) present some synergy with social entrepreneurship due to social ventures' characteristics, the context in which they operate, and the difficulties in obtaining resources (Felício et al., 2013; Renko, 2013). However, the transformational perspective essentially measures the effects of leadership's attributes on followers, and it does not fully clarify which leader behaviors produce the expected results (van Knippenberg & Sitkin, 2013). Consequently, we still lack complete clarity concerning actions that unleash this type of leadership's positive effects.

Servant leadership (Greenleaf, 1977) is another perspective that has been applied to analyze social entrepreneurship. Petrovskaya & Mirakyan's (2018) research, for example, indicates that social entrepreneurs differ from conventional entrepreneurs concerning four of the attributes of servant leadership: altruism, integrity, trust in others, and empathy. However, no differences were found between the two groups regarding humility. The study by Rivera et al. (2018) provides evidence that servant leadership entails a set of attributes that can determine the formation of attitudes and intentions regarding engaging in social entrepreneurship. For Martin and Novicevic (2010), this leadership style is appropriate when there is a need to transfer knowledge and disseminate practices to local communities in

poverty situations so that they can learn techniques and have the means to sell the original products and services of their cultures. However, this perspective also presents restrictions on knowledge regarding crucial leadership attributes in social entrepreneurship. It focuses on leaders' distal traits and does not delve into specific leader behaviors enhanced by these exogenous factors.

Four other leadership approaches applied to social entrepreneurship were found in the literature. First, Newman et al. (2018) examined the relative influence of entrepreneurial leadership on employees' organizational commitment and innovative behavior working in social enterprises. Second, Pasricha and Rao (2018) adopt ethical leadership to understand how to foster social innovation among employees. Third, complexity leadership theory was the lens used by Gibbons and Hazy (2017) to analyze a North American social organization's large-scale operation. Finally, Cho (2016) endorses shared leadership when studying Ashoka and its perspective that leaders must empower other agents to become themselves leaders.

When analyzing the existing scientific literature on leadership in social entrepreneurship, there seems to be a long way to go before we can fully understand the phenomenon in this context. Moreover, there is no agreement concerning the leadership attributes essential to social entrepreneurs, nor the consolidation of a theoretical-conceptual framework rooted in the phenomenon itself and accounts for its dimensions and specificities. Nonetheless, understanding the leadership behaviors that are critical in social entrepreneurship seems essential to understand how these leaders can effectively promote the hybrid results of social impact and financial sustainability, as well as to develop and support those who conduct this type of endeavor (Battilana, 2018; Sengupta et al., 2018).

2.3.
Methodology

This study was conducted based on the tenets of grounded theory, as it opens the "possibility of combining empirical research with theoretical reflection" (Tarozzi, 2011, p .13). Furthermore, in keeping with Gioia et al. (2012), the methodology followed Strauss and Corbin's (1998) post-positivist approach.

2.3.1.
Research Strategy

Since this study addresses the essential leadership attributes in social entrepreneurship, with particular attention given to the behavior of leaders in this context, direct contact with leaders in these organizations and their stakeholders was essential to achieve a complete view of the leadership process in social ventures. Therefore, through in-depth interviews, these actors were encouraged to describe, exemplify, and discuss their leaders' perceptions and behaviors manifested in social ventures' daily operations.

Although the literature review's role in grounded theory is controversial (Dunne, 2011), a preliminary consultation on the existing literature on leadership and social entrepreneurship was conducted to understand better its gaps and the knowledge boundaries about the phenomenon. Afterward, the recommended approach to suspend judgment delimited by classical leadership perspectives seemed appropriate for this research's objectives and the knowledge development stage in the social entrepreneurship field.

2.3.2.
Theoretical Sample and Data Collection

Following Aguinis and Solarino's (2019) recommendations regarding transparency and replicability in qualitative research, the organizations and participants of this study and their selection criteria were thoroughly described here.

The empirical work was carried out in Brazil between 2017 and 2019 and involved a theoretical sample comprised of 14 social entrepreneurs and 22 stakeholders, including employees, customers, investors, and partners. These entrepreneurs were identified and contacted through a business incubator based in Rio de Janeiro. Before contacting the participating ventures, brief conversations with ecosystem actors were made (i.e., incubator managers, accelerators, and researchers from the field) to attest to their reputation and legitimacy and check their records of socioenvironmental impacts.

The organizations involved in the study all have the two-fold mission of generating positive social or environmental impact and sustainably managing

financial resources (Battilana, 2018; Comini, 2016; Mair et al., 2012). In addition, organizations with diversified revenue-generating strategies were included in the data collection, i.e., were not dependent on a sole source of income and had at least one operational team, preferably remunerated, dedicated to the business's primary activity. Therefore, a broad definition of social entrepreneurship was adopted, in which the organizations could be nonprofits as well as for-profits.

The research started with in-depth, in-person interviews with the founding leaders of four social organizations. A semi-structured research protocol was adopted during these meetings, which lasted one hour on average. In these in-person conversations, leaders were asked questions, such as "*What characteristics were and are critical for you to overcome your organizational challenges while generating social impact?*", "*Could you describe me a situation where these characteristics manifested?*" and "*In general, what characteristics and behaviors do you consider essential for a social entrepreneur to be successful in implementing his or her vision?*".

These social entrepreneurs indicated two other individuals who had direct contact with them and their business, one internal to the organization and the other one external, thus including perspectives of different stakeholders in the study. These other participants were interviewed in person, following a specific interview protocol, which addressed questions such as "*What motivates you to follow/work/invest/collaborate with this social organization?*", *"What characteristics and behaviors do you identify in this social entrepreneur that makes you want to collaborate with him?" and "What actions by this social entrepreneur have overwhelmed you?".*

After this initial round of interviews and preliminary data analysis, the interview protocol was adjusted, and 25 other social entrepreneurs were contacted. Of these, ten volunteered to participate in the study. Through online interactions with the Skype App, a new round of interviews was conducted, making only minor additions in the script to address further questions that arose during the interview process. Followers of these leaders were interviewed during the same period, also by Skype App. Theoretical saturation was reached with the interviews conducted in the 12th organization.

When they were interviewed, the fourteen social entrepreneurs ran organizations at different business life cycle stages (Adizes,1979). Four social

ventures could be considered **mature** (more than 15 years of operation), five were **growing** (between ten and 15 years of operation), and five were **startups** (founded in less than ten years). Table 1 presents the profile of the social ventures involved in the study and the participants in each organization. The organizations operated in various segments, such as education, environment, employment and income, civil construction, and financial services. The organizations were in the Brazilian cities of Rio de Janeiro, São Paulo, Belo Horizonte, and Belém do Pará.

Table 1:Social Ventures And Participants Profile

MATURITY LEVEL	ORGANIZATION	YEAR FOUNDED	SEGMENT	ORGANIZATIONAL PURPOSE	PARTICIPANT	ROLE	PARTICIPANT CODE
START-UP	Pluvi.On	2017	Climate Change	Ensure that no person on the planet suffers from a lack of adequate climate information, reducing the risk of loss due to extreme weather events; and warning the right individuals.	Diogo	**Founder**	**SVL1**
					Mariana	Partner	FL1
	Kilombu	2016	Work and Income	To be an affirmative action that aims to expand the reach of black entrepreneurs who struggle to empower themselves and to publicize their products and services to mitigate the economic inequalities caused by the inequitable distribution of income produced in the country.	Vítor	**Founder**	**SVL2**
					Leandro	Fundraising Partner	FL2A
					Rodrigo	Project Partner	FL2B
	Ciclo Orgânico	2015	Environmental Services	Make entire cities close their waste cycle by using composting; generate more employment, income opportunities, and better food production for the town.	Lucas	**Founder**	**SVL3**
					Vinicius	Partner	FL3
	Workay	2015	Civil Construction	End losses and headaches in carrying out renovations and, at the same time, insert women in the construction industry.	Juliana	**Founder**	**SVL4**
					Patrick	Partner	FL4A
					Diego	Beneficiary	FL4B
	Insolar	2014	Energy	Promote the democratization of solar energy access in Brazil by installing solar panels in low-income communities, but with great human and energy potential.	Henrique	**Founder**	**SVL5**
					Rob	Investor	FL5A
					Léo	Beneficiary	FL5B
GROWTH	Moleque Mateiro	2010	Environmental Education	Build a sustainability culture using projects developed for different social segments, promoting awareness through activities that explore, without degradation, the resources that protected natural areas offer.	Lúcia	**Founder**	**SVL6**
					Pablo	Partner	FL6
	Instituto Banco Comunitário Tupinambá	2009	Financial Services	Promote the economic development of the needy community by using financial, social, and cultural services based on Solidarity Economy principles.	Marivaldo	**Founder**	**SVL7**
					Wensyo	Employee	FL7
	Papel Semente	2009	Conscientious Consumption	Develop products with socio-environmental responsibility that promote joy and enchantment and encourage conscientious consumption in society.	Andrea	**Founder**	**SVL8**
					Thaís	Commercial Partner	FL8A
					Clauzenir	Employee	FL8B
	A Banca	2008	Culture	Use Hip Hop culture, popular education, and technology to promote inclusion, strengthen identity and foster youth entrepreneurs living in ghettos.	Marcelo	**Founder**	**SVL9**
	Argilando	2004	Social Mobilization	Sensitize, intervene, and mobilize the community, business, and governmental engagement in civil society's socio-economic development.	Pedro	**Founder**	**SVL10**
					Karina	Employee	FL10A
					João Ricardo	Volunteer	FL10B
MATURITY (SUCCESSION/ REINVENTION)	Rede Cidadã	2002	Work and Income	Transform society by integrating life and work as a single value, working in a network to find solutions for generating work and income for vulnerable youth.	Fernando	**Founder**	**SVL11**
					Maria Tatiana	Employee	FL11A
					Fausto	Consulting Partner	FL11B
	Projeto Uêre	1998	Education	Provide quality education and instruction for children and youth at social risk.	Yvonne	**Founder**	**SVL12**
					Christiane	Client 1	FL12A
					Ricardo	Client 2	FL12B
	Recode	1995	Technology	Broaden the horizon of opportunities for young people in situations of social vulnerability through digital empowerment.	Rodrigo	**Founder**	**SVL13**
					Luisa	CEO	FL13A
					Elias	Project Partner	FL13B
	Afroreggae	1993	Culture	Reduce social inequalities and combat prejudice in its various forms, using art and culture as tools for people and groups' social transformation.	José	**Founder**	**SVL14**
					William	Employee 1	FL14A
					Fabiana	Employee 2	FL14B

Source: Prepared by the author

2.3.3.
Data Processing and Analysis

The data processing and analysis followed the Grounded Theory approach formulated by Strauss and Corbin (1998). This approach requires that data and theory be continuously compared and contrasted throughout collection and analysis. Thus, the interviews' data were being collected and transcribed while simultaneously analyzed, generating a recursive, iterative process. Following the steps recommended by Gioia et al. (2012), the transcribed interview data were first categorized into 1st order terms (informant-centered). Subsequently, as the research progressed, it was possible to see that similarities and differences emerged among various categories. Thus, this first codification was grouped into 2nd order terms (theory-centered). Lastly, in the final stage, the analysis entered its high-order domain. At this moment, the observation was made on whether the categorized themes entail broader concepts, which would more accurately translate the studied phenomenon. This analytical exercise of theoretical saturation then yielded the eight final aggregate dimensions of social venture leadership presented in this study.

It is important to emphasize that the data coding was thoroughly discussed with other experts until it reached a consensus on the interpretations presented, seeking more reliability and validity in the research, thereby increasing its quality. The following section describes the procedures followed to analyze the data and document all data coding, including first-, second-and high-order codes.

2.4.
Essential Attributes of Social Venture Leadership

The data analysis process began right after the first interviews were transcribed and was adjusted as new information came to the fore. Initial categories were based on the participants' direct statements. To start with, the leaders' utterances were examined, identifying issues that emerged from their accounts. Later, these categories were studied across all interviews with social entrepreneurs, consolidating them transversally, as they were recursive to several reports. Next, the same procedure was applied to the interviews involving the

followers/stakeholders. From this analysis, the 1st order categories for the data from both leaders and followers were derived. At this stage, behavior-centered statements, that is, actions identifiable in the data, were used as a guideline to label the 1st order categories – those centered on the informants.

Next, the 1st order categories were scrutinized for conceptual synergies to allow more in-depth theoretical abstraction. Initially, it was made in each group of participants separately – leaders and followers. In doing this analysis, the 2nd order theory-centered categories were identified: 1) being mutually exclusive and exhaustive, and 2) accurately discerning the similarities and differences of meanings intended by the interviewees. Then, upon combining the analyses within the two groups of participants, a broader synthesis codification was derived from the field data.

The theoretical categories resulting from the 2nd order coding of data from leaders and followers showed a considerable, though not intended, convergence. Consequently, the categories and their meanings were transversally analyzed to generate a parsimonious set of mutually exclusive high-order dimensions. Figure 1 illustrates the analysis process carried out in the research.

Figure 1:Data Analysis Process
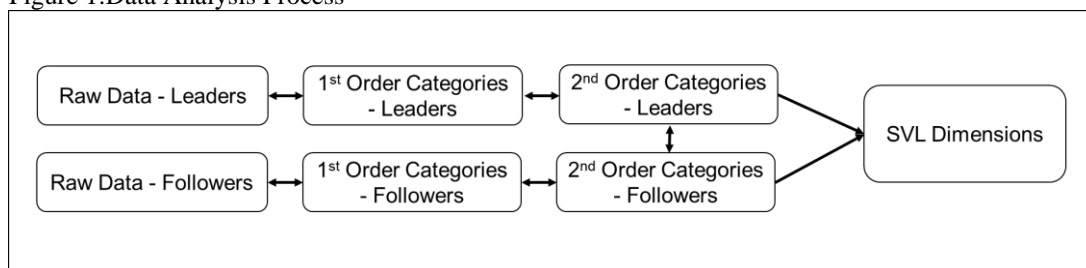
Source: Prepared by the author

The results' analysis that follows is organized around the eight final aggregate dimensions of leadership attributes. It presents the analysis process and codes through which these final dimensions emerge to facilitate understanding and render the description of the results more fluid. For the sake of parsimony, selected statements were highlighted to illustrate 1st order and theoretical categories that grounded the proposed high-order dimensions. The eight essential attributes of social venture leadership observed in this work are: 1) *Drive to cause impact*, 2) *Unswerving moral integrity*, 3) *Other-centered communication*, 4) *Constructive*

relational stance, 5) *Team development*, 6) *Strategic network weaving*, 7) *Co-creative problem solving*, and 8) *High-quality delivery orientation*. In the following sections, each of them is presented in detail.

2.4.1.
Drive to Cause Impact

The "drive to cause impact" is one of the most prominent attributes of social venture leaders (SVLs) and is at the heart of their organizations. SVLs seem to have *in-depth knowledge about a social or environmental cause and a strong commitment to positively impact it*. As explained below, this conceptual dimension integrates the 2nd order categories (a) *driven by a cause* and (b) *devotee of the cause*, which respectively emerged from the interviews with leaders and followers.

When SVLs reflect on their leadership behaviors, their drive to impact the cause appears to be the gravity center of their discourses; a drive deeply seated in their own interests and beliefs. They not only seem to strive to materialize the purpose of their organizations, but they also seem to be personally moved by the causes they advocate. They see themselves as individuals who devote their minds and hearts to the cause, which appears to play a crucial role in follower influence and mobilization. Their passion for that "*clear purpose*" (SVL9) not only motivates these leaders intrinsically but also serves to "*inspire the team*" (SVL8) and "*guarantee cohesion*" (SVL1) among team members. In the words of the Recode's founder:

> I truly believe that I have passion, that I have enthusiasm, that I dedicate my whole day to doing this for the cause. And that it infects other people... This thing about maintaining the DNA, the spirit, the initial vision, a continuous reconnection, even with deep levels of innovation within this type of action ... I engage people in these visions so that we can be part of a team that has a clear vision, a purpose, enthusiastic people, people who will work hard, but who will also feel rewarded. (SVL13).

These leaders are devotees of the cause for the followers, who advocate and are driven by that higher purpose. As they reflect on the SVLS behaviors, followers' image is of leaders that "*strive for people*" (FL10A). The followers see in these leaders someone who has a "*huge social connection*" (FL2A) and a *"desire to fight for the cause"* (FL13B) to mitigate and solve social or environmental problems. These leaders are seen as individuals who are deeply concerned about these causes

and who put service at the center of their social organization, as the Recode's project partner explains:

> "One fascinating thing about Rodrigo is a desire to fight for the cause… He's normally a very open guy, and those characteristics really stood out from the first moment... He's a very important person for leading the cause, which he represents in the social area, to understand the cause... We move to another level of conversation, which is not only about the activities there at Recode, but about really sensitizing the social actors to understand the importance of technology and the matters that are close to the reality that we are actually living in and for a national reality... He's always interested in understanding how we can lead the movement in that sense [to create public policies]." (FL13B)

The leader's desire to impact the cause and the actions derived from such motivation seem to have an essential role in attracting and retaining followers. Thus, in addition to being devoted to the cause, these leaders are deeply committed to positively impacting it together with their followers. Table 2 summarizes the process followed in the analysis that culminated in the high-order dimension "drive to cause impact" of SVLs.

Table 2: Drive to Cause Impact Dimension

INTERVIEW EXCERPT	1st Order Category (Informant-Centered)	2nd Order Category (Theory-Centered)	High-Order Dimension
"I am a fulfilled person because I love what I do. So, I didn't screw around; I didn't do things that didn't have a purpose. So, that fulfills me; I'm a happy man... You have to have a very clear purpose; you have to be connected with people who do things that have to do with your purpose" (A Banca founder)	To have a clear purpose	DRIVEN BY A CAUSE	DRIVE TO CAUSE IMPACT
"I truly believe that I have passion, that I have enthusiasm, that I dedicate my whole day to doing this for the cause. And that it infects other people... This thing about maintaining the DNA, the spirit, the initial vision, a continuous reconnection, even with deep levels of innovation within this type of action ... I engage people in these visions so that we can be part of a team that has a clear vision, a purpose, enthusiastic people, people who will work hard, but who will also feel rewarded." (Recode founder)	To engage people through purpose		
"My social organization, which I'm heading, in the sense of being its founder, has always been a high-risk project, including a high risk of life. And when you're willing to put your life at risk for your ideals... Because it's one thing for you to say, 'I am willing to die,' but it's another thing when you really do nearly die many times for your cause, for your team. Because I've already experienced many situations of putting myself at risk to save the lives of Afroreggae individuals, even the lives of people who weren't Afroreggae..." (Afroreggae founder)	To take risks for the cause		
"Since I only have an economic view of the facts, he manages to aggregate this social issue in a highly empowering way. And that helps us a lot because nobody wants to invest in a project like this if they don't have a huge social connection... He talks about the racial issue; he talks about the social issue involving social development, which can happen through business." (Kilombu fundraising partner)	To know the social problem deeply	DEVOTEE OF THE CAUSE	
"We find ourselves within a purpose. So, it's not a question of niche or opportunity. It's a question of purpose." (Rede Cidadã consulting partner)	To converge people around the purpose		
"One fascinating thing about Rodrigo is a desire to fight for the cause… He's normally a very open guy, and those characteristics really stood out from the first moment... He's a very important person for leading the cause, which he represents in the social area, to understand the cause... We move to another level of conversation, which is not only about the activities there at Recode, but about really sensitizing the social actors to understand the importance of technology and the matters that are close to the reality that we are actually living in and for a national reality... He's always interested in understanding how we can lead the movement in that sense [to create public policies]." (Recode project partner)	To fight for the cause		

Source: Prepared by the author

2.4.2.
Unswerving Moral Integrity

SVLs demonstrate that they *hold strong ethical principles and assume responsibilities despite pressures and constraints*. This conceptual dimension refers to acting coherently and uprightly, following solid values and principles, in entrepreneurship and leadership processes. This attribute also emerged from both leaders' and followers' narratives, as shown in Table 3.

The 2nd order category from the leaders' perspective is (a) *moral integrity*, which mainly reflects on the importance of "*walk the talk*" (SVL11) in this context. In addition, the leaders reported the need to "*set an example*" (SVL7) and to "*be brave*" (SVL6) to "*change the world*" (SVL7). Finally, responsibility for the people involved in the cause is also an aspect of the social entrepreneurs' ethical stance, as mentioned by A Banca's founder:

> A Banca's image has a lot to do with who I am [as a person] ... I cannot make mistakes... I cannot do the wrong thing... If I do something that will generate a bad moment, it won't be bad just for me; it will be bad for many other people too... So, it's a big responsibility. (SVL9).

For the followers, the narrative concerning leaders yielded the 2nd order category (b) *moral fiber*. This category reflects the importance of ethics in social entrepreneurship from the stakeholders' point of view. From their perspective, being *"honest"* (FL14A) and "*never losing sight of principles*" (FL12B) are fundamental characteristics of these leaders. The Afroreggae's employee 1 was explicit about this in his statement:

> [I admire the leader] because he's honest. I've never seen him get involved with the wrong thing... Last year he got a twenty-million-real proposal for us, which would involve laundering money. But he turned it down... It involved a businessman who wanted to give that amount of money to the NGO to bypass fiscal interference, and we would then pass on a sum of money back to him. Our leader refused. (FL14A).

Table 3:Unswerving Moral Integrity Dimension

INTERVIEW EXCERPT	1st Order Category (Informant-Centered)	2nd Order Category (Theory-Centered)	High-Order Dimension
"To be an example. I think that is very important. Walk the talk." (Rede Cidadã founder)	To do what you say	MORAL INTEGRITY	UNSWERVING MORAL INTEGRITY
"I think I end up exercising some leadership role with the group when they see it like this: Lucas is the guy who's here every day; he never misses work; he's the guy who's there with us while we do what we do. And I think that ends up generating respect, motivation... I think that coherence is important as well." (Ciclo Orgânico founder)	To set an example of coherence		
"A Banca's image has a lot to do with who I am [as a person] ... I cannot make mistakes... I cannot do the wrong thing... If I do something that will generate a bad moment, it won't be bad just for me; it will be bad for many other people too... So, it's a big responsibility." (A Banca founder)	To take responsibility		
"Regardless of government, regardless of position, regardless of any issue like that, she never loses sight of her principles... She's never compromised her principles when it comes to money... anything like that... She'll never sell herself for a job position, a situation, a government position... She'll never compromise herself to please A or B." (Projeto Uerê client 2)	To demonstrate loyalty to your principles and values	MORAL FIBER	
"[I admire the leader] because he's honest. I've never seen him get involved with the wrong thing... Last year he got a twenty-million-real proposal for us, which would involve laundering money. But he turned it down... It involved a businessman who wanted to give that amount of money to the NGO to by-pass fiscal interference, and we would then pass on a sum of money back to him. Our leader refused." (Afroreggae employee 1)	To be honest and to hold strong integrity		
"He's a super-correct guy when it comes to setting up and structuring the company." (Ciclo Orgânico partner)	To structure the business with integrity		

Source: Prepared by the author

2.4.3.
Other-Centered Communication

During the research, the central role of communication became evident as a vehicle for materializing other attributes revealed by the data collected. For example, SVLs *consider their audience as they actively listen to others and communicate clearly and truthfully*. This dimension emerged from two 2nd order categories observed in the leaders' interviews – (a) *active listening* and (b) *authentic and sensitive communication* – and one grounded in the followers' statements - (c) *authentic and charismatic communication.*

The leader behaviors in this dimension entail social entrepreneurs' genuine intention to be reliable in their interactions with others. As a result, they are "*able to really listen*" (SVL1) to others and to "*adapt creatively*" (SVL14) their speech to different audiences, speaking with their "*heart[s] and with authenticity*" (SVL13). In his statement, the founder of Pluvi.On describes this communication process:

> The leader must have a mindset, which I call radical openness... by listening to different points of view because he will most likely be addressing completely different stakeholders on the same day. He will speak to the community on one day, and on the same day, he will talk to an investor; then he'll speak to a company,

and then to an accelerator... He must be able to translate what he does, what benefit he can effectively deliver to all these stakeholders. (SVL1).

From the followers' perspective, the leaders need to convey "*truth*" (FL7) and "*clarity*" (FL11B) in their speech. They also seem to emanate an "*energy that makes people want to listen to him and to do things with him*" (FL10B), which appears to "*captivate*" (FL6) followers in this context. The Argilando's volunteer describes how these leaders' communication mobilizes people:

His energy is very good... He attracts people to get close to him; he has an energy that makes people want to listen to him and to do things with him... Consequently, I said to myself: 'There's a madman there who thinks the same as me; well, I'm going to join him... He's this person who exudes an energy that makes you say: 'I want to be close to that energy; I want to be part of that together with him'. Besides, I really believe in what he says. (FL10B).

The 2nd order categories from leaders and followers show the relevance of speaking the truth and having a truthful behavior in the communication process among the social entrepreneurship contexts. This truth motto enables the communication to be other-centered as it sets the tone and the direction of the dialogues and speeches in the field. Table 4 presents the analysis that concluded in the "other-centered communication" high-order dimension here described.

Table 4:Other-Centered Communication Dimension

INTERVIEW EXCERPT	1st Order Category (Informant-Centered)	2nd Order Category (Theory-Centered)	High-Order Dimension
"I think the first characteristic is really knowing how to listen... I'm the guy who stops everything that's happening to listen. So, I say something like this: 'What's up? Tell me what's going on and what we need [to do right now to find a solution]'... I think that is a primary point that is recognized about my leadership, even by the team – that characteristic of being able to really listen." (Pluvi.On founder)	To truly listen to the team's needs	ACTIVE LISTENING (LEADERS)	OTHER-CENTRED COMMUNICATION
"We listen to entrepreneurs a lot so we can improve the tool... Some people are using the tool just for us to test it... That empathetic listening has to be practiced with a willingness to listen to the beneficiary about what you're doing... I think it's more genuine if you actually go there to listen to the beneficiary regarding your policy. So, for me, empathetic listening is essential." (Kilombu founder)	To listen to the organization's beneficiaries		
"To lead, at the very least you have to listen, and when you do that, you're being participative... In my case, that means just a bit of participatory listening: I delegate in parts; I tend to listen a lot; I take other people's opinions into account. But I'm the one who makes the decision." (Insolar founder)	To listen to people's opinions before making decisions		
"It's important to adapt creatively to what the moment is and then transform your idea, your cause, your business – in my case, a social business – into something that generates interest. So, I think it's about knowing how to use the right language... [a language] that makes the person feel as if he or she's a partner in the cause you're offering." (Afroreggae founder)	To use the right language to engage people in the cause	AUTHENTIC AND SENSITIVE COMMUNICATION (LEADERS)	
"Sometimes I close my eyes to reconnect with what's best within me, with my heart and with my authenticity. And what I'm going to say needs to be connected with that; it needs to show through my voice's strength to have originality and have authenticity. That the decisions I'm making as a leader are not based on ego or vanity; they're based on what is most truthful, authentic, or important for the organization." (Recode founder)	To speak with originality and authenticity		
"The leader must have a mindset, which I call radical openness... because he will most likely be addressing completely different stakeholders on the same day. He will speak to the community on one day, and on the same day, he will talk to an investor; then he'll speak to a company, and then to an accelerator... He must be able to translate what he does, what benefit he can effectively deliver to all these stakeholders." (Pluvi.On founder)	To know how to speak to different audiences		
"Seeing a person speak like he does is impressive for the substance[...] And I think that, in my case, the enchantment was because of the simplicity and the truth [of the leader] ... We could see the truth of what was being said... And [also] all the potential that it had... And that was proven in those years when he won several awards... That, I think, was what caught my attention the most... Have real motivation... Believe in what you're saying and doing... Really believe, because then when you pass it on to people [in what you say], you show the truth [of the business]. " (Banco Comunitário Tupinambá employee)	To speak truthfully	AUTHENTIC AND CHARISMATIC COMMUNICATION (FOLLOWERS)	
"His presence and his speech are very contagious for those who are listening, for the audience, for the group of people involved. The story is very rich; it is very true... Hearing him at these events, talking about work, talking about Recode is really very inspiring and people really feel that energy, that truth." (Recode CEO)	To speak in an inspiring way		
"His energy is very good... He attracts people to get close to him; he has an energy that makes people want to listen to him and to do things with him... Consequently, I said to myself: There's a madman there who thinks the same as me; well, I'm going to join him... He's this person who exudes an energy that makes you say: I want to be close to that energy; I want to be part of that together with him. Besides, I really believe in what he says." (Argilando volunteer)	To convey good energy in speech		

Source: Prepared by the author

2.4.4.
Constructive Relational Stance

During the analysis process, it became clear that an essential attribute of SVLs is their "constructive relational stance," i.e., they *are considerate in their professional relationships, acting in an empathetic and trustworthy way*. Thus, social entrepreneurship's influence process entails adopting equality and empathy towards others, resulting in trustful relationships.

The 2nd order category (a) *relationship building* presents the leaders' behaviors in this dimension. To maintain a "*formal feedback process*" (SVL1) and "*a commitment to the quality of these relationships*" (SVL10) is paramount to "*get more people [to the cause]*" (SVL8). The following statement by the Papel Semente's founder summarizes this analysis:

> These are relationships that you achieve every day, and you have to build them by showing that you are there to serve ... I have to do this in a light and fun way to continue walking together and bringing more people. Because then you can get more people [to the cause]. (SVL8).

Building relationships based on trust was remarkable from the followers' perspective and configuring a category with the same label – (b) *relationship building* - attributed to the leaders' categorization. For the followers, the leaders "*know how to absorb the best that comes from others*" (FL10B) and are "*the kind of person you can always count on*" (FL1), while "*trust[ing] the people who [they] work with*" (FL3). The following statement by Argilando's volunteer reflects this attribute:

> Pedro Ronan inspires that trust... Argilando is very much a reflection of what Pedro Ronan is... I think he is a really open person... Very welcoming; he's someone who generates intimacy very easily... Someone who does something for you, for you to mirror yourself in and want to be like that too... someone who knows how to absorb the best that comes from others... That's what he is: someone I trust completely. (FL10B).

Additionally, the followers' statements also revealed a fundamental need to relate to individuals taking an empathetic and egalitarian stand. Hence, the 2nd order category (c) *empathetic-egalitarian behavior approach* is part of the set of categories that formed the high-order dimension described herein. Table 5 shows the analytical process for it. For example, the following statement by Afroreggae's employee 2 explains this behavioral stance:

> The way he approaches the community leader of some favela at lunch and a bank president at dinner... and approaching those two people in the same way… often promoting such meetings... I think that molds his process as a leader because of that access and that ability, which we watch, and we think it looks easy. But I think that is very characteristic of him... It's a genuine process of him reaching out to these people and enabling them to be there as his equals. (FL14B).

Table 5:Constructive Relational Stance Dimension

INTERVIEW EXCERPT	1st Order Category (Informant-Centered)	2nd Order Category (Theory-Centered)	High-Order Dimension
"The organization's foundation has always been the relationships ... It has always been the people around it and the opportunities that arise... So, if this network exists, there is a commitment to the quality of these relationships ... The withdrawal of value judgment and a horizontal look at all people and all the opportunities I think are the secret". (Argilando fouder)	To be commited to the quality of relationships	RELATIONSHIP BUILDING (LEADERS)	CONSTRUCTIVE RELATIONAL STANCE
"These are relationships that you achieve every day, and you have to build them by showing that you are there to serve ... I have to do this in a light and fun way to continue walking together and bringing more people. Because then you can get more people [to the cause]." (Papel Semente founder)	To build relationships by serving in a light and fun way		
"We have a formal feedback process when we get together every two months... It's a process that has to be deepened more and more... It has also taken a lot of time and has been really good for us... We have tried to use as many active tools as possible, such as non-violent communication and empathy, and I think that is being super-rich because we are managing to deepen our relationships, both as professionals here as well as our personal relationships, by understanding where the other person is coming from; understanding the moments of ups and downs; understanding when one has to give more support to the other." (Pluvi.On founder)	To establish formal processes to improve the quality of relationships		
"Pedro Ronan inspires that trust... Argilando is very much a reflection of what Pedro Ronan is... I think he is a really open person... Very welcoming; he's someone who generates intimacy very easily... You see him as an example; someone who does something for you, for you to mirror yourself in and want to be like that too... someone who knows how to absorb the best that comes from others... That's what he is: someone I trust completely." (Argilando volunteer)	To promote an atmosphere of intimacy	RELATIONSHIP BUILDING (FOLLOWERS)	
"We don't just have a professional relationship; we have a very close relationship... It's more than just a professional relationship. To me, Junior is more than a social leader... He's an idol; a father... He has complete trust in me and I in him." (Afroreggae employee 1).	To transcending professional relationships		
"He's been expanding that [the development of socio-emotional skills] to other realities... Even to business realities... He ends up generating a very consistent relationship of trust with business partners and he's bringing these partners into this process as well, which I find very interesting because it has to do with his ability to influence." (Rede Cidadã consulting partner)	To generate consistent relationships of trust		
"The way he approaches the community leader of some favela at lunch and a bank president at dinner... and accessing those two people in the same way… often fostering such meetings... I think that molds his process as a leader because of that access and that ability, which we watch, and we think it looks easy. But I think that is very characteristic of him... It's a genuine process of him reaching out to these people and enabling them to be there as his equal." (Afroreggae employee 2)	To treat others as equals	EMPATHETIC-EGALITARIAN BEHAVIOR APPROACH (FOLLOWERS)	
"Her empathy makes you want to be together, to learn, to dedicate yourself... When we said: 'Let's welcome Yvonne'... Everyone got all dressed up because we wanted to make a good impression. And that little woman, wearing jeans, arrived, and she was just like us. She says, 'Look, let's do this together,' and then she straightforwardly explains everything... Her simplicity... We could see that she was there to help." (Projeto Uerê client 1)	To demonstrate simplicity and empathy in dealing with others		
"At the same time that he's a leader, someone who's very inserted into this social context, he's also really open to talking to different people, to welcoming people, to discussing ideas, but not necessarily prioritizing status or anything like that." (Recode project partner)	To prioritize people and not their status		

Source: Prepared by the author

2.4.5.
Team Development

Another social venture leadership dimension entails "team development." SVLs seem to *strive to increase their followers' professional knowledge, encourage their development through self-determination, and stimulate team-member protagonism*. Table 6 presents the participants' understanding and the two 2nd order categories based on the accounts from leaders and followers that yielded this high-order dimension.

The 2nd order category (a) *team members' development* emerged from the leaders' efforts to stimulate their followers' development and growth. Thus, they want to be "*leader[s] who works with other leaders*" (SVL10), who "*promote the development of the team*" (SVL11), and make followers "*get better*" (SVL4). The view by the founder of Projeto Uerê illustrate such effort:

> For me, leaders are individuals who leverage everyone with them... Not being on everyone's back, you can leverage everyone with you, making each of the individuals you work with feel important... The cook, for example, is essential. She must be as well-trained as a teacher because if a child doesn't eat, she will notice and tell me that the child isn't eating. And if the child isn't eating, something is going on [that needs to be resolved]. (SVL12)

The followers corroborate the leaders' narratives, highlighting the latter's commitment to developing both their formal teams and their external stakeholders. Thus, from the followers' perspective, the 2nd order category associated here is (b) *people development*. The Papel Semente's commercial partner describe this behavior in her statement:

> I'll have to say that my life in women entrepreneurship, in those networks, has changed a lot that year after meeting her. Not only is my company gaining visibility, but the people around us are too... She sees opportunities, and she manages to connect you with those opportunities... She brought my company together with hers, and we helped everyone together... Today I'm one of her followers because whenever she calls me, I'm in... Because she's someone who moves us forward. (FL8A)

Table 6: Team Development Dimension

INTERVIEW EXCERPT	1st Order Category (Informant-Centered)	2nd Order Category (Theory-Centered)	High-Order Dimension
"For me, leaders are individuals who leverage everyone with them... Not being on everyone back, you can leverage everyone with you, making each of the individuals you work with feel important... The cook, for example, is essential. She must be as well-trained as a teacher because if a child doesn't eat, she will notice and tell me that the child isn't eating. And if the child isn't eating, something is going on [that needs to be resolved]." (Projeto Uerê founder).	To train all collaborators without distinction	TEAM MEMBER DEVELOPMENT	TEAM DEVELOPMENT
"Nowadays, there is no longer a vertical leader, as used to be the case at large companies... So, each individual must have the autonomy to solve problems; they have to have room to make mistakes regarding those problems... Have room to be able to learn, to get better at what he or she does." (Workay founder)	To promote autonomy as a way of team development		
"I really throw myself at things that I see as being really advanced... And I go for it to build. I think I'm a visionary leader, a generous leader who promotes the development of the team that works with me." (Rede Cidadã founder)	To promote team development generously		
"If it weren't for Junior, I wouldn't be half as aware as I am now... If it weren't for Junior and the books that I started reading – the ones he told me to read – I would be totally out of touch and totally disconnected regarding social issues – racism, for example." (Afroreggae employee 1)	To contribute to increasing the social awareness of the team	PEOPLE DEVELOPMENT	
When she received that medal at the Legislative Assembly, she invited me… there were distinguished people... I got there and there were all these fancy people. I sat down and to my surprise, she said: 'Give the floor to Christiane' and I spoke in her place... That confidence strengthened our relationship a lot." (Projeto Uerê client 1)	To give collaborators the protagonism of the cause		
"I'll have to say that my life in women entrepreneurship, in those networks, has changed a lot that year after meeting her. Not only is my company gaining visibility, but the people around us are too... She sees opportunities, and she manages to connect you with those opportunities... She brought my company together with hers, and we helped everyone together... Today I'm one of her followers because whenever she calls me, I'm in... Because she's someone who moves us forward." (Papel Semente commercial partner)	To inspire and empower partners to engage in the cause		

Source: Prepared by the author

2.4.6.
Strategic-Network Weaving

Based on the interviews with leaders and followers, SVLs must *participate actively and purposefully in key networks within their social business ecosystems*. As seen in Table 7, this dimension entails acting and weaving strategic and collaborative webs such as those led by supporters, investors, and accelerators in the social entrepreneurship field. In addition, it is crucial to "*breaking down a few barriers and meeting new people*" (SVL2) and to establish "*win-win*" (SVL14) connections, where all partners benefit from the relationships created.

Both leaders and followers believe that being part of strategic networks is vital for developing social organizations. The 2nd order categories based on leaders' and followers' perceptions are (a) *collaborative network active player* and (b) *network building*. The statements by the Pluvi.On's founder and the Rede Cidadã's consulting partner are examples of these categories:

It always must be a two-way street so that you can create a connection, create a relationship with the whole group. It must be evident what both sides are gaining;

otherwise, it's a partnership that doesn't make sense. So, my role here is always to show the other side mainly what they will get from the relationship and ensure my partners and Pluvi.On that, we too stand to gain by it. So, I manage to make connections and understand in these different worlds what we can offer to each of them and what we can expect to receive from each of them in turn. (SVL1)

The mobilizing capacity of Rede Cidadã ... Those were not small projects. They were projects to be scaled and Rede Cidadã's mobilizing capacity, that ability to easily enter a territory and connect with people... Creating networks... That was one thing that drew a lot of attention to the leader. (FL11B)

Table 7: Strategic-Network Weaving Dimension

INTERVIEW EXCERPT	1st Order Category (Informant-Centered)	2nd Order Category (Theory-Centered)	High-Order Dimension
"It always must be a two-way street so that you can create a connection, create a relationship with the whole group. It must be evident what both sides are gaining; otherwise, it's a partnership that doesn't make sense. So, my role here is always to show the other side mainly what they will get from the relationship and ensure my partners and Pluvi.On that, we too stand to gain by it. So, I manage to make connections and understand in these different worlds what we can offer to each of them and what we can expect to receive from each of them in turn." (Pluvi.On founder)	To establish win-win partnerships	COLLABORATIVE NETWORK ACTIVE PLAYER	STRATEGIC NETWORK WEAVING
"When I joined Ashoka's network, I became part of a big network... It helped me a lot. Several of my sponsorships came through Ashoka... Because the big entrepreneurs or foundations will look to Ashoka for members who have a certain guarantee of quality there. So, you must participate in those international networks... Those networks are fundamental for generating connections and bringing you resources." (Projeto Uerê founder)	To participating in networks to provide key resources for the organization		
"The recognitions, awards, and affiliations in the largest social enterprise networks, and attending global events to give lectures... these also create a network that is very important and strategic." (Recode founder)	To participating in networks boosts business		
"Vítor has some fascinating contacts outside of Brazil... He has a network with an extensive reach of products and services both inside and outside Brazil. And yes, that really motivates me to collaborate... He is very good at forming ideas and contacts... He does a great job of forming networks of people from all walks of life... That purposeful forming of networks...he does it very well." (Kilombu project partner)	To attract and establish contacts with common purposes	NETWORK BUILDING	
"The mobilizing capacity of Rede Cidadã ... Those were not small projects. They were projects to be scaled and Rede Cidadã's mobilizing capacity, that ability to easily enter a territory and connect with people... Creating networks... That was one thing that drew a lot of attention to the leader." (Rede Cidadã consulting partner)	To mobilize and connect people to carry out major projects		
"He has a vast network of contacts and relationships, both for attracting and developing institutional relationships. He also can open doors and possibilities for projects with other people, with companies. In short, he's very involved in that part of institutional development: brand development, communication, events, with that institutional relationship, which I end up doing with him." (Recode CEO)	To maintain a network capable of generating opportunities		

Source: Prepared by the author

2.4.7.
Co-Creative Problem Solving

SVLs *stimulate information sharing and participation in decision-making processes to set an atmosphere for solutions' co-creation*. These leaders seem to make a considerable effort to promote an information-sharing environment to "*making everyone feel they are involved, participating, and bringing new knowledge to the company"* (SVL1). Furthermore, there is an explicit effort "*to*

share the decisions, share the pain, share the gains" (SVL1) among leaders and followers. In this sense, the leaders' statements related to these attributes were grouped in the 2nd order category (a) *information and decision-making process sharing*. The report by Projeto Uerê's founder clarifies this behavior:

> I'm not a centralizer... During my staff meetings, everyone knows everything about everything, and even all spreadsheets are open to everyone... I think that is very important because, typically, everything [in the financial department] is hidden [at other organizations]; people don't have access... I have open spreadsheets: what we spend, what we do, what we don't do... They all know; [the numbers] are open; all the information is open [to the team]. (SVL12).

The leader's effort to share information and decisions reflects the context of the organizations studied. The encouragement to be creative and take risks seems to be constant. Furthermore, these leaders are individuals who are always "*pushing the barrier of what's possible*" (FL11B) and "*creating something new*" (FL11B) to inspire the team's production. From the followers' point of view, the analysis culminated in the 2nd order category, (b) *creative atmosphere setting*. The following statement by the Rede Cidadã's employee illustrates this behavior:

> In a lot of meetings where we all participate together, he always can integrate people who don't know each other with those who do, people with different skills and competencies. He puts everyone together... He's a social product designer via the tool of collaboration... He's able to construct group solutions. (FL11A).

Therefore, as shown in Table 8, from the analysis of the two 2nd order categories presented above, the high-order dimension "co-creative problem solving" of SVL emerged as a synthesis.

Table 8: Co-Creative Problem-Solving Dimension

INTERVIEW EXCERPT	1st Order Category (Informant-Centered)	2nd Order Category (Theory-Centered)	High-Order Dimension
"I'm not a centralizer... During my staff meetings, everyone knows everything about everything, and even all spreadsheets are open to everyone... I think that is very important because, typically, everything [in the financial department] is hidden [at other organizations]; people don't have access... I have open spreadsheets: what we spend, what we do, what we don't do... They all know; [the numbers] are open; all the information is open [to the team]. " (Projeto Uerê founder)	To be transparent with the team about the organization's information	INFORMATION AND DECISION-MAKING PROCESS SHARING	CO-CREATIVE PROBLEM SOLVING
"I try not to make decisions alone, [especially] decisions that influence or pose a risk to the organization or people." (A Banca founder)	To make decisions in a shared way		
"I have always been very much against being a centralizing leader... So much that it was one of Pluvi.On's premises: having as much of a horizontal structure as possible. So, I really like to share decisions; share the pain; share the gains. So, I'm a leader who seeks to involve everyone all the time... I can anticipate and point out different paths, and together we choose which one to follow." (Pluvi.On founder)	To share the decision-making process with the team		
"I think that is very clear about Fernando: he's someone who is pushing the barrier of what's possible; he's always creating something new... I think he's been inspiring many people in this field and he's been daring enough to take risks and propose new methodologies, a lot of alternatives for social transformation... He's been really bold, really innovative..." (Rede Cidadã consulting partner)	To dare to propose new methodologies	CREATIVE ATMOSPHERE SETTING	
"In a lot of meetings where we all participate together, he always can integrate people who don't know each other with those who do, people with different skills and competences. He puts everyone together... He's a social product designer via the tool of collaboration... He's able to construct group solutions." (Rede Cidadã employee)	To integrate people to build collaborative solutions		
"That drive [of the leader] for understanding the situation, for seeking solutions... I think it has to do with being open to... discussing, thinking about what can be done... It's sort of that curiosity about doing different things; innovating... Many of the initiatives that we end up undertaking to go through a brainstorming process first... So, it's not only Recode supporting Microsoft but Microsoft somehow, supporting Recode... I think the result was really cool, and it went through that communion of efforts on both sides and our openness to not only reaching a consensus but also making a greater impact by putting the two initiatives together." (Recode project partner)	To seek innovative solutions collaboratively		

Source: Prepared by the author

2.4.8.
High-Quality Delivery Orientation

Finally, the last dimension of SVL that emerged from the data relates to the significant importance of quality deliveries for these leaders. SVLs *inspire proactiveness, boldness, and collaboration to drive high-quality deliveries*. Table 9 presents participants' accounts and 2nd order categories from interviews with leaders and followers, culminating in the high-order dimension "high-quality delivery orientation."

The 2nd order category (a) *focus on outstanding results* entails the leaders' impetus to guarantee quality and delivery. Therefore, they are proactive in the search for "*the best result*" (SVL13), "*the best service*" (SVL14), creating collaborative projects to "*achieve improvements and work more effectively*" (SVL7). The following statement by the founder of Afroreggae reflects this stance:

> One of my strong points is that I am obsessed with the result. But not an obsession at any cost... I think it's an obsession in search of the best result, in search of the best service, in search of that reinvention, that transmutation... Maybe obsession is more of a virtue. (SVL14).

This category resonates with followers' accounts, who see the leaders focus on quality manifested through their willingness to *"get their hands dirty"* (FL11A), getting personally involved with the operation to achieve the best results. Added to that is the importance attributed to leaders who are "*bold*" (FL13A) to "*deliver the best*" (FL10A) results. The 2nd order category (b) *outstanding results conduction* is illustrated in the following statement from an Argilando's employee:

> He has this thing that sometimes drives me crazy. He always wants the best possible result... I want it too, but he wants it more than I do... Because there are times when I think something is already good or good enough... It's not just perfectionism, because I have a touch of that too; if everything is not lined up right, I get nervous... It's because there's this need to deliver the best that he has. (FL10A).

Table 9: High-Quality Delivery Orientation Dimension

INTERVIEW EXCERPT	1st Order Category (Informant-Centered)	2nd Order Category (Theory-Centered)	High-Order Dimension
"When we're alone, we walk in isolation, but when we join hands, our strength increases. So, starting with that assumption, we understood that only together could we achieve improvements and work more effectively." (Banco Comunitário Tupinambá founder)	To work collaboratively to achieve more effective results	FOCUS ON OUTSTANDING RESULTS	HIGH-QUALITY DELIVERY ORIENTATION
"One of my strong points is that I am obsessed with the result. But not an obsession at any cost... I think it's an obsession in search of the best result, in search of the best service, in search of that reinvention, that transmutation... Maybe obsession is more of a virtue." (Afroreggae founder)	To always focus on the best result		
"The ability to engage, to create a vision enthusiastically, to co-create something that also brings important elements from the partner; doing a customized project; creating a common project with the ability to deliver and bring about the best results." (Recode founder)	To deliver outstanding results in collaborative projects		
"I see his protagonism... Someone who brings people together... People of humble origins; people who have a lot of money; he's a guy who creates synergy with the project to make us move forward finally... I admire that about him: his desire to accomplish things [and make them happen]." (Kilombu funding partner)	To create synergy between people to move projects forward	OUTSTANDING RESULTS CONDUCTION	
"He explains how it should be done. When he doesn't know what to do, he asks us. He sets an example... He's someone who looks like he's an employee... He doesn't ask to do it; he's already there doing it. If we don't get there to do it, he's already there doing it. He's a remarkable person." (Insolar beneficiary)	To be proactive in guiding collaborators by example		
"He has this thing that sometimes drives me crazy. He always wants the best possible result... I want it too, but he wants it more than I do... Because there are times when I think something's already good or good enough... It's not just perfectionism, because I have a touch of that too; if everything is not lined up right, I get nervous... It's because there's this need to deliver the best that he has." (Argilando employee)	To constantly seek to deliver the best results		

Source: Prepared by the author

2.4.9.
Essential SVL Attributes: Conceptual Definition

After thoroughly analyzing the accounts and interpretations of leaders and followers in social organizations, the eight dimensions described entail key leadership attributes in social entrepreneurship. Table 10 presents the conceptual description of each dimension of SVL resulting from the study. Through this conceptual effort, *social venture leadership* can be described as an endeavor that uses influential behaviors to mobilize powerful resources to achieve a genuinely positive purpose regarding solutions to social-environmental problems. A *social venture leader* can also be articulated as an individual who possesses specific leadership attributes and actively participates in social venture leadership processes.

Table 10: The Essential Svl Attributes Conceptual Definition

ATTRIBUTE DIMENSION	CONCEPTUAL DEFINITION
DRIVE TO CAUSE IMPACT	SVLs have in-depth knowledge about a social or environmental cause and a strong commitment to positively impacting it.
UNSWERVING MORAL INTEGRITY	SVLs hold to strong ethical principles and assume responsibilities despite pressures and constraints.
OTHER-CENTERED COMMUNICATION	SVLs consider their audience as they actively listen to others and communicate clearly and truthfully.
CONSTRUCTIVE RELATIONAL STANCE	SVLs are considerate in their professional relationships, acting in an empathetic and trustworthy way.
TEAM DEVELOPMENT	SVLs strive to increase their followers' professional knowledge, encourage their development through self-determination, and stimulate team-member protagonism.
STRATEGIC-NETWORK WEAVING	SVLs participate actively and purposefully in key networks within their social business ecosystems.
CO-CREATIVE PROBLEM SOLVING	SVLs stimulate information sharing and participation in decision-making processes to set an atmosphere for solutions' co-creation.
HIGH-QUALITY DELIVERY ORIENTATION	SVLs inspire proactiveness, boldness, and collaboration to drive high-quality deliveries.

Source: Prepared by the author

2.4.10.
Essential SVL Attributes: Matrix Analysis

Creating a matrix relating the different SVLs attributes to the organization's maturity level was relevant to the research. Thus, the evidence selected by the study - testimonies of leaders and followers - were plotted for each organization and attribute. In this analysis, it is notable that the set of attributes revealed by the research is significant. Most of the organizations studied manifested that their leaders possess all of them, as they were the research informants. However, although no causality can be assumed, it seemed apparent that the more mature the organization, the more complete its leaders' set of attributes. Thus, it seems that develop the complete set of attributes revealed here is necessary to flourish in this field. Table 11 presents these results.

Table 11: Essential Svl Attributes Matrix

MATURITY LEVEL	ORGANIZATION	SVL ESSENTIAL ATRIBUTES								TOTAL
		DRIVE TO CAUSE IMPACT	OTHER-CENTERED COMMUNICATION	STRATEGIC-NETWORK WEAVING	CONSTRUCTIVE RELATIONAL STANCE	UNSWERVING MORAL INTEGRITY	TEAM DEVELOPMENT	CO-CREATIVE PROBLEM SOLVING	HIGH-QUALITY DELIVERY ORIENTATION	
START-UP	Kilombu	✓	✓	✓	✓				✓	5
	Pluvi.On	✓	✓	✓	✓	✓		✓		6
	Ciclo Orgânico	✓	✓	✓	✓	✓	✓			6
	Workay	✓	✓	✓	✓		✓		✓	6
	Insolar	✓	✓	✓	✓	✓			✓	6
GROWTH	Moleque Mateiro	✓	✓	✓		✓	✓	✓		6
	Instituto Banco Comunitário Tupinambá	✓	✓	✓	✓	✓			✓	6
	Papel Semente	✓	✓	✓	✓		✓	✓		6
	A Banca	✓	✓	✓	✓	✓	✓	✓		7
	Argilando	✓	✓	✓	✓	✓	✓	✓	✓	8
MATURITY	Rede Cidadã	✓	✓	✓	✓	✓	✓	✓	✓	8
	Projeto Uêre	✓	✓	✓	✓	✓	✓	✓	✓	8
	Recode	✓	✓	✓	✓	✓	✓	✓	✓	8
	Afroreggae	✓	✓	✓	✓	✓	✓	✓	✓	8
TOTAL		14	14	14	13	11	10	9	9	

Source: Prepared by the author

2.5.
Discussion

Although the social venture leaders researched fit in the most consensual definitions of social entrepreneurs found in the literature, the analyses brought light to their very other-centered essence. To effectively solve a pressing social or environmental problem, SVLs consider their stakeholders: they communicate truthfully to build trustful relationships, setting a collaborative approach to deal with their challenges. This other-centered nature seems to be the core of the leadership process in social entrepreneurship, allowing high-quality deliveries in the field, as revealed by the participants.

Even though there is some overlap between SVL's dimensions with perspectives already established in the literature, none fully captures this type of leadership. Table 12 indicates the SVL dimensions that have some correspondence with leadership conceptualizations found in traditional theories.

Table 12: SVL Dimensions X Established Leadership Theories

SOCIAL VENTURE LEADERSHIP	TRANSFORMATIONAL LEADERSHIP	SERVANT LEADERSHIP	COMPLEXITY LEADERSHIP	EMPOWERING LEADERSHIP
Drive to cause impact	✓	✓		
Unswerving moral integrity		✓		
Other-centered communication	✓	✓		
Constructive relational stance		✓		
Team development				✓
Strategic-network weaving			✓	
Co-creative problem solving	✓		✓	✓
High-quality delivery orientation	✓			

Source: Prepared by the author

For example, the transformational perspective (Bass & Avolio, 1994) involves the construct of *idealized influence*, which can be associated with the *drive to cause impact* attribute of SVLs as both taps into the leader's idealistic stance. However, it is noteworthy that the drive to cause impact is a behavioral trait observed in these leaders, i.e., it is an individual attribute. However, *idealized influence* refers to how a follower reacts to the leader (see van Knippenberg & Sitkin, 2013). Most likely, a leaders' drive to cause impact is what arises their idealized influence in followers. Therefore, these constructs can only be cautiously considered proximal.

Regarding the attribute of *unswerving moral integrity*, the comparison with the transformational perspective comes up against a controversy. It is not clear that transformational leaders have an intrinsic moral component compared to other

leadership perspectives (Eva et al., 2019). Although Burns (1978) made the call for a transformational moral leader, The MLQ's dimensions (Avolio & Bass, 2004) do not clearly reflect the transformational leader's moral integrity. Indeed, people can demonstrate their *idealized influence* by respecting and admiring an unethical leader. Furthermore, charism is not a privilege of virtuous persons. Thus, while there is no conclusive clarity on the transformational leader's morality, SVLs have ethics as a central guide for their leadership.

Another possible comparison is between the SVL's *other-centered communication* attribute and transformational leaders' individualized consideration dimension. However, *other-centered communication* is a broader concept than the transformational leader's *individualized consideration*. The latter refers to a leaders' attention to others' needs and feelings (Bass & Avolio, 1994), while *other-centered communication* emphasizes how a leader communicates with followers. Thus, a leader who expresses ideas considering his audience and reaches out to others when addressing them is a leader who takes responsibility for being fully understood. Further, a leader who actively listens and who connects with others to communicate should be more capable of raising the experience of *individualized consideration* among their followers. Therefore, these two constructs are likely to be associated with a cause-effect relationship. Another attribute comparable to *individualized consideration* is SVL's *constructive relational stance*. However, again, the latter is a broader concept, more focused on the quality of relationships. Thus, this attribute has more synergy with the LMX theory than with the transformational one.

Another concept from the transformational perspective, *intellectual stimulation*, also relates to SVLs *co-creative problem-solving*. The former conveys a leader who challenges assumptions, takes risks, and invites followers' ideas (Bass & Avolio, 1994). In turn, the latter attribute entails a leader who shares information and stimulates participation in decision-making processes to set an atmosphere for solution co-creation. Thus, while *intellectual stimulation* focuses on follower cognitive development, *co-creative problem-solving* focuses on follower active engagement in collaborative problem-solving.

We can also observe that the *high-quality delivery orientation* of SVLs has some synergy with the construct of *inspirational motivation* from the transformational perspective. However, while the transformational construct

generically captures an inspiration to meet ambitious goals (Bass & Avolio, 1994), the SVL attribute describes a clear and explicit orientation towards outcome quality. Therefore, even if there is a superposition, the contents of these concepts are pretty different.

SVL's other-centered essence also has synergy with another perspective: servant leadership (Greenleaf, 1977). This approach focuses on a *follower-centric* and *morally driven* leader (Eva et al., 2019), which evokes common descriptions of social entrepreneurs. Indeed, servant leadership shares some components with attributes of SVLs, such as *unswerving moral integrity*. Besides, *other-centered communication* and *constructive relational stance* also seem to entail a *follower-centric approach*. Further, a servant leader's *inner conviction to serve* (Eva et al., 2019) appears to be conceptually proximal to SVLs *drive to cause impact*. However, despite their similarities, servant leadership taps on only some of the attributes that seem central to SVLs' success in their endeavors.

Besides servant and transformational leadership perspectives, complexity leadership theory (Uhl-Bien et al., 2007) offers some insights to SVL, particularly concerning the *strategic networking weaving* attribute. Complexity theory refers to enabling leaders who help organizations innovate by creating structures and conditions in which networks can evolve. Such leaders can enlarge their networks to increase the amount of access and resources they bring to the organization. However, the perspective focuses on leadership patterns and dynamics rather than on leaders' attributes.

The other three leadership perspectives that resonate with social entrepreneurship and have been evoked in the literature (entrepreneurial, ethical, and shared leadership) also entail some characteristics roughly connected with the SVL dimensions uncovered by this research. Nevertheless, in and of themselves, these theoretical frameworks do not capture the complete set of attributes required from leaders of effective social ventures.

Nonetheless, a leadership framework that can bring insights in the context of social ventures, although not yet applied in empirical studies, is the empowering leadership perspective (Cheong et al., 2019). Empowering leadership reflects a *coaching* style and a leader who *provides autonomy* to followers, enacting *team development* – all attributes adherent to the SVL framework. *Sharing power & information* and *collaborative decision-making* are attributes of empowering

leaders analogous to the *co-creative problem-solving* attribute of SVLs. However, the characteristics of empowering leaders do not cover all the SVL dimensions addressed here, as it leaves out additional key attributes that social entrepreneurs need to handle the complexity of their organizations.

Whether the SVL dimensions have an orthogonal or oblique relationship, meaning if they correlate with each other or have absolute independence, it is something that only future research can address. Future studies should also quantitatively analyze the relative importance of the SVL's dimensions vis-à-vis the degree of organizational maturity of social ventures. Regarding these in-depth research endeavors, it seems essential to develop instruments that operationalize the SVL's dimensions, which is another venture for future research. Indeed, there are, for example, recurring criticisms on the measuring instruments of the transformational perspective (van Knippenberg & Sitkin, 2013), and such research may contribute to clear out such issues focusing on the leadership of social ventures.

Notably, the set of eight SVL attributes revealed by this research reinforce the need to integrate different theoretical perspectives on leadership to compose a prototype that can faithfully cover the phenomenon as it manifests in social entrepreneurship. To do so accurately, however, synthesizing distinct but complimentary attributes from different classical approaches seems imperative, thus developing a broader theory that is simultaneously comprehensive and parsimonious. Consequently, it may be possible to build a new and more complete theoretical-conceptual approach specific to this unique profile of leaders, called social entrepreneurs.

2.6.
Conclusions

This study aimed to identify the essential leadership attributes that contribute to organizational effectiveness in social entrepreneurship. Revealing these results is vital to inspire new organizations' development aligned with the sustainable development paradigm and inspire public and private policies to encourage that economic niche. This systematization can effectively boost the creation of more customized programs to identify potential social entrepreneurs and

increase training, developmental, and promotional projects for these agents and organizations.

This study is the first known work that systematically, empirically, and scientifically reveals the leadership attributes seen as essential for social entrepreneurship's effectiveness, thereby contributing to the academic field of inquiry. In the literature, there are references to different characteristics of social entrepreneurs. Still, no other work has presented robust empirical evidence on the subject, in dialogue with the field, as was done in the effort undertaken here.

One of the merits of this work lies in showing that it is necessary to associate attributes of different classic approaches to leadership to understand the phenomenon in the studied context. Restricting the understanding of the phenomenon to conventional theoretical perspectives in an isolated manner – as has usually been done in the scientific literature –, limits the advance of knowledge about the phenomenon in social entrepreneurship. Thus, this research also contributes to new theories developments in the academic leadership field by addressing a contemporary context such as social ventures. As Dinh et al. (2014) hold, although global theories regarding leadership seem to be totalities, it is crucial to consider the specificities of different contexts, such as entrepreneurship.

Lastly, this research certainly has some limitations. Due to its qualitative nature, the main one is that it is impossible to make a statistical generalization with the data and extrapolate them to a larger population. On the other hand, it does argue for a theoretical generalization due to having adopted a robust methodological protocol that made possible a more in-depth and closer understanding of the studied phenomenon. Another factor that may be a limitation is that one of the authors involved in the research works professionally within this ecosystem in Brazil. Consequently, to minimize possible biases, the adoption of a rigorous method such as the one reported, and an ongoing discussion of the data analyses and the weaving of the results with the co-author – who until then did not know the field – and with other academic and practice partners, were fundamental for the results. However, new research should deepen the findings revealed here to understand further the leadership process in the context of social entrepreneurship and its relationship with the effectiveness of these organizations in achieving their desired purposes.

3.
Essay 2 - Social Venture Leadership: Understanding which Processes Lead to Creativity and Innovation in Social Organizations.

3.1.
Introduction

Holding a social organization demands skills and competencies that are difficult to develop. Embracing a social or environmental cause, conceiving a social innovation, defining the organization and the business models, leading a team, and measuring the impact outcomes are complex tasks that a social entrepreneur needs to pursue. All these activities require leadership and depend on a creative effort and an innovative mindset. However, the academic literature rarely addresses the study of the social venture leadership attributes and how they interact to allow creativity and innovation to flow in their organizations.

It is known that creativity is fundamental for social ventures as it predicts success in this field (Naderi et al., 2019) and allows these organizations to achieve a more significant social impact (Bacq et al., 2015). In its turn, social innovation is the core of these endeavors, which focus on solutions to social and environmental problems (Nicholls, 2010). Besides, innovations in social entrepreneurship can emerge as an answer for pressures coming from the environment and external stakeholders as well as a reaction to internal organizational demands (Lessa et al., 2017). Thus, illuminating which leadership behaviors and processes can promote team creativity and innovation in social ventures makes an essential contribution to leadership and social entrepreneurship theories.

Although there is a consensus that leadership behaviors are relevant for creativity and innovation endeavors (Hughes et al., 2018), it is unclear which behaviors are more important to foster these results in the socioenvironmental field. Hence, the main discussion here is how existing leadership frameworks can help understand the processes through which social entrepreneurs foster creativity and innovation in their teams. Thus, the research intention is to answer the question: *which psychosocial processes are enabled by social venture leaders to promote*

team creativity and innovation? Drawing on servant and empowering leadership theories, the proposition is to analyze two paths through which leader behaviors highlighted in these frameworks can promote team creativity and innovation in social ventures.

This study explored social identity (Tajfel and Turner, 1986) and role model (Wood, 1989; Collins 1996) theories to propose how influencing processes unleashed by leader behaviors enable team creativity and innovation in social ventures. Social identity theory (Tajfel and Turner, 1986) offers the grounds to theoretically support the *cause-bond motivational path*, which focuses on how servant leader behaviors foster group bonds to the social venture's cause and promote creativity and innovation through team identity and team commitment. Role model theory (Wood, 1989; Collins 1996) offers the grounds to theoretically support the *interconnection modeling path*, which focuses on how empowering leader behaviors foster exchanges with the ecosystem and promote creativity and innovation through team boundary spanning and team dynamic capabilities. Both paths are proposed as complementary and, together, can result in creative teams that are more likely to deliver social innovations.

Thus, the following sections show the theories and concepts proposed in the model to drive the testable hypotheses verified through empirical research. The hypotheses were tested with data from a survey applied with 41 social ventures teams in Brazil between 2020 and 2021. The results analysis was made through structural equations modeling, using the SmartPLS 3.0 software, as it is reported then.

3.2. Theoretical Framework and Hypotheses Development

3.2.1.
Servant Leadership in Social Ventures

Greenleaf (1977) was the first to draw on the concept of servant leadership (SL) as a philosophy that focuses on putting the needs of followers and stakeholders first. The fundamental premise of SL theory was, though, developed in the pioneering work by Graham (1991), which states that the achievement of long-term organizational objectives will follow by first enabling the fulfillment of followers'

development and ambitions (Lee et al., 2020; Eva et al., 2019). Servant leaders are driven by prosocial behaviors and attitudes, such as empathy, altruism, and a sense of community stewardship (Lee et al., 2020; Chiniara & Bentein, 2016). This other-oriented stance drives servant leaders' deep commitment to follower growth and well-being (Lee et al., 2020; Liden, Wayne, Zhao, & Henderson, 2008).

According to Eva and colleagues (2019), an essential aspect of SL that differentiates it from other leadership perspectives is the underlying personal motivation for taking up a leadership responsibility. Thus, they do not ignore performance expectations even though they focus on their followers' personal development, leading to a sustainable performance orientation over the long run (Eva et al., 2019). Therefore, SL is a holistic leadership approach that engages followers in multiple dimensions and seeks foremost to develop them based on leaders' altruistic and ethical orientations (Greenleaf, 1977). In doing so, followers' well-being and growth are a priority, and they, in turn, can be more engaged and competent in their work (Eva et al., 2019). Moreover, SL influences followers to move from a self-serving mode towards another-serving orientation. It enables them to be prosocial catalysts who make a positive difference in others' lives and the communities they operate (Eva et al., 2019), which connects this leadership perspective to the social entrepreneurship phenomenon (Gupta et al., 2020; Petrovskaya & Mirakyan, 2018).

SL is in the domain of positive leadership approaches, emphasizing ethical and moral behavior (Lemoine et al., 2019; Hoch et al., 2018). However, SL has shown its uniqueness compared to the other positive leadership perspectives (Eva et al., 2019). Servant leaders are genuine because they are driven by a higher calling or inner conviction to serve and make a positive difference for others, which the authentic leadership framework does not contemplate (Avolio & Gardner, 2005). Further, SL explicitly incorporates stewardship as an essential element of effective leadership, which focuses on a long-term perspective that considers all stakeholders, which is also different from the ethical leadership perspective, which mainly concentrates on compliance with the norms (Brown & Treviño, 2006).

Moreover, SL seems to have more explanatory power over different outcomes than transformational leadership (Lee et al., 2020; Hoch et al., 2018; van Dierendonck, 2011). Indeed, researchers pointed that a significant difference between TL and SL is the leader's primary focus: the former target is on

organizational objectives, inspiring follower commitment toward those objectives; and the latter principal target is on their followers and their enhancement (Eva et al., 2019; van Dierendonck et al., 2014). These observations show SL distinctness and relevance for leadership research in modern and complex work environments, such as the social entrepreneurship context (Gupta et al., 2020; Hernández-Perlines & Araya-Castillo, 2020).

In the social venture field, research indicates that social entrepreneurs differ from conventional entrepreneurs in four of the attributes of servant leadership (e.g., Petrovskaya & Mirakyan, 2018). Additionally, Rivera et al. (2018) observed that servant leadership involves a set of features that can be determinant to foster attitudes about and intentions to engage in social entrepreneurship. Further, Newman et al. (2018) verified that servant leadership positively relates to followers' organizational commitment in social venture settings.

Following Lee et al. (2020), this thesis adopts Eva et al. (2019) SL's definition, which captures the essence of SL through its key attributes, notably: motive (other-oriented), mode (focus on follower growth), and mindset (concern for the wider community). Furthermore, these authors postulate that this definition can afford a degree of flexibility for reflecting the different and multiple understandings of SL in practice (Lee et al., 2020), such as its application to social ventures. Thus, it helps to operationalize the construct better (Eva et al., 2019).

3.2.2.
Servant Leadership and Team Identity in Social Ventures

Researchers suggest that SL builds a sense of social identity in their followers, creating teams that assist and develop the capacity of others (Eva et al., 2019; Chen et al., 2015; Yoshida et al., 2014). This process is paramount for social ventures due to its other-centered nature and prosocial values (Gupta et al., 2020; Tracey & Phillips, 2016). Servant leaders seek to understand each follower's background, core values, beliefs, and assumptions, focusing on their growth in multiple areas, such as psychological well-being, emotional maturity, and ethical wisdom (Eva et al., 2019). Likewise, they act as stewards, treating followers as individuals entrusted to them, making them consider the leader trustworthy in turn (Eva et al., 2019).

As a result of their trustworthy relationships and follower-centric nature, servant leaders develop strong bonds with employees (Eva et al., 2019). Social identity theory claims that identity in work settings arises from group membership (Tajfel, 1978). This premise also can explain team identity creation in social ventures which follow the SL approach (Tracey & Phillips, 2016). Once followers self-identify with the group, they are more likely to engage in beneficial behaviors to their organization, team, and the communities they operate (Chen et al., 2015). Through this mechanism, scholars have been showing that servant leaders can increase employee voice (Chughtai, 2016) and in-role performance (Arain, 2018), foster creativity and innovation (Su et al., 2020; Yang et al., 2019; Yoshida et al., 2014), and reduce burnout (Rivkin, Diestel, & Schmidt, 2014). Furthermore, Eva et al. (2019) show in their nomological network that identification can be a mediator as well as an outcome of SL both at the organization and team levels.

In the context of social entrepreneurship, in response to Wry & York (2017), Pan et al. (2019) advocate in favor of social identity theory to understand venturing in the service of others. They explain that this theoretical lens allows us to examine the variance in how social entrepreneurs perceive and support others. Besides, this framework is relevant as social ventures have social service and business identities simultaneously, arousing identification tensions among members in these hybrid organizations (Hsieh et al., 2018).

Following Pan et al. (2019), it is possible to argue that through fostering a strong team identity, servant leaders can influence their teams in social ventures. This is because they are role models to followers and strengthen their connection through shared social values. Accordingly, servant leaders can leverage social enterprises when they establish a unified identity for their team members to understand and follow, despite the hybrid profiles of social ventures (Hsieh et al., 2018).

Ashforth (2016) refers to identity as an actor's central, distinctive, and enduring qualities, while identification refers to viewing those qualities as self-defining. Besides, team identity is a process in which individuals recognize themselves and are recognized as members of a group, sharing a vision of unity and a common future (Tajfel and Turner, 1986). Therefore, the sense of a shared identity delineates relationships as it helps to clarify actors' purpose, values, and beliefs, suggesting how to think, feel, and behave (Ashforth, 2016). Thus, identity is one of

the critical factors that explain why people join organizations and why they leave them (Hsieh et al., 2018).

Research shows that identification with a target correlates positively with identification with other targets (Ashforth et al., 2011; Sluss & Ashforth, 2008). Thus, social identities appear to be relatively isomorphic across levels, reflecting that identification with a given team, for example, typically also reflects identification with the organization (Ashforth et al., 2011; Sluss & Ashforth, 2008). Further, organization and team identities are fundamental in connecting actors in purpose-driven enterprises, such as social ventures (Pan et al., 2019; Ashforth, 2016). Accordingly, that identification with the servant leader can help to build team identity in social ventures, so that organization and team take root in the hearts and minds of those followers, enabling them to enact its humanistic purposes, values, and beliefs (Ashforth, 2016; Petrovskaya & Mirakyan, 2018; Waddock & Steckler, 2016).

An actor, such as a servant leader, and a team, such as we find in social ventures, with a powerful core identity, serve as a magnetic force, attracting individuals who resonate with that foundation (Ashforth, 2016). This ingrained unity is crucial as it leads to acting on behalf of the group over oneself (Ashforth, 2016). Thus, individuals will be prone to self-sacrifice on behalf of the collective (Ashforth, 2016). Furthermore, it is essential to notice that workgroup identification could develop at the relational as well as at the collective level when individuals identify with shared characteristics of the workgroup instead of with their peers in general (Miscenko & Day, 2016). Thus, when the collective identity is salient, high identifiers are motivated to perceive, think, feel, and act as one (van Dick & Haslam, 2012), making individuals strongly bonded to one another. Accordingly, when this strong sense of "who we are" emerges, the organization's members' identity becomes internalized and enacted through identification, thus creating a reinforcing loop (Ashforth, 2016). Servant leaders have this integrative force - they develop bonds with and between their followers, allowing the emergence of strong organizational and team identities in social ventures. Therefore, the following hypothesis is proposed:

H1: Servant leadership is positively associated with team identity in social ventures.

3.2.3.
Servant Leadership, Team Identity, and Team Commitment in Social Ventures

The connection between servant leadership and organizational commitment has been a topic of research interest (e.g., Lapointe & Vandenberghe, 2018; Allen et al., 2018; Ling, Liu, & Wu, 2017). This relationship has been addressed in different contexts, including social venture settings (Newman et al., 2018; Allen et al., 2018). However, the underlying mechanisms through which servant leadership impacts organizational commitment and team commitment are still unclear (Lapointe & Vandenberghe, 2018; van Dierendonck et al., 2014; Parris & Peachey, 2012). Indeed, it is rare to find research linking servant leadership and team commitment, and most published works focus on organizational commitment (Lapointe & Vandenberghe, 2018).

Commitment in work settings refers to a perceived psychological bond that employees have with some target associated with their job (Johnson et al., 2010). It is a motivational phenomenon that involves self-regulatory processes like identification, internalization, and compliance (Johnson et al., 2010). In sum, it is a long-term stabilizing and binding force that compels employees toward a course of action (Meyer & Herscovitch, 2001). It can also explain why employees are willing to bind themselves to specific behaviors that cannot be explained only by self-interest (Lam & Liu, 2014), which is paramount in social ventures. In other words, committed individuals usually behave consistently with the entity they commit to (Lam & Liu, 2014). Thus, it is a phenomenon widely associated with desirable organizational outcomes such as job satisfaction, job motivation, and role performance (Johnson et al., 2010; Meyer et al., 2012).

Afshari et al. (2019) show that the current literature on commitment has recently shifted its focus from a single form of commitment to the three-component commitment model developed by Meyer & Allen (1991). They explain that this shift is because every individual can simultaneously experience three commitment forms: affective, normative, and continuance. However, the way these types of commitment develop in team settings is still a gap in research, and, therefore, this research mainly focuses on the team's affective commitment. Likewise, the premise of, as identity, the concept of affective commitment can display an isomorphic

behavior across the organization and team levels, particularly in social venture settings, was adopt.

Team commitment can be characterized by at least three factors: (a) a strong belief in and acceptance of the team's goals and values; (b) a willingness to exert considerable effort on behalf of the group; and (c) a strong desire to maintain membership in the team (Mowday et al., 1982). These characteristics of team commitment concern the concept of affective commitment. It entails internalizing the team's values, an effort on its behalf, and a deep emotional attachment (Johnson et al., 2010). Further, affective commitment represents the individuals' voluntary desire to remain with the entity they commit to (Afshari et al., 2019). It seems very important in a social venture team's context due to all the complexities these organizations face, such as funding raising issues and stakeholders' management. Moreover, the solid social values carried by this kind of venture can trigger affective commitment among their members on the team and organizational levels (Allen et al., 2018).

Servant leadership can influence organizational and team commitment through follower needs' satisfaction and development (Eva et al., 2019; van Dierendonck et al., 2014). Thus, servant leaders can strengthen affective commitment through providing emotional support, opportunities to learn new skills, sharing decision-making and problem-solving, making the experience of work more challenging and rewarding (Lapointe & Vandenberghe, 2018). Besides, as servant leadership has a vital moral component and promotes engagement in prosocial behaviors, it can also leverage normative commitment (Lapointe & Vandenberghe, 2018). Therefore, servant leaders can build purpose-driven organizations with meaningful working environments that foster employee commitment as organizational and team outcomes (Allan et al., 2019; Allen et al., 2018).

A meta-analysis by Lee et al. (2015) indicated that identification predicts commitment. Indeed, social identity theory postulates that part of a person's self-concept draws from the perception of membership in a social group together with the perceived values and emotional significance attached to that membership. Hence, it refers to attributes that reflect group membership and associated elements, such as commitment (Ashforth et al., 2008; Tajfel and Turner, 1986).

Meyer and colleagues (Meyer & Herscovitch, 2001; Meyer et al., 2006) explored the differences between identity and commitment in depth, arguing that a collective identity can contribute to commitment development. These authors integrated the literature on organizational commitment, defending the interpretation of affective commitment as a social identity phenomenon, proposing that the desire to commit is most likely associated with the employees' identity choice. This interpretation is possible because social identity theorists relate affective commitment to employees' deep structural identity, suggesting that individuals are more likely to stay in groups where they see a fit between personal values and the group's mission (Ashforth, 2000; Tajfel and Turner, 1986). Accordingly, a person will only feel committed to a target if he or she follows its values (Sheldon, 1971). Therefore, when employees construct their identity around the organization or team values and feel that their fate psychologically intertwines with it, they are more likely to commit themselves voluntarily (Lam & Liu, 2014).

Empirical evidence suggests that commitment can be understood from an identity perspective and positively relates to identification (e.g., Afshari et al., 2019; Lam & Liu, 2014; Johnson and Chang, 2006). Consequently, social identity theory was applied to explain the connection between team identity and team commitment in social ventures. As affective commitment under the identity-based view is strictly voluntary (Lam & Liu, 2014), these organizations' social mission and values configure fertile grounds for servant leaders to build their team identities and strengthen team commitment based on their followers' identification. As Lam and Liu (2014) stated, the identity approach helps maintain a stable workforce based on pride, value, and self-expression, which are attributes often present in social ventures that keep teams attached and productive (Allen et al., 2018).

Social identity theory postulates that individuals' collective identity shapes attitudes and behaviors in groups because identified employees incorporate company values into their self-concept (Ashforth et al., 2008; Tajfel and Turner, 1986). When servant leaders' followers identify with their teams, the team's matters also become relevant. Consequently, they become more affectively committed to the organization and team (Lam & Liu, 2014). The servant leader's follower-centric approach has the power to foster bonds with followers that promote the emergence of solid team identities through identification processes and, therefore, can leverage

team commitment. Thus, enabling more substantial commitment in the context of social ventures.

H2: Team identity mediates the relationship between servant leadership and team commitment in social ventures.

3.2.4.
From Servant Leadership to Team Creativity in Social Ventures

Researchers argue that business success relies on the ability to unlock teams' creativity potential (Barczak et al., 2010) since the creative performance of work teams is vital for organizational innovation (Shin, 2014; Kurtzberg & Amabile, 2001). In social entrepreneurship, this premise cannot be different, and leadership has a vital role in building a context that can foster creativity in social ventures through their teams (Semedo et al., 2016; George & Zhou, 2007). Prior research has found that supportive relationships between leaders and followers improve creativity (Amabile et al., 2004; Shin & Zhou, 2003) and are crucial to nurturing creative thinking (Zhang et al., 2011). Leader behaviors can influence factors that contribute to team effectiveness and should also affect team creativity development (Cirella et al., 2014; Gupta & Singh, 2013).

Given the critical role of supportive leadership as a substantial element to bring about business effectiveness (Amabile et al., 2004), servant leadership is likely to be a catalyst of employee and team creativity (Neubert et al., 2008; Liden et al., 2015; Yoshida et al., 2014). Eva et al. (2019) argue that creativity is one of the outcomes of this process. Recent studies tried to explain the underlying mechanisms through which servant leaders can boost employee and team creativity. These studies discuss mediating factors as such as more meaningful work (Cai et al., 2018), leader-follower identification (Yoshida et al., 2014), follower intrinsic motivation (Su et al., 2020), as well as increased trust (Jaiswal & Dhar, 2017), thriving at work (Wang et al., 2019), team efficacy (Yang et al., 2017) and team potency (Liden et al., 2015).

However, scholars have argued that we still know little about the mediating mechanisms through which servant leadership promotes group outcomes (Ribeiro et al., 2020; Yang et al., 2017). Team creativity requires collective processes - cognitive and motivational - that are somewhat distinct from individual-level

outcomes and have not been acknowledged and discussed in detail (Ribeiro et al., 2020; Yang et al., 2017; Liden et al., 2015). Creative teams are dynamic entities whose processes involve complex interactions among members and their environment (Cirella et al., 2014). Team creativity occurs when different people introduce, consider, and debate member inputs through collective interactions to generate new ideas (Kurtzberg & Amabile, 2001). To that end, servant leadership seems relevant as it fosters team members' motivation to serve a collective purpose and unleashes affective and cognitive processes within a team (Shin and Zhou, 2007).

Furthermore, servant leaders embody focus with team outcomes rather than their own needs and goals, which helps foster collective efforts to implement creative ideas (Yang et al., 2017; Hu and Liden, 2011; Yoshida et al., 2014). Therefore, a sequential mediation path grounded in social identity theory is proposed, connecting servant leadership to team creativity through team identity and team commitment in social ventures. This *cause-bond motivational path* is based on the premise that service to a cause and other-oriented stance in social ventures can promote the drive to generate new ideas and deliver results through oneness and belongingness within the team and unfolding team commitment.

Yoshida et al. (2014) show that individual and team relations' strengths contribute to creativity and innovation via followers' identification with servant leaders. This identity association within the leader-follower relationship can create a compelling and personal motivation for followers to embark on creative endeavors (Yoshida et al., 2014). Similarly, the power of social relationships typically can promote team creativity (Cirella et al., 2014). This process can occur because the followers' identification with the leader, leading a team identity, can amplify servant leadership's influence on team members' intrinsic motivation (Su et al., 2020), a crucial attribute for creativity developments (Amabile, 2018).

Su et al. (2020) argue that employees who experience high identification with servant leaders are more likely to internalize their values as part of their self-concept and, thus, more willing to learn from their attitudes and behaviors. This process suggests increased intrinsic motivation for service, which is pivotal for social ventures due to its nature and mission. Many previous studies recognize the mediating role of intrinsic motivation in the relationship between contextual factors and employee's creativity (e.g., Amabile et al., 1996; Shin & Zhou, 2003; Yidong

& Xinxin, 2013). These researchers show that intrinsically motivated employees often exhibit more persistence in the face of obstacles, are more willing to search for alternative or unconventional solutions to problems, and, therefore, are likely to be creative at work (Su et al., 2020).

Additionally, research on affect and creativity has generally suggested that positive affect can contribute to creativity by facilitating cognitive and motivational processes necessary for generating creative ideas (Shin, 2014). Commitment is a positive emotional attitude that motivates team members to pursue innovative ideas that organizations need to survive and prosper in complex environments (Ribeiro et al., 2020). Servant leaders' focus on follower development can inspire positive emotions, amplifying attention span and cognitions in followers, promoting problem-solving, hence increasing team creativity (Yang et al., 2017; Fredrickson, 1998). Servant leadership can also set a positive work environment that inspires employees to feel free to experiment with their ideas (Ribeiro et al., 2020). Positive affect among followers and between team members and the servant leader would create a context more conducive to creativity (Yoshida et al., 2014). Further, servant leadership focuses on motivating and facilitating service and stewardship, allowing followers to nurture team members' well-being and cultivate a sense of community. This process can strengthen team identity and affective commitment and drive team creativity (Yang et al., 2017; Walumbwa et al., 2010; Liden et al., 2014).

When team members collectively experience positive affect, their thoughts and actions are likely to expand, which allows them to deal with a problem using a more extensive range of perspectives (Fredrickson & Joiner, 2002). Moreover, positive emotions can prompt team members to discard automatic behavioral routines and pursue novel and creative ways to think and act (Fredrickson, 1998). Indeed, Shin's (2014) study empirically shows that the positive affect shared in a team boosts creativity. Thus, affective commitment can promote endurance and foster creativity among team members in an environment nurtured by positive emotions. Furthermore, as previously argued, since affective commitment encourages employees to understand better and accept the teams' values and goals, they should make more effort to achieve these goals through new and better ways of performing their tasks. Thus, affective commitment can play a crucial role in creative behaviors, as Semedo et al. (2016) empirically indicate in a study at the organization level.

In sum, workers who feel affectively committed to their teams are more willing to invest in their success. Therefore, they are more likely to make suggestions, participate in brainstorming activities, and support their intellect in creative problem solving (Ribeiro et al., 2020). Therefore, team affective commitment is critical to creative behavior and is proposed here as an endogenous mediator through which servant leadership promotes team creativity. Grounded on social identity theory, it is possible to argue that team affective commitment is fostered by servant leadership and the strong team identity they create in social ventures, yielding team creativity as an outcome.

Thus, a sequential mediation model is hypothesized, from servant leadership to team creativity via team identity and commitment. First, servant leaders' development and promoting prosocial values can foster a strong team identity around the social cause. Second, a strong team identity will leverage commitment, boosting creative solutions to innovate in society and the social market.

H3: Team identity and team commitment sequentially mediate the relationship between servant leadership and team creativity in social ventures.

3.2.5.
Empowering Leadership in Social Ventures

Empowering leadership (EL) was introduced to the academic field in the 1980s in response to the call for practices that can promote employee productivity in contemporary work environments (Cheong et al., 2019; Sharma & Kirkman, 2015; Amundsen & Martinsen, 2014). According to Pearce & Sims (2002), the historical roots of EL arose from behavioral self-management (e.g., Thorenson & Mahoney, 1974), social cognitive theory (e.g., Bandura, 1986), cognitive behavior modification research (e.g., Meichenbaum, 1977), and participative goal-setting research (e.g., Erez & Arad, 1986). In addition, it concerns a specific set of leader behaviors that can nurture psychological empowerment and boosts desirable work outcomes (Cheong et al., 2019).

These leaders' actions mainly involve delegating responsibility and authority to enhance individual motivation toward followers' task implementation (Cheong et al., 2019; Lee et al., 2018; Amundsen & Martinsen, 2014). In other words, EL is a specific leader behavioral style that seeks to increase followers'

internal motivation through sharing power and providing more autonomy to subordinates (Cheong et al., 2019; Vecchio et al., 2010). Furthermore, as Amundsen & Martinsen (2014) postulate, EL transfers power from top management to workers who can take the initiative and make decisions about daily based activities.

Sharma and Kirkman (2015) define EL as leader behaviors directed at individuals or teams, consisting of delegating authority, promoting self-direction and autonomous decision-making via coaching, sharing information, and asking for input. Amundsen & Martinsen (2014) posit that EL is the process of influencing through power-sharing, motivation support, and development promotion to foster an experience of self-reliance, motivation, and capability to work autonomously within the organization's boundaries. Consequently, through providing information, giving feedback, and creating opportunities for practice and development, EL can stimulate employees' skill enhancement and task excellence, allowing them to achieve higher standards at work (Lee et al., 2018). From this standpoint, facilitation and support for autonomy are key critical characteristics of EL (Amundsen & Martinsen, 2014).

Encouraging subordinates to express opinions and ideas, promote collaborative decision-making, and support information-sharing and teamwork are behaviors that characterize empowering leaders (Sharma & Kirkman, 2015; Arnold et al., 2000). Other illustrative EL practices include encouraging independent action, opportunity thinking, self-development, and self-reward, besides participative goal setting (Pearce & Sims, 2002). These features reveal that empowerment in the leadership process is more than influencing followers; it gives the influence power to them (Amundsen & Martinsen, 2014). Therefore, scholars argue that EL engenders meaningfulness and a sense of ownership and responsibility for work outcomes (Lee et al., 2018). Nonetheless, empowering leaders cannot just delegate and put themselves into a passive role; they should also be active in motivating and developing their subordinates to develop the skills, resources, and psychological support necessary to handle new responsibilities (Amundsen & Martinsen, 2014). In sum, studies display empowering leadership as a promoter of a working environment with a higher degree of autonomy, participation, personal development, and employee positive psychological states, which are likely to result in positive outcomes for individuals, teams, and organizations (Kim et al., 2018).

Although it shares some similarities with other frameworks, empowering leadership entails essential differences when compared with them. Studies have compared EL with participative, transformational, shared, ethical leadership, and leader-member-exchange (LMX) perspectives, highlighting its singular features.

Participative leader behaviors are a necessary aspect, but not sufficient condition, for the enactment of empowering leadership, since the latter is a broader set of behaviors that result in employees making their own decisions rather than merely influencing those of their leaders (Cheong et al., 2019; Lee et al., 2018; Sharma and Kirkman, 2015). In contrast to transformational leaders, empowering leaders engage in behaviors that develop each follower's abilities by sharing or providing autonomy and by involving followers in decision making, characteristics not discussed in frameworks of transformational leadership (Cheong et al., 2019; Ahearne et al., 2005; Arnold et al., 2000). As a result, leaders may be powerfully transformational without transferring much control or power to subordinates (Sharma and Kirkman, 2015). Similarly, EL is different from ethical leadership because not all ethical leaders necessarily empower their followers (Cheong et al., 2019).

Further, in contrast to shared leadership, in which the agents of influence are often peers, EL is usually treated as a vertical behavior exerted by formal leaders (Pearce & Sims, 2002). Unlike LMX, EL involves an entirely distinct exchange relationship, though both aim to build employees' sense of confidence, autonomy, and control in work settings (Sharma and Kirkman, 2015). However, LMX does not necessarily imply the delegation of power (Kim et al., 2018) and focuses on the relationship's nature rather than on leaders' behaviors that promote specific leader-follower exchanges.

Overall, researchers have found empirical evidence to support that EL represents a leadership construct that adds additional explanatory power beyond transformational leadership and LMX on organizational outcomes (Lee et al., 2018; Amundsen & Martinsen, 2014). However, according to Cheong et al. (2019), EL proximal outcomes, such as psychological empowerment, self-efficacy, intrinsic motivation, and creativity, are more reliable and more predominant than those involving distal outcomes, such as job performance, work-role performance, team performance, and organizational performance.

Nevertheless, EL theory is particularly relevant to discuss preconditions that can foster creativity and innovation, both in the individual (Zhang, 2010) and team levels (Lee et al., 2018; Adeel et al., 2018; Hon & Chan, 2013). For example, exploring alternatives, self-belief, autonomy, and intrinsic motivation are attributes that promote creativity, and EL features are closely related to contextual factors relevant to the creative process (Lee et al., 2018; Amabile et al., 2004). For instance, empowering leaders grant autonomy and are concerned with elevating followers' sense of competence and self-reliance, stimulating discretion, and psychological openness to embrace novel and unique ideas (Lee et al., 2018; Harris et al., 2014).

EL can also be fundamental in highly complex and challenging contexts, such as the social venture setting. Encouraging subordinates to take initiatives to achieve goals, increasing their sense of self-efficacy and motivation, and providing developmental support to enhance their skills are distinctive features of EL (Kim et al., 2018). Although EL has not yet been applied to discuss social entrepreneurship, all these leader behaviors seem important to social organizations, mainly since they often must deal with scarce resources and manage multi-stakeholder demands.

Even though unique differences between empowering leadership and other leadership models appear in various studies, a consistent set of empowering leadership measures has yet to be agreed upon (Cheong et al., 2019). Moreover, there are different scales to measure the construct, but the most applied are the scales developed by Amundsen & Martinsen (2014), Ahearne et al. (2005), and Arnold et al. (2000). Nonetheless, there is some consensus regarding EL entailing key characteristics, such as support and facilitation to enable follower autonomy and power-sharing (Amundsen & Martinsen, 2014). Further, although psychological empowerment is the most apparent explanatory mechanism intrinsic to the EL perspective, the processes which empowering leadership unleash are complex and have yet to be unveiled by research (Kim et al., 2018). Therefore, there are theoretical reasons to consider additional pathways through which EL might take effect (Lee et al., 2018), as discussed in the following section.

3.2.6.
Empowering Leadership and Team Boundary-Spanning in Social Ventures

The construct of team boundary management first came to business literature in the 1980s with Gladstein's seminal work (1984). It concerns a process through which teams manage their dependence on those outside the team's boundaries. Thus, interactions between a team member and an external party help the organization achieve its objectives (Ancona & Caldwell, 1990). It is also conceptualized as a set of team processes through which groups define and manage their boundaries with the environment (Dey & Ganesh, 2017).

According to Dey & Ganesh (2017) and Marrone et al. (2007), the boundary around a team interface with the external environment and manages it concerns implementing strategies that will foster its effectiveness. Although boundary management is a broader construct, studies focus mainly on the concept of team boundary-spanning (Marrone, 2010; Joshi et al., 2009), i.e., team actions that establish linkages and manage interactions with parties in its out-border (Ancona, 1990; Ancona & Caldwell, 1992; Marrone et al., 2007). It includes representing the team to outsiders, searching for information, and coordinating task performance with other external groups (Marrone 2010). It is applied to capture interactions across the team directed to clients, customers, industry experts, and other mutually interdependent teams (Marrone 2010). Social ventures should also include interactions with beneficiaries, volunteers, incubators, foundations, policymakers, and the other multiple stakeholders these organizations have (Hu et al., 2020).

Team boundary-spanning activities mainly concern seeking, interpreting, and communicating information from external contacts with specific stakeholders. However, it also includes behaviors that fulfill an external representation function, such as communication with external groups to set expectations, frame requests for needed resources, and update project status. Together, these actions legitimize the team and buffer outside pressures (Marrone et al., 2007). Therefore, team boundary-spanning behavior is a team-level construct described as an essential process for organizations, such as social ventures, to accomplish their responsibilities and manage their external stakeholders (Dey & Ganesh, 2017; Mathieu et al., 2017; Maloney et al., 2016). By promoting boundary-spanning, these organizations can

connect their teams to highly valued resources, such as information, feedback on progress, and support from vital external parties needed to complete tasks and achieve social mission (Marrone 2010; Ancona, 1990). Thus, social venture team members can bridge different parties through boundary-spanning efforts, acting as critical conduits for information transfer, knowledge creation, and innovation (Marrone 2010).

Marrone (2010) points out that factors relating to motivation, competency, and task-appropriate strategies are critical for increasing member engagement, persistence, and effectiveness in boundary-spanning behavior. From this standpoint, the team leaders' approach toward the external environment is essential to provide strategic direction and support needed for assisting team members in understanding their environment, managing external interactions, and recognizing the performance impacts of external team processes (Ancona, 1990). Indeed, empirical evidence confirms the role of leadership in supporting team boundary activity (Ancona's, 1990 Ancona & Caldwell, 1992), suggesting direct relationships between the team leader's own external boundary-spanning actions and team outcomes (Marrone, 2010).

From the perspective of role model theory research, team members develop expectations about each other's roles that guide beliefs about desired and appropriate behaviors. When these beliefs match leaders' actions, focusing on similarities with the role model, it can enhance people's subjective well-being (Collins, 1996). An empowering leader fits the pursuit of boundary-spanning activities in teams through their autonomy approach, coach-style, and motivation drive (Benoliel & Somech, 2015; Marrone 2010). Empowering leaders increase knowledge opportunities within and outside the organization's boundaries (Benoliel & Somech 2015). Therefore, they set an example of how to relate to others in the external environment. Besides, they can also be a role model of behavioral assimilation, thus influencing how their followers deal with external information (Hoyt et al., 2012). Consequently, they set a standard for team members to follow in boundary-spanning movements (Marrone et al., 2007).

While there is consensus that leaders' boundary activities positively impact performance (Ferguson et al., 2019; Yukl, 2012), their influence as role models of such exemplary behaviors can also affect other outcomes (Ancona, 1990; Chung & Jackson, 2013; Faraj and Yan, 2009). For example, viability (Marrone et al., 2007),

inter-group productivity (Richter et al., 2006), innovation (Didonet et al., 2016), team learning (Edmondson, 2003), and the reduction of team role overload (Marrone et al., 2007) are all products of leadership efforts to enable team boundary-spanning. However, as posited by Dey and Ganesh (2017), apart from these studies, very little work has been done on how external activity shapes the behaviors of team members regarding the environment (Choi, 2002) and influences internal outcomes (Ancona, 1990).

Team boundary-spanning is particularly relevant when the complexity of work tasks is extensive and suitable for organizations with flatter structures that deal with changing environmental conditions (Marrone, 2010), such as those in social venture settings. In these environments, teams must rely on boundary-spanning to coordinate work efforts, identify improvements to the organization's processes, raise funds, and make strategic decisions regarding social and financial aspects (Marrone, 2010). Moreover, through their external activities, social venture leaders can avoid team isolation and help the team maintain an ongoing information exchange with the environment in which it operates (Benoliel & Somech 2015). As such, when they empower their teams, leaders can maintain a loose, flexible, and permeable boundary for their followers to interact (Druskat & Wheeler, 2001; Zaccaro & Horn, 2003). Therefore, since autonomy and guidance facilitate team boundary-spanning, empowering leadership can play a vital role in setting the pace for such interconnections within the broader environment in which social organizations operate.

H4: Empowering leadership is positively associated with team boundary spanning in social ventures.

3.2.7.
Empowering Leadership, Team Boundary-Spanning, and Dynamic Capabilities in Social Ventures

The construct of dynamic capabilities emphasizes sources and methods of wealth creation and capture by private firms performing in rapid technological change environments (Teece et al., 2009). However, its framework is helpful in other settings where the concept of prosperity has a meaning that goes beyond

financial returns, such as the social entrepreneurship field (Ince & Hahn, 2018; Vickers & Lyon, 2014). Indeed, the survival of a social venture can be highly dependent on its dynamic capabilities as it navigates the complexity of the social market field (Ince & Hahn, 2018; Hu et al., 2020). Therefore, this concept seems promising to discuss organizational outcomes in social ventures.

The dynamic capabilities framework follows the resource-based view theory (RBV), stressing the importance of reconfiguring resources into new combinations to improve operational capabilities (Pavlou & El Sawy, 2011). Teece et al. (2009) describe dynamic capabilities as the strategic management process of appropriately adapting, integrating, and reconfiguring internal and external organizational skills, resources, and functional competencies to meet a changing environment's requirements. Consequently, dynamic capabilities address strategies to handle turbulent conditions and help managers and entrepreneurs to extend, modify, and reconfigure existing operational capabilities into new ones that better match the environment in which they operate (Pavlou & El Sawy, 2011).

Teece (2007) settled the micro-foundations of dynamic capabilities necessary to sustain superior performance in an open economy with rapid innovation and globally dispersed resources. These micro-foundations are specific skills, processes, procedures, organizational structures, decision rules, and disciplines that empower ventures to sense, seize, and reconfigure capacities challenging to develop and deploy (Teece, 2007). Briefly, in Teece's (2007) framework, dynamic capabilities can be divided into the capacity (1) to sense and shape opportunities and threats, (2) to seize opportunities, and (3) to reconfigure the business enterprise's intangible and tangible assets to maintain competitiveness in the marketplace.

Ince and Hahn (2018) proposed three dynamic capabilities relevant to social organizations in social entrepreneurship settings. First, they provide communication with the stakeholders to enable inexpensive and direct sensing and shaping opportunities. Besides, they are concerned with selective signaling to access critical resources and capitalize on the organizational model to seize opportunities. Finally, they integrate collaborators to expand their strengths in strategic decision-making processes.

Sensing concerns the absorption and translation of the information in the interaction between a social venture team and its environment. It is a process of

active information searching and scanning. Thus, it involves collective action that mobilizes entrepreneurs to recognize the need to create a solution for a socio-environmental problem (Hu et al., 2020). Shaping concerns entering and occupying a position in the social market structure through designing and developing exchange relationships (Hu et al., 2020). In Hu et al.'s (2020) study, these actions help social entrepreneurs create sustainable products, services, or projects that make a social impact and allow their social organizations to flourish. Social entrepreneurs create exchange relationships not only with traditional market actors, such as customers but also with the broader social sector and with different actors, such as beneficiaries, the government, foundations, commercial businesses, and volunteers (Hu et al., 2020; Robinson, 2006). To seize opportunities in this field involves maintaining and improving socio-technical competencies and complementary assets. When the opportunity arises, it is time to invest in problem-solving solutions that most likely achieve beneficiaries' necessities (Teece, 2007; Hu et al., 2020).

For social ventures to take advantage of opportunities in a changing environment, they must learn to find new ways to address social-environmental problems. Then, they need to create new solutions to fill in the voids left by institutional society and to reconfigure existing operational capabilities to develop new projects, services, and products in the social sector (Pavlou & El Sawy, 2011; Hu et al., 2020). As mentioned before, beneficiaries play a central role in exchange relationships for social ventures since their needs are often paramount. Thus, it seems critical that social ventures draw upon their beneficiaries or target community capabilities to develop relevant offers (Hu et al., 2020).

While maintaining competitiveness in social markets is a theme that can open a wide range of discussions, with the incentive of social impact creation and moral judgment, social entrepreneurs can combine and reconfigure sources and capabilities to maintain the survivability of the venture (Hu et al., 2020; Ince & Hahn, 2018). Social entrepreneurs orchestrate previous experience, knowledge, and networks to seize opportunities (Hu et al., 2020; Ince & Hahn, 2018; Teece, 2007). They draw upon information from various sources, from the private and public sectors, as well as their contacts, and with all means and capabilities combined, transform creative ideas into action in the social market arena (Hu et al., 2020).

Hence, the three core underpinnings of dynamic managerial capabilities - managerial cognition, managerial social capital, and managerial human capital

(Helfat & Martin, 2015) - are essential for social ventures to thrive and survive (Ince & Hahn, 2018). However, although dynamic capabilities have certain commonalities across social ventures, they are likely to differ due to the complex nature of socio-environmental problems, requiring different approaches that are difficult to imitate (Pavlou & El Sawy, 2011).

It seems straightforward to develop team dynamic capabilities in social ventures that exploring and managing the organization's boundaries as a critical venue. Thus, team boundary-spanning is seen here as a process that allows empowered team members to explore their environments to sense and seize opportunities to enhance a social venture's ability to reconfigure their processes and operations. Indeed, Teece (2007) posits that sensing activities are most effective when decentralized, with the information rolling to the organizations' leaders. Thus, by giving autonomy, decision-power, and guidance for their teams, empowering leaders stimulates boundary-spanning processes that enhance their followers' ability to sense the environment, seize opportunities, and reconfigure as needed. Therefore, role model theory offers the ground to the crucial position that empowering leadership plays to foster an exchange of knowledge opportunities within and outside the organization's boundaries, setting an example of how to relate and interact with the external environment (Benoliel & Somech 2015).

However, it is almost impossible for a leader alone to promote sensing, seizing, and transforming processes at the organizational level, given the diversity of contextual knowledge at the local level (Nonaka et al., 2016). Instead, empowering leaders create a context in which team members' substantial and subjective knowledge work as a synthesis at the organization level (Nonaka et al., 2016).

Indeed, sensing business opportunities is possible only through direct interactions with the environment and, therefore, team boundary-spanning can be vital in developing this behavior. Thus, the leaders' skills that seek to unleash potential knowledge by facilitating the sensing, seizing, and reconfiguring process offer vision and values that members adopt, resulting in the idea that dynamic capabilities reside organizationally but need to be promoted by leadership in their teams (Nonaka et al., 2016). While granting autonomy, empowering leaders are concerned with elevating followers' sense of competence and self-reliance (Lee et al., 2018). This process can result in employees with the required discretion and

psychological attributes to sense and seize the environment to boost novel and unique ideas (Lee et al., 2018; Harris et al., 2014).

In other words, leadership is a critical trigger for dynamic capabilities that can influence social organizations' policies and practices (Lopez-Cabrales et al., 2017). As Gonzalez and Melo (2019) describe, dynamic capabilities combine technical and social activities performed by individuals. Team members empowered by their leaders create, store, share and use knowledge to innovate and improve performance (Gonzalez & Melo, 2019). The empowering leadership model can play an essential role in motivating, influencing, and guiding individuals in this direction because autonomy is a desirable factor for developing teams' capabilities (Gonzalez & Melo, 2019; Deci & Ryan, 2000). Furthermore, it can increase the transparency of the operational process in social ventures, enhance communication and dialogue between individuals of the group and other sectors, and boost individuals to practice and question their knowledge and skills, promoting new knowledge (Kozlowski, 2018). Besides, it increases the likelihood of team members getting involved in collaborative mutual influence processes within the empowering leadership atmosphere (Gonzalez & Melo, 2019). Therefore, individuals can be more willing to share their knowledge with other team members in an empowering culture, intensifying the flow of knowledge that fuels their dynamic capabilities (Gonzalez & Melo, 2019; Zheng et al., 2011).

Previous literature on social entrepreneurship indicates that entrepreneurs in social organizations might have the ability to sense opportunities and manage a network of resources while pursuing a solid ethical fiber (Ince & Hahn, 2018; Moss et al., 2011). Besides, these behaviors are essential to cope with resource scarcity and to create new resources to react dynamically to complex situations in the multifaceted social arena (Bacq & Janssen, 2011; Doherty et al., 2014). In these conditions, empowering leadership influencing team boundary-spanning can be vital to develop new skills and reconfigure existing organizational capacities. Therefore, given all the arguments previously described, it is possible to hypothesize that the development of dynamic capabilities in social venture settings is an outcome of the empowering leadership process mediated by the social venture team's boundary-spanning activity.

H5: Team boundary spanning mediates the relationship between empowering leadership and team dynamic capabilities in social ventures.

3.2.8.
From Empowering Leadership to Team Creativity in Social Ventures

Empowering leadership has been associated with creativity and innovation (Lee et al., 2020; Lee et al., 2018) and social ventures offer a fertile ground to observe these connections. Intrinsic motivation - essential in these processes (Amabile, 2018) - is triggered as the empowering leader enhances autonomy and fosters the development of their followers, catalyzing the production of new ideas and problem-solution capabilities among the team members (Kim et al., 2018; Amundsen & Martinsen, 2014). Nevertheless, empowering leader behaviors, such as autonomy, power-sharing, and coaching, trigger creativity and innovation through a role model process (Kim et al., 2018; Chow, 2018; Amundsen & Martinsen, 2014). While empowering leadership is considered an essential antecedent of creativity, the ways through which it exerts such influence is still not fully understood (Chow, 2018), particularly at the team level and in distinctive contexts, such as in social ventures.

Empowering leaders are aware of their followers' capabilities and encourage them to use their competencies. Such efforts foster efficacy beliefs, which are also influenced by positive emotional support and persuasion (Amundsen & Martinsen, 2014). An empowering leader inspires those around them to create positive emotional states by showing enthusiasm and trust regarding future goals and expectations (Amundsen & Martinsen, 2014). Thus, these leaders' behaviors empower employees to engage in creative endeavors (Amundsen & Martinsen, 2014).

Amundsen & Martinsen (2014) consider modeling central in the processes through which empowering leaders support subordinate learning and development. For example, an empowering leader can encourage team members to express their thoughts and ideas and recognize their inputs as valuable (Srivastava et al., 2006). Furthermore, an empowering leader's coaching behaviors can stimulate team members to solve problems together as a team, thus promoting knowledge sharing and creation (Arnold et al., 2000), contributing to team creativity (Lee et al., 2018).

Lee et al. (2018) observed that EL plays a central role in explaining creativity, showing that leaders who empower their subordinates encourage creative behavior in remarkable ways (Lee et al., 2018). Autonomy and decision-making skills make teams more creative since they stimulate cognitive and affective processes, vital preconditions to foster creativity outcomes (Amabile, 2018).

Additionally, by delegating and putting followers in an active role, empowering leaders motivate and develop their skills, amplify their resources, and offer the psychological support necessary to handle new responsibilities (Amundsen & Martinsen, 2014). Exploring new alternatives, self-belief, autonomy, and intrinsic motivation are essentials for creativity, and empowering leaders are prone to activate these attributes (Lee et al., 2018; Amabile et al., 2004). Therefore, empowering leadership can promote positive psychological states that will result in more creative individual, team, and organizational processes (Kim et al., 2018). Empirical research on EL has presented evidence that it fosters creativity and innovation both at the individual (Zhang, 2010) and team levels (Lee et al., 2018; Adeel et al., 2018; Hon & Chan, 2013).

Through their boundary-spanning behaviors, empowering leaders assume protagonism in exchanging with the environment, listening to stakeholders, and stimulating proactive participation from followers (Benoliel & Somech, 2015). Therefore, these leaders create more opportunities for team members to obtain new knowledge and debate new perspectives vital to team creativity and innovation (Benoliel & Somech, 2015). As social ventures are resource-dependent on external sources, such leader behaviors can even matter for survival (Ince & Hahn, 2018). Empowered teams will be more likely to tackle problems, discuss the work's quality, and change work processes and products more readily (Kirkman & Rosen, 1999; Wellins, Byham, & Wilson, 1991). Additionally, dynamic capabilities fostered by empowering leaders in their teams will allow these organizations to better react to the social market, increasing their ability to generate innovations (Hu et al., 2020).

Research has shown that successful collaboration and information sharing across boundaries are vital for team creativity and innovation. It allows teams to transform new ideas and individually held knowledge into innovative procedures (Axtell et al., 2000). Therefore, empowering leaders can create opportunities for team members to obtain further knowledge and debate new perspectives crucial to

team innovation through team boundary-spanning activities (Benoliel & Somech, 2015). Boundary-spanning links the team to its context and helps it manage its dependencies on the environment, fueling its innovation, efficiency, and effectiveness (Dey & Ganesh, 2017). It also feeds learning and innovation in the team by letting team members synthesize the knowledge they have gathered outside its boundaries, thus enhancing their dynamic capabilities (Dey & Ganesh, 2017).

Social venture teams can also bridge otherwise diverse and disconnected stakeholders through boundary-spanning efforts and act as channels for information transfer, knowledge creation, and innovation (Marrone 2010). Moreover, empowering leaders can enhance interactions with outward actors across their external activities, leveraging their followers' resources (Benoliel & Somech, 2015). Therefore, empowering leaders can create opportunities for team members to obtain new knowledge and debate new perspectives crucial to creativity and team innovation (Hu et al., 2020; Benoliel & Somech, 2015).

Thus, empowering leaders can play a crucial role in facilitating organizational creativity (Lee et al., 2020; Chen & Chang, 2013; Amabile et al., 2004). Andriopoulos (2001) argues that the dynamic capabilities of an organization positively affect organizational creativity. Further, Chen and Chang's (2013) empirical work reveals that dynamic capabilities positively relate to creativity and product development performance. Pavlou and El Sawy (2011) and Agarwal & Selen (2009) also observed that dynamic capabilities are built through collaboration among various stakeholders, resulting in innovations and improved service offerings. Therefore, team members' competencies, such as their dynamic capabilities, can result in such creations and social-technical exchanges (Gonzalez & Melo, 2019).

Besides, as Gonzalez and Melo (2019) posit, dynamic capabilities combine technical and social activities performed by the individuals who create, store, share, and use knowledge to achieve innovation and improve performance. Organizations embedded in specific communities may have particular capabilities related to open-source methods in social venture settings, thus deriving creative ideas and developing co-production through relational learning within communities and among other actors (Ince & Hahn, 2018).

The role of social exchanges in fostering creativity and innovation is noteworthy (Benoliel & Somech, 2015; Perry-Smith and Shalley, 2003).

Empowering leaders can promote collaboration and sharing information across teams and with the environment through team boundary-spanning, which are necessary actions to develop dynamic capabilities and encourage team creativity and innovation. Team boundary-spanning is seen here as a means to promote exchanges that can lead to sensing and seizing opportunities. Thus, empowering leadership processes in social ventures can allow team members to create and transform novel ideas, turning individually held knowledge into new tasks and procedures (Sharma and Kirkman, 2015; Arnold et al., 2000; Axtell et al., 2000). Therefore, leaders' boundary-spanning activities to gather resources and information can enhance dynamic capabilities by exposing team members to a broader array of ideas and fostering creative thinking demands, fueling creativity in social venture teams (Benoliel & Somech, 2015).

H6: Team boundary-spanning and team dynamic capabilities sequentially mediate the relationship between empowering leadership and team creativity in social ventures.

3.2.9.
Team Creativity and Team Innovation in Social Ventures

Collective goals and shared identity are relevant to teams (van Knippenberg, 2017; Chen et al., 2013; Pearce & Ensley, 2004). For example, when team members share a commitment to team objectives, such as developing social innovations, they can feel free to contribute to the team's pursuit (van Knippenberg, 2017). In addition, song bonds and knowledge integration overlap in the coordination necessary to implement innovative ideas in organizations (Han et al., 2014).

Creativity and innovation also flow from assimilating information and divergent views (van Knippenberg, 2017). In this sense, bridging social capital stimulates alternative thinking that can help a team reach "breakthrough opportunities" by contacting different knowledge from network groups (Han et al., 2014; Newell et al., 2004; Oh et al., 2006). However, knowledge bridging is necessary but insufficient for team creativity and innovation. It does not provide team members with a joint base from which to integrate diversified ideas and perspectives.

On the other hand, the bonding process is essential to share, integrate, and manage the diverse input needed to produce creative ideas and innovative solutions. It creates integration and unity. As put by Han et al. (2014), these elements are crucial in team creation processes. However, external bridging can bring teams opportunities to make creative breakthroughs that may not be integrated depending on the level of bonding within the group. Thus, this process benefits teams by fostering dense and close within-group connections that integrate diversified knowledge and coordinate activities (Han et al., 2014). Therefore, the co-existence of bonding and bridging processes is necessary for team creativity (Han et al., 2014) and to fuel the innovation processes complementary.

It is known that team creativity and team innovation have a high correlation in empirical research (van Knippenberg, 2017; Janssen & Yperen, 2004; Eisenbeiss et al., 2008). However, creativity is usually defined as developing new ideas, while innovation applies it in practice (West, 2002; West, 1997). Therefore, the bonding and bridging paths unleashed by servant and empowering leadership can foster team creativity and positively influence team innovation in social ventures.

H7: Team creativity is positively associated with team innovation in social ventures.

In the context of social ventures, where the creation of social innovations is fundamental for the survival of organizations, teams need to be creative to transform scarce resources into viable solutions to socio-environmental problems. A team sharing the same values and objectives and committed to the social cause can motivate work towards problem-solving creation. Simultaneously, a team expanding its external boundaries and fostering dynamic capabilities can bridge knowledge crucial to social innovation implementations. Figure 2 shows a visual synthesis of the social venture leadership model proposed here.

Figure 2: Dual-Path Model of Social Venture Leadership
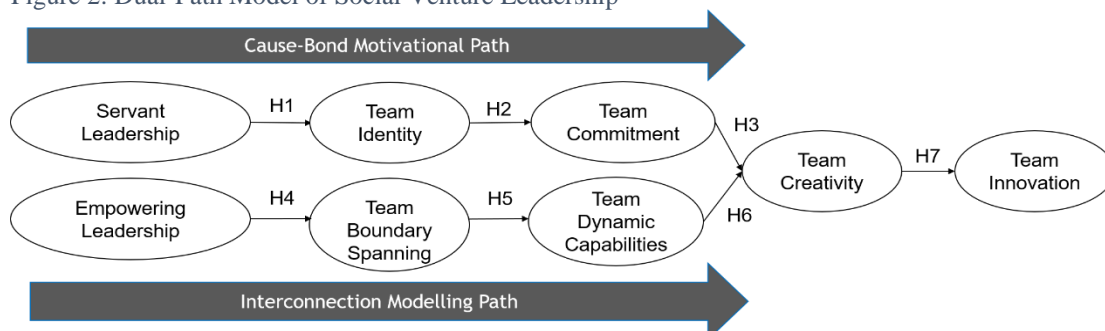
Source: Prepared by the author

3.3.
Method

3.3.1.
Sample and Procedures

Social ventures' leaders and followers composed the survey sample. As the focus was on the team level, at least two internal collaborators besides the leader should answer the survey. The research adopted a snowball technique to achieve this challenge, supported by these organizations: Instituto Ekloos, Instituto de Cidadania Empresarial (ICE), Artemisia, Pares, and Instituto Genesis. In addition, some benefits were offered to join the study, such as reports to share with fellows and an online course scholarship contest. Leaders and followers answered different survey questionnaires based on the scales and measurement items adopted in the research. The leaders' form focused on organizational data and the team creativity and innovation perception. The followers form included all constructs scales and no organizational questions.

The questionnaires were translated from English to Portuguese and hosted on the Qualtrics platform. Participants received a newsletter through e-mail or WhatsApp, which contained the link to the survey at the end. It emphasized that participation was anonymous and voluntary while given a brief explanation of the study. Fifty-one leaders and 97 followers accessed the survey, but only 41 and 73 completed it, respectively. The final sample of 114 participants configured 41 teams. Although the research strategy was to have at least two followers to each leader, in 17 cases, only one follower answered the survey. Thus, the response rate cannot be precisely estimated due to our sampling strategy.

The sample leaders were mainly female (71%) with ages between 23 and 73 years old (44 on average). On average, they had eight years of leadership in the social venture. As for their education, 68% held graduation, 27% held bachelor's degrees, while 5% reported having a high school degree of instruction. The followers were mainly female as well (71%), with ages between 21 and 73 years old (39 on average), with five years of professional experience in the organizations on average. As for their education, 53% of followers held graduation, 40% held

bachelor's degrees, while 7% reported having a high school degree of instruction. As far as the organizations, they were all social or environmentally driven ventures despite of their legal formalization as nonprofits (54%), for-profits (37%) or hybrid (10%). They had 14 years of foundation on average, ranging from 2 to 53 years of existence. Half of them had less than 10 employees and 40% had 10 to 49. They represent diverse social market segments, such as economic empowering and microcredit, democratic education, technology and social inclusion, human and social business development, women's rights, among others. Most of them were natural from Rio de Janeiro, Brazil (73%), but others regions in the country were also represented: São Paulo (10%), Minas Gerais (5%), Distrito Federal (4%), Paraná (2%), Pará (2%) e Pernambuco (2%).

3.3.2.
Measures

Servant Leadership. Keeping with Eva et al. (2019), Liden et al.'s (2015) 7-item composite of the Servant Leadership measure (SL-7) was adopted because it is notable for the inclusion of the servant leaders' conscious and genuine concern towards creating value for the community around the organization as well as encouraging followers to be active in the community. This community-focused dimension is reflected in the item, "*My leader emphasizes the importance of giving back to the community,*" and respondents will rate on a seven-point Likert-type scale ranging from strongly disagree (1) to strongly agree (7).

Team Identity. Following Litchfield et al. (2017), the four-item scale to assess team identity from Doosje et al. (1995) was adopted, rating the cognitive, evaluative, and affective aspects of identifying with the team in the social ventures. It asks, for example, whether members "*fell strongly ties with the team in the social venture*" on a seven-point Likert-type scale ranging from strongly disagree (1) to strongly agree (7).

Team Commitment. Following Bishop et al. (2000) and Bishop et al. (2005), a short version of the Organizational Commitment Questionnaire form (OCQ; Mowday et al.,1979) was adopted to refer to the team rather than to the organization.

Respondents rate the responses to eight items on a seven-point Likert-type scale ranging from strongly disagree (1) to strongly agree (7). Items samples are "*I find that my values and the team's values are very similar*", "*I am proud to tell others that I am part of the social venture's team*" and "*I really care about the fate of the social venture's team*".

Empowering Leadership. As recommended by Cheong et al. (2019), Amundsen and Martinsen's (2014) Empowerment Leadership Scale was adopted. It is an 18-item instrument, in which the respondent rate, on a seven-point Likert-type scale (1 = never to 7 =always), questions such as "*My leader conveys that I shall take responsibility,*" "*My leader recognizes my strong and weak sides,*" and "*My leader discusses shared affairs with me.*"

Team Boundary-Spanning. The nine-item scale from Yan et al. (2020) derived from Ancona and Caldwell (1992) was adopted. The items reflect the degree to which the teams search diverse sources of external information, including three dimensions: ambassador activities (e.g., "*We acquire resources for the team*"); task coordinator activities (e.g., "*We coordinate activities with external groups*"); and scout activities (e.g., "*We scan the environment for marketing ideas/expertise*"). Respondents answer on a 5-point Likert scale how they feel each item is part of their responsibility in dealing with people outside the team.

Team Dynamic Capabilities. With Chen and Chang (2013) as a reference, the notion of "team dynamic capabilities" is drawn from Pavlou and El Sawy (2011) and Teece et al. (1997). Its measurement includes seven items rated on a seven-point Likert-type scale ranging from strongly disagree (1) to strongly agree (7). In addition, it contains items, such as: "*The team has the ability to monitor the environment fast to identify new social opportunities*"; "*The team has effective routines to identify and develop new social knowledge*"; "*The team has the ability to integrate and manage specialized social knowledge within the organization successfully*"; and "*The team has the ability to allocate resources to develop innovations successfully.*"

Team Creativity. Team creativity was evaluated by team leaders' responses, following Oedzes et al. (2018), and using an adapted version of Zhou and George (2001) to reflect the team instead of the individual level. The scale has six items, such as: *To what extent "does your team suggest new ways to achieve goals or objectives?"*, *"search out new work methods, processes, and techniques?"*, *"come up with creative solutions to problems?"* and *"provide new ways of performing work tasks?"* Respondents rated on a seven-point Likert-type scale ranging from 1 = "strongly disagree" to 7 = "strongly agree."

Team Innovation. Keeping with Tang et al. (2020), Anderson and West's (1998) scale was chosen to measure team innovation, considering all eight items. Samples of the measurements are *"This team is always moving toward the development of new answers for socio-environmental problems,"* *"People in the team co-operate to help develop and apply new ideas,"* and *"Members of the team provide and share resources to help in the application of new ideas."* Respondents indicate the extent to which each statement is true for their team on a 5-point scale ranging from 1- "strongly disagree" to 5 – "strongly agree."

Socio-demographic, work-related, and organizational data were also collected as control variables. For example, the leaders' form included age, gender, educational background, and corporate information, such as years of foundation, maturity level, financial resources, number of employees, turnover, and environmental complexity. Likewise, the followers' questionnaire included age, gender, and educational background.

3.3.3.
Analytical Procedures

Before testing the hypotheses, the self-report measures of adequacy and distinctness were analyzed and discussed (Anderson & Gerbing, 1988). As Arbuckle (2009) preconizes, the test for common method variance were performed by conducting a confirmatory factor analysis (CFA). The focus is on assessing whether the measurement items load significantly onto the scales with which they

are associated to indicate our measures' validity and independence (Anderson & Gerbing, 1988).

Because our sample was relatively small concerning the number of parameters estimated, the study hypotheses were statistically evaluated through Partial Least Squares (PLS) structural equations modeling, using the SmartPLS 3.0 software. PLS simultaneously evaluates the adequacy of the measurement model and the hypothesized relations in the structural model requiring a smaller sample size than covariance-based structural equations modeling (Chin, 2010; Hair et al., 2014). Further, PLS has also been shown to be robust to violations of multivariate normality (Chin, 2010). Therefore, the bootstrapping technique with 500 samples of 41 teams' cases was adopted to assess the significance of the proposed effects.

3.3.4.
Findings

Before performing the CFA, it was essential to evaluate the viability of aggregating followers' responses at the team level. Thus, the level of within-group agreement (James, Demaree, &Wolf, 1993) and the differences between groups (Bliese, 2000) were evaluated. The average within-group agreement, or rwg, was 0.65, above the minimum level of 0.60 recommended by Glick (1985). Further, the reliability and agreement with the intraclass correlation coefficient (ICC(1)) were assessed. The ICC(1) mean was 0.15. Although it was small, as it is highly affected by the sample size, the results indicate that individual ratings could be attributed to team membership, thereby confirming the viability of aggregating scores at the individual level (LeBreton & Senter, 2008).

Subsequently, the CFA evaluated the quality of the measurement model. The corresponding standardized indicator loadings, average variance extracted (AVE), composite reliability (CR), and Cronbach's alpha (αC) were calculated to assess the validity and reliability of the measures. The initial results revealed that not all items had statistically significant factor loadings, and some were lower than 0.5, generating an AVE value marginally below the recommended cutoff. To improve convergent validity while preserving content validity (Hair et al., 2014), we dropped three items from the servant leadership scale, six from empowering leadership and four from team commitment. Then, a new CFA was performed. All

indicators in the model were statistically significant (p < 0.001) and had loadings above 0.5. In addition, the values of CR, αC, and AVE for all measures were above the recommended thresholds. However, the square root of the AVE for each variable was a little lower than the correlations of the respective latent variable with the other latent variables in four cases related to the team identity scale: team commitment, empowering leadership, boundary spanning, and dynamic capabilities. Thus, indicating that these scales had moderate reliability, convergent, and discriminant validity (Chin, 2010; Hair et al., 2013; 2014). Table 13 summarizes the overall results for the measurement model.

Table 13: Measurement Model

Latent Variable	Ind.	Loadings[a]	αC	CR	AVE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1 Servant Leadership	4	0.58 - 0.84	0.71	0.81	0.52	0.72[b]																			
2 Team Identity	4	0.74 - 0.89	0.80	0.87	0.63	0.68	0.80																		
3 Team Commitment	4	0.62 - 0.95	0.85	0.89	0.67	0.70	0.85	0.82																	
4 Empowering Leadership	12	0.58 - 0.92	0.95	0.95	0.63	0.68	0.81	0.71	0.80																
5 Boundary Spanning	9	0.65 - 0.88	0.90	0.92	0.56	0.46	0.78	0.69	0.68	0.75															
6 Dynamic Capabilities	7	0.52 - 0.92	0.92	0.94	0.69	0.46	0.87	0.74	0.75	0.72	0.83														
7 Team Creativity	6	0.81 - 0.93	0.94	0.95	0.77	0.03	0.26	0.11	0.20	0.13	0.29	0.88													
8 Team Innovation	8	0.58 - 0.85	0.88	0.91	0.55	0.01	0.27	0.09	0.30	0.13	0.29	0.67	0.74												
9 Age Leader	1	1.00	1.00	1.00	1.00	0.09	0.24	0.18	0.30	0.03	0.20	0.38	0.27	1.00											
10 Education Leader	1	1.00	1.00	1.00	1.00	-0.19	-0.02	-0.03	-0.09	0.01	-0.02	-0.12	-0.20	0.07	1.00										
11 Gender Leader	1	1.00	1.00	1.00	1.00	-0.12	-0.07	-0.25	-0.06	-0.08	-0.15	-0.02	-0.26	0.16	0.24	1.00									
12 Age Team	1	1.00	1.00	1.00	1.00	0.17	0.24	0.07	0.29	0.30	0.19	0.23	0.07	0.27	0.09	0.26	1.00								
13 Education Team	1	1.00	1.00	1.00	1.00	-0.01	0.00	0.04	-0.05	0.04	-0.09	0.20	0.12	-0.01	0.37	0.13	0.04	1.00							
14 Gender Team	1	1.00	1.00	1.00	1.00	0.01	0.05	0.00	0.07	0.32	0.23	0.01	-0.18	-0.16	0.07	0.34	0.47	-0.17	1.00						
15 Environ. Complexity	1	1.00	1.00	1.00	1.00	-0.11	-0.24	-0.11	-0.20	-0.11	-0.24	-0.25	-0.22	-0.31	-0.11	0.07	-0.15	0.20	0.02	1.00					
16 Foundation Year	1	1.00	1.00	1.00	1.00	-0.14	-0.17	-0.17	-0.21	-0.08	-0.07	0.19	0.10	-0.39	-0.09	-0.15	-0.05	0.19	0.16	0.3	1.00				
17 Finance Resources	1	1.00	1.00	1.00	1.00	0.05	-0.11	-0.06	-0.04	-0.24	-0.13	-0.02	-0.18	-0.06	-0.06	-0.18	-0.28	-0.35	-0.26	-0.28	-0.43	1.00			
18 Maturity Level	1	1.00	1.00	1.00	1.00	0.06	0.11	0.16	0.13	-0.05	0.01	-0.07	0.02	0.30	0.16	0.08	0.02	-0.24	-0.09	-0.25	-0.72	0.5	1.00		
19 Qty Employees	1	1.00	1.00	1.00	1.00	-0.08	-0.01	0.04	0.08	-0.12	-0.04	-0.10	-0.13	0.16	0.14	-0.16	-0.26	-0.25	-0.27	-0.1	-0.46	0.66	0.43	1.00	
20 Turnover	1	1.00	1.00	1.00	1.00	-0.01	-0.04	0.06	-0.13	0.01	-0.06	-0.22	-0.25	-0.08	0.15	-0.16	-0.14	-0.11	-0.07	0.16	-0.31	0.30	0.18	0.65	1.00

Note(s): [a]Loadings on the first-order factors; [b]Squared root of AVE

n = 41; all loadings were significant to the 0.001 level

Even though the measurement model was not as robust as expected, the decision to run the structural model was made. Results indicate that it has good predictive power, explaining 21% of the variance on team creativity and 65% on team innovation. Of the seven proposed hypotheses, six obtained empirical support. Servant leadership had a significant and positive effect on team identity (β = 0.73; $p < 0.001$), while it had a significant positive effect on team commitment (β = 0.86; $p < 0.001$), thus supporting H1 and H2. However, the effect of team commitment on team creativity was not confirmed, thus not supporting H3. On the other side, Empowering leadership also had a strong positive effect on team boundary spanning (β = 0.71; $p < 0.001$), while it had a significant positive effect on team dynamic capabilities, thus supporting H4 e H5. Further, the effect of team dynamic capabilities on team creativity was significantly positive (β = 0.53; $p < 0.05$), empirically supporting H6. Finally, as predicted, team creativity positively affected team innovation (β = 0.73; $p < 0.01$), supporting H7.

Additionally, the leader gender had a statistically significant negative effect on team innovation (β= -0.31; $p < 0.05$), indicating that women leaders in our sample reported lower levels of team innovation than men during their assignments. Finally, financial resources also had a significant negative effect on team innovation (β = -0.54; $p < 0.05$), indicating that the level of financial resources is inversely proportional to the team innovation score reported. Table 14 summarizes the results for the structural model, and Figure 3 illustrates them.

Ultimately, as table 15 displays, the indict effects confirmed the *interconnection modeling path* hypothesized at a 90% confidence level. Empowering leadership had a positive indirect effect on dynamic capabilities (β= 0.54; $p < 0.01$), team creativity (β= 0.29; $p < 0.10$), and team innovation (β= 0.21; $p < 0.10$), thus supporting the sequential mediation path proposed and its outcomes (H6). The same did not happen with the *cause-bond motivational path*, as servant leadership had no significant indirect effect on team creativity (β= -0.17; $p > 0.10$) and innovation (β= -0.12; $p > 0.10$). However, the strong indirect positive effect of servant leadership on team commitment (β= 0.63; $p < 0.001$)

showed that the mediation path between them through team identity was established (H2).

Table 14: Structural Model Direct Effects

Direct Effects	Mean	St. Dev.	T	P Values
Servant Leadership -> Team Identity (H1)	0.73	0.09	7.9***	0.00
Team Identity -> Team Commitment (H2)	0.86	0.05	19.08***	0.00
Team Commitment -> Team Creativity (H3)	-0.28	0.23	1.24	0.22
Empowering Leadership -> Boundary Spanning (H4)	0.71	0.10	7.06***	0.00
Boundary Spanning-> Dynamic Capabilities (H5)	0.76	0.07	11.16***	0.00
Dynamic Capabilities -> Team Creativity (H6)	0.53	0.24	2.14*	0.03
Team Creativity -> Team Innovation (H7)	0.71	0.13	5.32**	0.00
Gender Leader -> Team Innovation	-0.31	0.14	2.14*	0.03
Finance Resources -> Team Innovation	-0.54	0.24	2.37*	0.02

Note(s): n = 41; ***p < 0.001; **p < 0.01; *p < 0.05

Figure 3:Structural Model Results
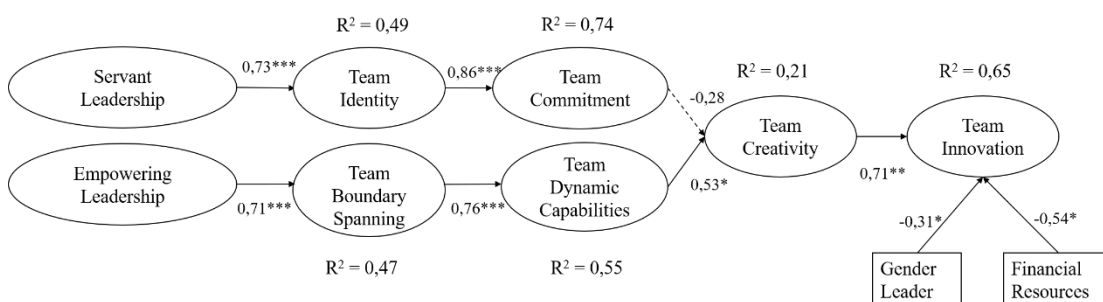
Note(s): $n = 41$; ***$p < 0.001$; **$p < 0.01$; *$p < 0.05$

Table 15: Structural Model Indirect Effects

Indirect effects	Mean	St. Dev.	T	P Values
Servant Leadership --> Team Commitment	0.63	0.09	6.87***	0.00
Servant Leadership -> Team Creativity	-0.17	0.14	1.19	0.24
Servant Leadership -> Team Innovation	-0.12	0.10	1.16	0.25
Empowering Leadership -> Dynamic Capabilities	0.54	0.11	4.71**	0.00
Empowering Leadership -> Team Creativity	0.29	0.14	1.85ŧ	0.07
Empowering Leadership -> Team Innovation	0.21	0.11	1.67ŧ	0.10
Boundary Spanning-> Team Creativity	0.40	0.18	2.08*	0.04
Boundary Spanning -> Team Innovation	0.29	0.15	1.82ŧ	0.07
Dynamic Capabilities -> Team Innovation	0.38	0.19	1.88ŧ	0.06

Note(s): n = 41; ***p < 0.001; **p < 0.01; *p < 0.05; ŧp < 0.10

3.4.
Discussion

Given the scarcity of empirical research that investigates through which processes social venture leadership promotes desirable outcomes, this study makes an essential contribution to the academic debate on the subject. Furthermore, the results advance theoretical knowledge of how leadership affects team creativity and innovation in social ventures by developing a dual sequential mediation model based on social identity and role model theories.

Based on data collected from 41 social ventures teams, the statistical analysis confirmed six of the seven proposed hypotheses. First, servant leadership positively influences team identity and team commitment. However, the connection between these processes with creativity was not established. Second, empowering leadership positively influences team boundary-spanning and team dynamic capabilities, which were associated with team creativity and innovation in social ventures.

The empirical support obtained for the entire mediation effect of empowering leadership on team creativity by the boundary spanning activities and dynamic capabilities of the teams was remarkable in this study. Thus, the *interconnection modeling path* confirmed its strong influence on team creativity and innovation in social ventures. Although the academic literature had already registered the connection between empowering leadership and team creativity (Cheong et al., 2019, Lee et al., 2018; Adeel et al., 2018), as far as known, the mediators that enable this linkage were never presented as was proposed here. Therefore, these are original results that contribute to both the literature on leadership and social entrepreneurship.

In this way, the results suggest that empowering leadership tends to promote team creativity and innovation to the extent that it improves the team's ability to navigate the external environment. While doing this boosts the team capacity to obtain, absorb, disseminate, and integrate new knowledge to develop and reallocate resources and organizational capabilities to respond to the social field needs. This understanding is essential to consolidating empowerment in leadership processes in social ventures, emphasizing the critical role of external

connections with the environment that allows dynamic capabilities development enabling team creativity and innovation. Even though the literature in social entrepreneurship stresses the crucial role of networking and stakeholders' management (Hu et al., 2020), little is known on which processes can contribute to these endeavors, particularly the leadership's role in modeling team behaviors to boost these interconnections. Therefore, the study's results presented a significant contribution to advance the academic literature on this topic.

While the results showed no statistical influence of team commitment on team creativity, the *cause-bond motivational path* from servant leadership to team commitment through team identity was significant. It means that the study theorization was right beside the outcome predicted. Thus, these results contributed to the research linking servant leadership and team commitment, which is rare in the academic literature (Lapointe & Vandenberghe, 2018), particularly in social ventures. Other outcomes such as job satisfaction, job motivation, and role performance are more related to team commitment (Johnson et al., 2010; Meyer et al., 2012). Therefore, they should be tested in social venture leadership future research further.

However, it is essential to note that the failure in support of the connection between team commitment and team creativity may be due to problems in the scales' measurement as well as to the small size of the research sample. Also, regarding the measurement instruments, it is well known that the leadership theories discuss the phenomena in detail. However, it is less clear if, in real life, these leadership behaviors, such as servant and empowering, materialize entirely independently or in an integrated way, as the correlations in the study's first measurement model illuminated. If the latter is the case, the measurement instruments available in the literature are not fully adequate because they measure the phenomenon independently. Indeed, the research results showed that the metrics do not capture independence, or people do not evaluate leadership in such a detailed manner.

Future research should address the measurement instruments issue, searching for ones with more discriminant power. Other studies should also work with more extensive samples despite the difficulty of collecting data in the field. While the research confirmed six variables' associations, it is

impossible to attest causality between them as an experiment was not performed. Hence, this is another call for future research. Although the analysis controlled for some factors, other differences between organizations could not be predicted. Thus, future studies can focus on longitudinal research in one specific segment to mitigate bias and enlarge knowledge about how leaders' actions impact group dynamics in social ventures. Lastly, future research should broaden the research agenda on social venture leadership and creativity and innovation, investigating other mechanisms impacting these relations.

3.5.
Conclusions

This essay investigated which psychosocial processes are enabled by social venture leaders to promote team creativity and innovation. While there is no specific instrument to measure SVL, servant and empowering leadership perspectives were adopted. The study presented and tested a dual sequential mediation model grounded in social identity and role model theories, which were proposed to deliver team creativity and innovation in social ventures.

Although one hypothesis was not confirmed, the study's findings presented are a unique contribution to the literature and provide a deeper understanding of which leadership processes are necessary to bring about social innovations to solve socio-environmental problems. As creativity is fundamental for social ventures' success and significant social impact (Naderi et al., 2019; Bacq et al., 2015), these results illuminate crucial leadership behaviors and team processes that can help social entrepreneurs in their development endeavors.

Learning about the essential role of empowerment in leadership processes to promote team creativity and innovation in social ventures through boundary-spanning activities and dynamic capabilities development contributes to accelerating social entrepreneurship's academic and practical field.

Furthermore, these understandings can foster social ventures' expansion. Thus, from a practical standpoint, this research contributes to social entrepreneurs' self and team development by pointing out leader behaviors,

such as giving autonomy and power to followers. Moreover, it unveils team processes, such as managing the external environment connections to absorb and transform knowledge into capabilities, that make possible the development of social innovations in the field.

Other actors, such as training programs, policymakers, and investment funds, can also know how social venture leaders should behave to promote the process needed to enact a creative and innovative team to grow their organizations and foster the 2030 sustainable agenda. Therefore, the research results can influence public and private practices and policies on behalf of social ventures development and expansion.

4.
Final Conclusions

This thesis encompasses two stand-alone essays on the same phenomenon: social venture leadership. In the first essay, a deep look at the social venture leadership attributes was made through a qualitative study that unveiled eight essential attributes dimensions. In the second essay, a quantitative approach was undertaken to understand which leadership processes promote team creativity and innovation in social ventures, resulting in a better understanding of how empowering leadership enables team creativity and innovation through team boundary-spanning and dynamic capabilities.

These results are a unique contribution to the academic literature in leadership as they highlight its role in an under-investigated setting. Further, it advanced studies in the interconnection between entrepreneurship and leadership, emphasizing social entrepreneurship. On this side, the results significantly contribute to social entrepreneurship literature, as research on social venture leadership is rare and demanded (Gupta et al., 2020; Lee & Kelly, 2019).

Illuminating these results opens new opportunities for investigations. To unveil the eight essential SVL attributes allows a better understanding of the behaviors needed to be effective in a social venture run. Establishing proper measures to accesses these dimensions in quantitative studies is a natural development from essay one. Moreover, investigating which outcomes are the most influenced by the SLV attributes is an exciting path to advance research about social venture leaders.

While there is no proper scale to measure SVL, essay two brought about other questions to advance research further. Given the relevance of creativity and innovation in social ventures, understanding which leadership processes influence these outcomes was a critical effort materialized by this study. Thus, it was remarkable illuminating the crucial role of empowering leadership to enable team creativity and innovation through boundary-spanning activities and dynamic capabilities development. Also, it was notably the effect of servant leadership on team identity and team commitment in social ventures.

In brief, the learnings from both essays mainly show that multiple attributes are relevant to social venture leadership success. Remarkably, they confirmed that one single leadership theory is not enough to gauge the SVL phenomena entirely. However, although leadership science does not yet have the best resources to define what is more important or not, some aspects revealed by this thesis should be considered to advance research and practice on the topic: (1) social venture leaders should develop at least eight essential attributes to successfully run their social ventures (2) to empower effectively is a crucial behavior for social venture leaders to boost business interconnections; (3) to navigate and manage the external environment is required to guide practice in social ventures; (4) team creativity and innovation in this field is fueled by translating external stakeholders' information into internal knowledge and capabilities.

The thesis' results are a significant contribution to the academic literature and practice in a way that they advance the debate on leadership in social ventures. Those involved in the socio-environmental business ecosystems should be aware of the learnings presented here. Likewise, future studies should foster this research agenda as developing and expanding this type of organization seems to be fundamental to a more sustainable market and society.

5.
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6. Appendix

Essay 2 – Scales' Items

Servant Leadership - Liden et al. (2015)

1. My leader can tell if something work-related is going wrong.
2. My leader makes my career development a priority.
3. I would seek help from my leader if I had a personal problem.
4. My leader emphasizes the importance of giving back to the community.
5. My leader puts my best interests ahead of his/her own.
6. My leader gives me the freedom to handle difficult situations in the way that I feel is best.
7. My leader would NOT compromise ethical principles in order to achieve success.

Team Identity – Doosje et al. (1995).

1. I see myself as a member of this team.
2. I am pleased to be a member of this team.
3. I feel strong ties with members of my team.
4. I identify with other members of my team.

Team Commitment – Mowday et al. (1979)

1. I talk up the team to my friends as a great team to work for.
2. I feel very little loyalty to the team in the social venture. (R)
3. I find that my values and the team's values are very similar.
4. I am proud to tell others that I am part of the social venture's team
5. The team really inspires the very best in me in the way of job performance.
6. It would take very little change in my present circumstances to cause me to leave the social venture's team. (R)
7. Often, I find it difficult to agree with the team's policies on important matters relating to its members. (R)

8. I really care about the fate of the social venture's team.

Empowering Leadership - Amundsen and Martinsen (2014)

1. My leader conveys that I shall take responsibility.
2. My leader gives me power.
3. My leader gives me authority over issues within my department.
4. My leader expresses positive attitudes related to me starting with my own defined tasks.
5. My leader encourages me to take initiative.
6. My leader is concerned that I reach my goals.
7. My leader is concerned that I work in a goal-directed manner.
8. My leader listens to me.
9. My leader recognizes my strong and weak sides.
10. My leader invites me to use my strong sides when needed.
11. My leader conveys a bright view of the future.
12. My leader discusses shared affairs with me.
13. My leader lets me see how he/she organizes his/her work.
14. My leader's planning of his/her work is visible to me.
15. I gain insights into how my leader arranges his/her workdays.
16. My leader shows me how I can improve my way of working.
17. My leader guides me in how I can do my work in the best way.
18. My leader tells me about his/her own way of organizing his/her work.

Team Boundary-Spanning - Yan et al. (2020)

1. I report the progress of team to other stakeholders.
2. I persuade other individuals that the team's activities are important.
3. I acquire resources (e.g. money, new members, equipment) for team or the social venture.
4. I resolve development/operation/design problems with external groups.
5. I coordinate activities with external groups.
6. I review development/operation/product designs with outsiders.
7. I find out what other social organizations or groups are doing on similar projects.

8. I scan the environment inside or outside the social venture for marketing ideas/expertise.

9. I collect technical information/ideas from individual outside the team.

Team Dynamic Capabilities - Chen and Chang (2013)

1. My team has the ability to monitor the environment fast to identify new social-environmental opportunities.

2. My team has effective routines to identify and develop new social-environmental knowledge.

3. My team has the ability to develop social innovations.

4. My team has the ability to assimilate, learn, generate, combine, share, transform, and apply new social-environmental knowledge within their members.

5. My team has the ability to integrate and manage specialized social-environmental knowledge within the social organization successfully.

6. My team has the ability to coordinate members to develop social innovations successfully

7. My team has the ability to allocate resources to develop social innovations successfully.

Team Creativity - Zhou and George (2001)

1. To what extent does your team suggest new ways to achieve goals or objectives?

2. To what extent does your team search out new work methods, processes, and techniques?

3. To what extent does your team come up with creative solutions to problems?

4. To what extent does your team come up with new ways to increase quality?

5. To what extent does your team suggest new and practical ideas to improve performance?

6. To what extent does your team provide new ways of performing work tasks?

Team Social Innovation - Anderson and West (1998)

1. My team is always moving toward the development of new answers for socio-environmental problems.

2. Assistance in developing new ideas is readily available in the team.

3. My team is open and responsive to change.

4. People in my team are always searching for fresh, new ways of looking at socio-environmental problems.

5. In my team we take the time needed to develop new ideas.

6. People in my team co-operate to help develop and apply new ideas.

7. Members of the team provide and share resources to help in the application of new ideas. Team members provide practical support for new ideas and their application.