

**L'INFLUENCE DU LEADERSHIP DE L'EMPOWERMENT SUR LA
PERFORMANCE DES ÉQUIPES : LE RÔLE MÉDIATEUR DU
LEADERSHIP PARTAGÉ**

**THE INFLUENCE OF EMPOWERMENT LEADERSHIP ON TEAM
PERFORMANCE: THE MEDIATING ROLE OF SHARED
LEADERSHIP**

Sinda Ben Sedrine Doghri

Maître de conférences

*Higher Institute of Management of Tunis ISGT, Research in Business Relationships & Economics
ARBRE,*

Tunis University, Tunisia,

sinda.doghri@gmail.com

Samah Chemli Horchani

Maître assistante

*Faculty of Economics and Management Sciences of Tunis FSEGT, Laboratory of Innovation
Strategy Entrepreneurship Finance and Economics LISEFE,*

Tunis El-Manar University, Tunisia,

samahchemli1@gmail.com

Seifeddine Ben-Mrabet

Chercheur

*Higher Institute of Management of Tunis ISGT, Research in Business Relationships & Economics
ARBRE,*

Tunis University, Tunisia,

seif.sbm24@gmail.com

Abstract

The purpose of this paper is to investigate the influence of empowerment leadership on team performance and deepen the analysis by exploring the mediating role of shared leadership practices in this relationship. The descriptive research is based on primary data collected with the help of a structured questionnaire from 250 respondents in Tunisian start-ups chosen through non-probability convenience sampling. The collected data were treated by structural equation analysis using AMOS software. The results of the empirical study revealed that empowering leadership affected team performance only through shared leadership mediation and confirmed that shared leadership practices act as partial mediators in this relationship. Moreover, shared leadership influenced team performance positively. Findings also show that empowering leadership is not correlated to team performance.

The document sheds new light on the gaps between empowerment leadership and shared leadership, not as a continuum, but as coexisting leadership styles.

Keywords- Empowerment leadership, Shared leadership, Team performance, Start-ups.

Résumé

L'objectif de cet article est d'étudier l'influence du leadership de l'empowerment sur la performance des équipes en explorant le rôle médiateur des pratiques de leadership partagé dans cette relation. La recherche descriptive est basée sur des données primaires recueillies à l'aide d'un questionnaire structuré auprès de 250 répondants dans des start-ups tunisiennes choisies par échantillonnage de convenance non probabiliste. Les données collectées ont été traitées par une analyse d'équations structurelles à l'aide du logiciel AMOS. Les résultats de l'étude empirique ont révélé que le leadership de l'empowerment n'affectait les performances de l'équipe que par la médiation du leadership partagé et ont confirmé que les pratiques de leadership partagé agissent comme des médiateurs partiels dans cette relation. De plus, le leadership partagé a influencé positivement la performance de l'équipe. Les résultats montrent également que le leadership de l'empowerment n'est pas corrélé à la performance de l'équipe. Le document donne un nouvel éclairage sur les écarts entre le leadership de l'empowerment et le leadership partagé, non pas comme un continuum, mais comme des styles de leadership coexistant.

Mots-clés- Leadership de l'empowerment, Leadership partagé, Performance d'équipe, Start-ups.

Introduction

Although leadership has been around in the literature for many decades, it is still the central point of several studies and is persistently drawing the attention of contemporary researchers. However, according to Luc (2010), the time when the leader was the only decision maker is well and truly over. Leadership has changed in nature. Accepted management models are becoming less and less relevant. Leadership remains to be reinvented. Gronn (2002) criticized the "leader-centrism", the power and influence concentration in a single leading person. He aroused the management researchers' interest to develop a more appropriate collective leadership style. These criticisms and this awareness are more legitimate with the globalization and competition intensification.

As well as the pervasive innovation pursuit, companies are reorganized to preserve competitive advantage in an ever-changing marketplace (Drucker, 1995; Goodwin *et al.*, 2009). The challenge faced by companies is the attraction of a more educated workforce with a wider knowledge range (Pearce and Manz, 2005). As a result, the prevalence and teams use have increased. The highlight is on factors allowing team performance (Burke *et al.*, 2011; Morgeson *et al.*, 2010). Leadership is one of the essential team performance elements (Zaccaro *et al.*, 2001). However, to reap the teamwork benefits and to capture the emerging leadership dynamics in the team (Barry, 1991), it is necessary to challenge hierarchical and traditional leadership models (Gronn, 2002; Morgeson *et al.*, 2010). Leadership practices can be envisioned in many ways. The present study emphasizes two particular practices: empowerment leadership and shared leadership. The empowerment movement is particularly interesting since several leadership and management skills studies spotlight the importance of team members' on managerial and organizational effectiveness (Conger and Kanungo, 1988; Kirkman and Rosen, 1999; Chen *et al.*, 2007; Xue Bradley and Liang, 2011).

It seemed relevant to include shared leadership because of its significant impact on team members' behaviors. Indeed, shared leadership represents a mutual influence rooted in the members' interactions. This can significantly improve the team and the organization performance (Day *et al.*, 2004). Rather than focusing on the influence and leadership of one person, attention has shifted to the team's leadership process (Neck *et al.*, 2006; Day *et al.*, 2006; Pearce and Sims, 2002). Shared leadership represents a "reconceptualization" of leadership at a team level (Ensley *et al.*, 2006; Mehra *et al.*, 2006). It describes influence and leadership as an emerging collective and shared activity among team members (Conger and Pearce, 2003). In

addition, a shared leadership approach implies that leadership responsibilities are actively distributed (Perry *et al.*, 1999). It implies a mutual and horizontal influence process rather than vertical and unidirectional one. The shared leadership notion extends the traditional leadership model to include multiple leaders and to leverage the scattered knowledge plus expertise among team members.

Over the past decade, shared leadership has received increasing attention from theorists and politicians. Nevertheless, there is a lack of a thorough understanding to materialize the antecedent conditions necessary for the mutual sharing leadership. Many researchers have identified the shared leadership history as an area deserving further analysis (Perry *et al.*, 1999; Burke *et al.*, 2003; Cox *et al.*, 2003; Conger and Pearce, 2003; Seers *et al.*, 2003; Bligh *et al.*, 2006). Few studies have led to shared leadership development. This paper highlights that an empowering team leader is an essential shared leadership antecedent. Although experts emphasize the importance of the vertical and formal team leadership (Cox *et al.*, 2003; Houghton *et al.*, 2003; Pearce *et al.*, 2004), existing studies neglect largely the importance of team for shared leadership development.

The current study emphasizes that a team leader must encourage his team members to facilitate the leadership rotation within the team. In a similar way, Wassenaar and Pearce (2012) affirm that empowerment is a decisive element in developing shared leadership within a group. However, in this study, these two leadership styles are not on a continuum, but they can coexist in the same team. Specifically, a team leader might sometimes adopt empowerment leadership practices and at other times demonstrate shared leadership practices.

This paper endeavors to examine the effect of empowering leadership as new leading management alternative in order to deal with organizational challenges (Dansereau *et al.*, 1999; Kim *et al.*, 2019) and as key ingredient for team performance (Cohen *et al.*, 1997; Manz and Sims, 1987), as well as the mediator role of sharing leadership practices in this relationship within Tunisian start-ups.

The legitimacy of the study is inherent in the lack of works on small and medium-sized enterprises and specifically start-ups (Jain and Jeppesen, 2014). Indeed, the shared leadership concept has been studied extensively in the education field, especially in primary, secondary and higher schools (Harris, 2011; Spillane *et al.*, 2011; Bolton, 2011). It has also been mobilized in the health area (Currie and Lockett, 2011; Buchanan and Considine, 2007). In addition, the literature review invokes the lack of research on sharing leadership in the Tunisian context.

Most of the works belong to the Anglo-Saxon context. This makes shared leadership a still recent concept requiring new approaches in other perspective. Also, the empowerment and shared leadership effect on team performance are often neglected in the literature (Ahearn *et al.*, 2005; Hoch *et al.*, 2010; Shujahat *et al.*, 2019). Although empowering leadership has been recognized as important for team performance (Cohen *et al.*, 1997; Manz and Sims, 1987), few studies have examined mechanisms that link empowering leadership and team performance (Kirkman and Rosen [1999] is an exception), particularly in management teams. Therefore, the present study represents a response to these empirical gaps.

This paper is structured as follows. In a first section, a thorough literature review helps to clarify the link between research variables. Then, a conceptual model and research hypotheses are proposed. The second section describes the adopted methodology and discusses the empirical results. Finally, we conclude by presenting the research's managerial implications, limitations and perspectives.

I. Literature review and hypotheses development

1.1. Team performance

In today's highly competitive era, many companies are fighting for their durability; this increases the work complexity (Day *et al.*, 2006). The organization has to rely more on the inimitable and survival human capital (Katzenbach *et al.*, 1994). Hence, several studies propose the teamwork idea within organizations (Illgen *et al.*, 2005; Kocolowski, 2010). A team is defined as a set of two or more people who interact dynamically, interdependently and adaptively towards a common goal. They have specific roles or functions to fulfill (Tannenbaum *et al.*, 1992). The research shows continuity between the team and the group. Indeed, Schermehorn *et al.* (2014) indicate that the team is a collaborative group having the team sense. Thereby, all teams are groups, but not all groups are teams. To qualify a group as a team, a shared commitment sense and synergy among members must be developed (Katzenbach *et al.*, 1994).

The team knowledge would be essential to adapt the appropriate leadership style. Delgado Piña *et al.* (2008) mention that the team is the company's future. It is a medium to achieve the organization performance. This will be reached by overcoming challenges through all members' effort concentration. Collaboration between team members comes from direct

relationships between them. All members communicate and interact with each other without any intermediaries, which creates a complete social system in the team. In other words, the team is a living organism, just like the human body, composed of organs namely the members of the team. Each organ (member) plays a role in ensuring the proper functioning and the performance of the whole body, in this case the organization (Schermehorn *et al.*, 2002). The “team performance” has been widely presented in the literature, but the authors do not adopt a standard definition since there are several performance characteristics.

Gibert (1980) built the most famous model explaining the performance: "The Performance Triangle". In this model, performance is expressed through efficacy, efficiency and relevance. Efficacy is the use of means to obtain given results within the fixed objectives framework. Efficiency is defined as the relationship between means and results. It is the capacitance measurement to produce positive results from the available means. Relevance is defined as the relationship between means and objectives. For Edmondson (1999), team performance is about meeting the client's expectations. Furthermore, according to Sundstrom *et al.* (1990), team performance represents current results dependent on the team's production (quantity, quality, speed and degree of customer satisfaction). It is a “result-impact” on each team member and the evolution of the team's ability to work effectively together in the future. For Devine and Phillips (2001), team performance measures the extent of goals achievement by a team. A successful team depends on its member's capabilities: knowledge, skills and members personality, cohesion between them, quality of communication within the team as well as the compensation system (Argote *et al.*, 2000). In addition, team efficiency emerges from leaders who exhort their members to work hard and do well. They fuse each member's personal goals with the team or organizational mission. Team members are committed to achieving collective organizational goals (House and Shamir, 1993). Thus, leadership fundamentally aims to align individuals with the collective team objective (Burns, 1978; House and Shamir, 1993). In this sense, many studies have highlighted the positive effect of leadership on team performance (Hackman, 1990; Arnold *et al.*, 2000; Srivastava *et al.*, 2006).

1.2. Empowerment leadership

Leadership is one of the most important organizational performance factors, especially in a world characterized by volatility, uncertainty, complexity and ambiguity (Bennis and Nannus, 1985). Leadership is traditionally defined as the ability to influence others (Yukl, 2010). It is a multidirectional influence relationship that flows in all directions, between leaders and followers (Rost, 1997; Kozlowski and Bell, 2003; Luc, 2010). As an organization component, leadership is still an enigmatic theme (Plane, 2015). This is due to the leadership evolution in globalization, digital transformation and technology dynamics. Even employee behaviors are changing as new generations emerge. As a result, the company faces the need to find new methods, practices, and solutions in order to maintain changes sustainability (Conger and Kanungo, 1988; Thomas and Velthouse, 1990). Several researchers mention empowerment as a solution (Spreitzer, 1995). The empowerment concept stems from participatory management theories (McGregor, 1960; Likert, 1967) and employee motivation theories (Staw, 1976). It is based on sharing decision-making power with lower-level employees in order to improve the organization performance, while ensuring the employee's job satisfaction (Wagner, 1994). In the last decades, empowerment has flourished in management due to its team and organization benefits (Mathieu *et al.*, 2006). Two main approaches distinguish the research fields on empowerment.

The first approach has its origins in social exchange theory (Blau, 1964). Structural empowerment consists of policies, practices, and organizational structures. They provide employees with leeway and freedom in making decisions in order to enhance their business impact (Liden *et al.*, 2000; Eylon and Bamberger, 2000). This approach is based on power sharing to improve trust and collaboration among employees. When senior management shares power with subordinates, he will generate more free time to think about new projects (Bowen and Lawler, 1995). Similarly, subordinates will have autonomy and freedom, which enable reliable decisions making and the work relevance.

The second approach is psychological. According to this approach, the empowerment success depends on the employee's intrinsic motivation (Conger and Kanungo, 1988; Thomas and Penthouse, 1990). The intrinsic motivation feeling is a self-evaluation result, through four cognitive processes: the employee work meaning, the work impact in the organization, the self-determination, and finally, the employee's confidence in his abilities (Spreitzer, 1995). As a result, companies are forced to find new ways by organizing and motivating staff (Hanaysha, 2016). Laschinger *et al.* (2004) reported that the most successful companies are characterized

by motivational empowering employees' strategies (Conger and Kanungo, 1988). Many studies focus on the leadership role in the empowerment process (Bennis and Nanus, 1985). Joining empowerment to leadership is essential because of its importance in the goals setting process, strategies, action plans, rewards and motivating employees (Yukl, 1989). The leader will apply and implement the empowerment in the organization.

1.3. Relationship between empowerment leadership and team performance

The empowerment leadership concept is an influence process and a condition facilitating the power sharing with the employee (Cheong *et al.*, 2016). This leadership style gives a great decision-making autonomy, more confidence and allows freely acting in different work circumstances (Kirkman and Rosen, 1999; Özaral, 2015). Empowerment leadership goes beyond participatory leadership. Its limit exceeds engaging employees in decision-making. Empowerment leadership offers autonomy, provides employees with the necessary resources and facilitates access to information (Arnold *et al.*, 2000; Ahearne *et al.*, 2005). Similarly, empowerment leadership is distinct from transformational leadership. By definition, empowerment leadership is about power sharing and authority delegation (Ahearne *et al.*, 2005). This leadership style is considered to be the most appropriate for teams (Matić *et al.*, 2017). Nevertheless, transformational leadership is based on idealized influence, intellectual stimulation, motivation, and individualized consideration (Judge and Piccolo, 2004). The choice of empowerment leadership style is based on its combination of empowerment, on the one hand, which is a modern management technique in line with the specificities of start-ups working in teams, and leadership, on the other (Nauman *et al.*, 2010).

Indeed, Townsend and Bennis (1997) indicate that the empowerment leadership makes teams perform better than other styles because of the autonomy generated by the empowerment implementation (Srivastava *et al.*, 2013). In addition, the empowerment leadership is the most recommended leadership style in complex environments because of its specificities such as autonomy and trust in the workplace, which promotes communication, collaboration, initiative and creativity needed in generating new solutions to unexpected problems (Lorinkova *et al.*, 2013; Zhang and Zhou, 2014). The empowerment leadership is viewed from two perspectives, the first is power-sharing and responsibilities delegation accompanied by autonomy (Kirkman and Rosen, 1999), while the second focuses on employees reaction to empowerment that aims to promote their intrinsic motivation (Conger and Kanungo, 1988; Thomas and Velthouse,

1990;Kirkman and Rosen, 1999;Spreitzer, 2008). In this study, both perspectives are discussed to explain the influence of empowerment leadership on team performance. On the one hand, when the empowerment leader shares power, members benefit from autonomy and feel independent of authority so that their motivation and satisfaction increase. This will decrease absenteeism and employee turnover rates. Thus, in granting autonomy, team members benefit from the simplicity of coordinating, sharing, collaborating and engaging (Cohen *et al.*, 1997; Vecchio *et al.*, 2010). On the other hand, empowerment leadership is perceived as a motivational style based on psychological empowerment (Seibert *et al.*, 2004; Maynard *et al.*, 2012) and is even considered as its antecedent (Lorinkova *et al.*, 2013).

The experience of psychological empowerment influences the team's productivity and effectiveness. This will create individual intrinsic motivation. Consequently, the members will be more responsible. They will be the mission owners. They seek to continually improve their team and find innovative solutions to the work problems. Employees could, therefore, produce a better quality of goods and services. Based on these arguments, the first hypothesis is proposed linking team performance to empowerment leadership:

H1. The empowerment leadership affects the team's performance positively.

1.4. Shared leadership

Shared leadership is based on decentralizing the leader's responsibilities. It is a more collectivist approach, where leadership is shared among team members rather than centralized in the single leader hands (Yammarino *et al.*,2012). Empowerment leadership and shared leadership are similar in the power-sharing view point. They differ in the autonomy allocated by the empowerment leadership. In fact, shared leadership is defined as a collective process where leadership is distributed among group members, who exert a lateral influence between them and who possess the skills and motivation to influence and motivate their colleagues. Then, the leader will contribute to the achievement of group or organizational goals (Pearce and Conger, 2003; Doucet and Sweeney, 2010). Shared leadership emphasizes relationships and exchanges between team members, creating mutual and lateral influence between members. Therefore, all members behave as leaders and occupy roles that only one leader traditionally used to assume (Jackson, 2000; Carson *et al.*, 2007).

There are two sharing forms. Firstly, the sharing leadership functions with team members so as to take advantage of their skills such as: research and information structuring, use of information in problem solving, resource management like human resources and the material

resources management (Burke *et al.*, 2006). The second sharing form concerns influence. Pearce and Conger (2003) focus on the process of dynamic influence among members. The power of team members is aroused alongside vertical leadership. There will be no leader or follower (Sergi *et al.*, 2012). In emerging leadership theory, the shared leadership can emerge from a group or team (Bartol and Martin, 1986). Similarly, the co-leadership theory has an effect on the emergence of shared leadership since it indicates that two leaders can assume leadership together (Solomon *et al.*, 1953). The choice of shared leadership stems from the idea that in a hyper-risky context, especially for start-ups, a single leader cannot do everything, hence the need for shared leadership among members (Pearce and Conger, 2003).

1.5. Relationship between empowerment leadership and shared leadership

Shared leadership is a multidirectional, dynamic, simultaneous and ongoing influence process (Ensley *and al.*, 2006; Gu *and al.*, 2018). However, the question to raise here is: What are the necessary factors for the shared leadership development? As a result, several researches have attempted to provide answers regarding the shared leadership antecedents. One of these factors is the empowerment leadership. A single research examining the effect of this style on shared leadership is that of Fausing *et al.* (2015). The choice to study this relationship comes from lack of works studying the effect of empowerment leadership on shared leadership. In addition, there are even fewer studies in the midst of start-ups. First, empowerment leadership is far from being a top-down leadership style; on the contrary, it motivates, encourages, and supports members (Pearce and Conger, 2002). This style is considered a “coaching leadership”. In other words, this style tries to meet the needs of its team by guaranteeing access to information (Ahearne *and al.*, 2005). Since such a leader is always listening to the team members, showing them the right way to go and encouraging them to get more involved. Empowerment leader will animate the members' team spirit, which subsequently positively influences shared leadership (Carson *et al.*, 2007). Empowerment leadership is characterized by employees' empowerment (Ford and Fottler, 1995). Autonomy is an important factor for the shared leadership emergence (Fausing *et al.*, 2013). As a result, the success of the shared leadership process depends on the team autonomy. The members have a freedom to manage, solve their problems and plan their activities independently, which enhances their commitment to the mutual influence process constituting shared leadership. This conclusion leads to the following hypothesis:

H2. Empowerment leadership influences shared leadership positively.

1.6. Relationship between shared leadership and team performance

The idea of shared leadership has been developed with the increasing environment complexity and the need to work as a team in order to assemble skills and generate new knowledge (Illgen *et al.*, 2005). The teams' progression in decentralized organizations led companies to rethink their teams' management method and leadership styles (Mohrman *et al.*, 1995; Gronn, 2002; Drucker, 2008). Indeed, traditional leadership is not aligned with the characteristics of autonomous or self-managed teams. In fact, these teams enjoy autonomy and want to participate in decision-making, which is not available with traditional leadership (Halal, 1994). Pearce *et al.* (2004) and Perry *et al.* (1999) indicate that the centralization of decision-making is over. A single leader cannot provide all the leadership functions especially in a changing world forcing companies to innovate in order to survive (Pearce and Conger, 2003). Hence, betting on the team is important (Day *et al.*, 2004). Jackson (2000) argues that traditional leadership has evolved. Leadership is no longer focused on the individual but rather on the relationships between individuals. It focuses on the dynamic relationships between team members (Pearce *et al.*, 2001).

As a result, Yukl (2010) and Pearce *et al.* (2004) emphasize shared leadership as the most appropriate leadership style for the team. Several studies have focused on the relationship between shared leadership and team performance (Avolio *et al.*, 1996; Pearce and Sims, 2002; Mehra *et al.*, 2006, Nicolaides *et al.*, 2014; D'Innocenzo *et al.*, 2016). According to D'Innocenzo *et al.* (2016), shared leadership is the team performance engine. Indeed, when members take a leadership role, they collaborate more and more to better resolve issues by making decisions in a participatory manner. Thus, the team becomes more efficient (Drescher *et al.*, 2014). In addition, Pearce (2004) defines shared leadership as a simultaneous, continuous, and mutually interacting process. Shared leadership implies mutual influence between team members with promoting trust and respect among themselves. A coherent and successful entity is then created (Carson *et al.*, 2007). Consequently, influences promote members coordination, and this encourages them to invest more effort into the work, thus creating a dynamic team (Nahapiet and Ghoshal, 1998; Carson *et al.*, 2007). In addition, by sharing leadership, members take on more responsibility. They are engaged in interpersonal relationships. This will decrease conflicts while promoting satisfaction and performance generation (Wood and Fields, 2007).

Other studies indicate that shared leadership is decisive for successful teams, especially in stressful and risky conditions, which is a start-ups specificity (Bligh *et al.*, 2006). Indeed, in a shared leadership climate, team members exercise their leadership voluntarily; then knowledge is shared and accessible. Thereby, creativity is stimulated and performance is achieved (Ishikawa, 2012). Based on these arguments, the following hypothesis is proposed:

H3. Shared leadership positively influences the team's performance.

1.7. The mediating role of shared leadership

Empowerment leadership contributes to team performance through empowerment. Indeed, employees benefiting from empowerment are proactive and perform their tasks effectively. They feel competent and confident (Spreitzer, 1995). This feeling is important. The individual will behave in an efficient manner to lead his team towards performance. Moreover, teams having experienced empowerment, feel their value and their contribution in the organization.

This working way strengthens the team members' commitment in the team process to achieve performance. Teams having experienced empowerment are dynamic, enjoy challenges and always seek evolvement (Kirkman and Rosen, 1999). As a result, shared leadership is essential in environments where creativity and innovation are essential for the company sustainability, such as start-ups (Pearce and Manz, 2005). Likewise, this style contributes to team performance. Indeed, Pearce and Sims (2002) show that shared leadership has positively affected the performance of 71 teams. In his subsequent study of 28 virtual teams, Pearce (2004) reports that shared leadership increases team performance. Carson *et al.* (2007) studied 59 consultant teams and found a positive relationship between the two concepts. The explanation is that shared leadership makes members more involved in the team process, which motivates them more to always look for new ideas and to better improve their teams.

Accordingly, the empowering leadership creates a favorable climate for the emergence of shared leadership (Fausing *et al.*, 2015). Both styles have a positive effect on team performance (D'Innocenzo *et al.*, 2016). Hence, the following hypothesis was developed:

H4. Shared leadership significantly mediates the relation between empowerment leadership and team performance.

Figure 1 provides a summary of the hypotheses proposed above.

H4

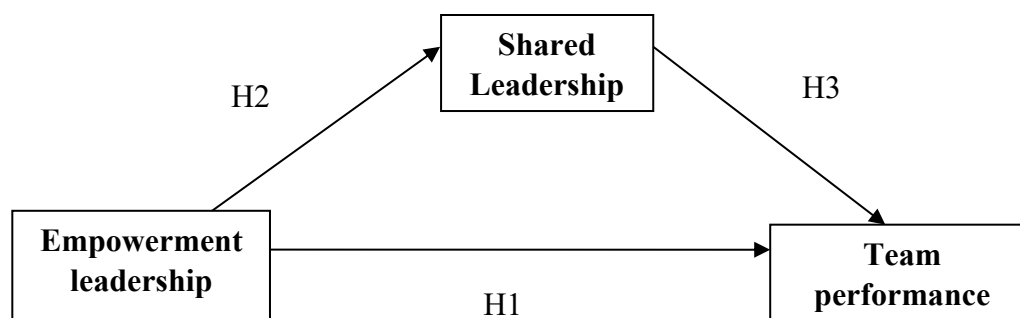


Figure 1. Theoretical model

II. Methods

2.1. Sample and procedures

The construct for the study was developed using a Likert scale. The research instrument, a structured questionnaire, was designed using three variables, which were tested for reliability through the responses collected from people working in Tunisian start-ups. Socio-demographic characteristics are represented in the following Table 1. As a result, the sampling method is based on a reasoned choice. This non-probability sampling method makes it possible to precisely choose the sample elements according to the criteria set by the researcher (Thiétart, 2014). The data collection is carried out following on-site Technopole visits. This Technopole is located in Greater Tunis where there is a conglomerate of start-ups operating in different sectors (health; education, e-learning; banking, insurance, financial services, advertising, arts, creation, entertainment and agriculture). We went to see the co-working spaces, incubators and start-up accelerators. For start-ups residing beyond the Greater Tunis area, data was collected through an online survey. The choice of this business type is not fortuitous. Start-ups promote innovation and place a premium on their teams' management (Muñoz-Bullon *et al.*, 2015). From 400 questionnaires distributed, 250 were returned. The response rate is 62.5 percent.

Table 1.The sample socio-demographic characteristics

Criterion		Respondents' number	Percentage	Cumulative percentage
The start-up seniority	From 10 to 15 years	10	4	4
	From 5 to 10 years	31	12.4	17.4
	From 2 to 5 years	83	33.2	50.6
	Less than 2 years	126	50.4	100
	Total	250	100	
The respondent age	From 20 to 30 years	171	68.4	68.4

The start-up size	From 31 to 40 years	73	29.2	97.6
	Over 40 years	6	2.4	100
	Total	250	100	
	From 2 to 5 people	103	41.2	41.2
	From 6 to 10 people	79	31.6	72.8
	From 11 to 20 people	49	19.6	92.4
	more than 20 people	19	7.6	100
	Total	250	100	

2.2. Measurement

The research questionnaire was developed in English and translated to French according to the 'back-translation' procedure recommended by Vallerand (1989). In order to evaluate the variables, a number of scales were adopted from the management literature. Their good psychometric quality was proved.

2.2.1 Empowerment leadership

the scale adopted was developed by Ahearne et al. (2005). It was inspired by the previous work of Conger and Kanungo (1988) and Hui (1994). Empowerment leadership was assessed using a twelve-item measure including four dimensions: (1) enhancing the work meaningfulness, (2) fostering participation in decision making, (3) expressing confidence in high performance, and (4) providing autonomy from bureaucratic constraints. Responses were designed on a five-point scale: 1 (strongly disagree) to 5 (strongly agree). Sample items are as follows: "My manager helps me understand how my objectives and goals relate to those of the company", "My manager often consults me on strategic decisions". The Cronbach's rate is = .89, .86, .85, and .79, respectively.

2.2.2. Shared leadership

Shared leadership was measured using Choi's scales (2009). The scale presents 5 items on a Likert scale of 1 (strongly disagree) to 5 (strongly agree). An example item reads "I share my vision with others", "I share in identifying public policy problems with others". Cronbach's alpha for this scale is 0.78. Cronbach's alpha reliability for this scale is 0.78.

2.2.3. Team performance

Team performance was measured using four items developed by Edmondson (1999). Respondents answered on a five-point scale ranging from "very inaccurate" to "very accurate." Sample items for shared leadership are as follows: "This team meets or exceeds customers' expectations", " This team keeps getting better and better". Cronbach's alpha reliability for team performance is 0.87.

III. Data analysis and results

3.1. Descriptive analyses

Table 2 presents descriptive statistics such as means, standard deviations, internal consistency coefficients, and correlations between all variables in the model under study. The correlation coefficients between the independent variables do not exceed 0.7, which shows the absence of multicollinearity (Tabachnick and Fidell, 2001).

Table 2 .Descriptive statistics

Variables	Mean	Standard Deviation	1	2	3	4	5	6
1.Enhance meaning	4,04	1,05629	1					
2.Promote participation	3,7853	1,15688	0,451 **	1				
3.Express confidence	4,2307	0,97613	0,562**	0,453**	1			
4.Provide autonomy	3,7267	1,09945	0,469**	0,545**	0,463 **	1		
5. Team performance	4,827	1,26281	0,633**	0,447 **	0,494**	0,488**	1	
6.Shared leadership	4 ,0432	0,90321	0,698 **	0,582**	0,563**	0,546**	0,730**	1

Note: n= 250. **: The correlation is significant at the 0.01 level (bilateral)

3.2. Reliability and validity of measurement instruments

The results were generated by SPSS and AMOS 23 software. As part of the SPSS exploratory factor analyses, EFAs followed by Cronbach's Alphas enabled the identification, purification and reliability evaluation of the tested dimensions. Varimax principal component analysis as

recommended by Hair *et al.* (1998) allowed to eliminate items with low factor contributions (factor contribution < 0.40). For each construction, the factor structure accounted for more than 50% of the total variance. The results also showed satisfactory factor loads for each construct (> 0.5). The internal constructs consistency is also acceptable in light of Cronbach's alpha values between 0.9 and 0.962. Table 3 shows the dimensionality and reliability of constructs. This index is greater than 0.7, as recommended by Nunnally (1978). Following this, a confirmatory factor analysis was performed using the AMOS 23 software. First, the examination of the adjustment indices inherent to each measured model variable revealed their conformities at the acceptance critical levels (Hair *et al.*, 1998). The Jöreskog Rho coefficient has been calculated to consolidate the good results of the Alpha Cronbach index. The Rho values of Jöreskog range from 0.903 to 0.957 (Table 2), respecting the 0.7 and even 0.8 threshold defined by Fornell and Larcker (1981). Structural analysis has finally made it possible to test the causal links significance.

Table 3. Dimensionality and Reliability of Constructs

Variables	Number of Items	Explained variance in percentage	Cronbach's Alpha	Jöreskog's Rho
1.Enhance meaning	2	19.673%	0.901	0.9
2.Promote participation	3	21.182%	0.899	0.899
3.Express confidence	3	21.468%	0.906	0.907
4.Provide autonomy	3	19.085%	0.834	0.833
5. Team performance	3	67.787%	0.761	0.762
6. Shared leadership	4	66.753%	0.833	0.839

The results in Table 4 reveal that convergent validity is verified for all constructions. The Rhô of convergent validity is greater than the minimum recommended threshold of 0.5 for each obtained dimension (Fornell and Larcker, 1981). The discriminant validity conditions were respected since the mean variance extracted is greater than the correlation square between the latent variables of the measurement model as advocated by Fornell and Larcker (1981). For this purpose, we can conclude that the dimensions obtained are reliable and valid. Moreover, it should be noted that the correlations between the empowerment leadership dimensions is significant. It will be possible then to resort to second-order confirmatory analysis inspired by the work of Roussel *et al.* (2002) and Zhang and Bartol (2016). Thus, the two conditions

retained by Roussel *et al.* (2006) are verified. The aggregate dimension of empowerment leadership will be adopted at the structural analysis level.

Table 4. Convergent and discriminant validity of constructs

Variables	1	2	3	4	5	6
1.Enhance meaning	0,818					
2.Promote participation	0,276676	0,748				
3.Express confidence	0,401956	0,254016	0,765			
4.Provide autonomy	0,342225	0,413449	0,292681	0,626		
5.Team performance	0,516961	0,254016	0,394384	0,400689	0,518	
6.Shared leadership	0,570025	0,436921	0,386884	0,465124	0,6421	0,659

3.3. Evaluation of the structural model

To verify our research model validity, the structural equations modeling method was used with the AMOS 23 software. The structural model fitting indices, integrating all the variables, were first examined. Indeed, Table 5 reveals that the empowerment leadership variables, team performance, and shared leadership present a good fit.

Table 5. The adjustment indices

Fit indices	Absolute indices					Incremental indices	
	χ^2 / df	GFI	AGFI	RMR	RMSEA	NFI	CFI
Threshold	<3	>0,80	>0,80	→ 0	<0,1	>0,80	>0,80
<i>Empowerment leadership values</i>	1.450	0.962	0.935	0.043	0.043	0.971	0.991
<i>Team Performance Values</i>	0,250	0,998	0,994	0,043	0,002	0,997	0,999
<i>Shared Leadership Values</i>	1.455	0,994	0.972	0.02	0,019	0,989	0,999
Note(s): GFI:Goodness-of-fit index; AGFI:adjusted goodness of fit index; RMR:root mean square residual; RMSEA: root mean square error of approximation; CFI: Comparative Fit Index;NFI: Normed Fit Index							

In addition, Table 6 shows that the structural model proves a good fit. In fact, the absolute, incremental and park indexes obtained comply with the acceptance thresholds recommended by Bentler and Bonnett (1980), Chin and Todd (1995) and Hair *et al.* (1998). Given the results, the structural model has a very good fit.

Table 6. The fit indices of the structural model

Fit Indices	Absolute indices					Incremental indices	
	χ^2 / df	GFI	AGFI	RMR	RMSEA	NFI	CFI
Observed Values	1,661	,913	,886	,075	.052	,928	.970

Notes: GFI: Goodness-of-fit index; AGFI: adjusted goodness of fit index; RMR: root mean square residual; RMSEA: root mean square error of approximation; CFI: Comparative Fit Index; NFI: Normed Fit Index.

3.4. Hypotheses testing

The structural model allows the verification of our research hypotheses. This was done by examining the regression coefficients and their significance degree. The results in Table 7 show that shared leadership has a positive and significant impact at the 5% threshold on empowerment leadership (*H2* is accepted). In addition, shared leadership has a positive and significant impact at the 5% threshold on team performance (*H3* is accepted). The results examination also shows that the direct effect of empowerment leadership on the teams' performance is not significant (*H1* is rejected).

Table 7. Hypotheses testing

Causal link	SR	CR	Hypotheses Validation
<i>H1</i> : Empowerment leadership → Team performance	.146	.675(ns)	Rejected
<i>H2</i> : Empowerment leadership → Shared leadership	.906	10.132***	Confirmed
<i>H3</i> : Shared leadership → Team performance	.759	3.438***	Confirmed

Notes(s): SR : standardization ratio ; CR :critical ratio with CR significant if >1,96 ;
*** : P-value (P) < 0,001 (Mlaikiet al., 2012)

Given the non-significance of the direct link between empowerment leadership and performance, it would be advisable to examine the mediating effect of shared leadership at the level of structural model. Baron and Kenny's (1986) approach was applied to verify the significance, the nature and the intensity of the mediation. Figure 2 and Table 8 present this analysis procedure application.

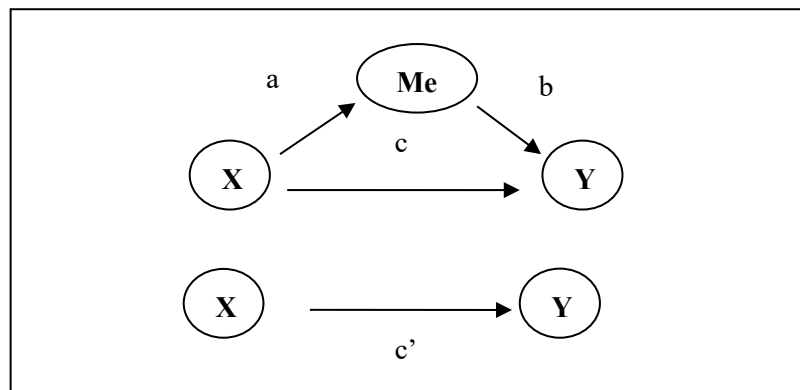


Figure 2. Verification of the mediating effect

Table 8. Verification of the mediating role according to Baron and Kenny's (1986)

Steps
Step 1: show that the effect of X on Y (c) is significant
Step 2: show that the variable X has a significant effect (a) on Me
Step 3: show that the impact Me on Y (b) is significant
Step 4: Determining the specificities of the mediation through the calculation of the Sobel (z) test and the verification of its significance (Kline, 2011)
The nature of the mediation is calculated by the following expression: $c - c' = a * b$
If the mediation is partial, the effect (c') must be less than the initial effect (c)
obtained in the absence of the mediator variable: $c - c' = a * b > 0$
Partial mediation: $c' \neq 0$ and $c > c'$ (MacKinnon et al., 1995)

Based on the results in Table 9, knowledge sharing has a mediating role between the empowerment leadership and team performance. Indeed, the indirect link is positive ($c' = 0.420$) and significant at the 5% threshold knowing that the Sobel test generated satisfactory results with $Z = 7.004$ and $P = 0.000$. In addition, $c' \neq 0$ and $c = 0.843 > c' = 0.420$. Thus, this mediation is partial (Baron and Kenny, 1986) for the empowerment leadership in relation to the team performance dimension ($H4$ is confirmed).

Table 9. Significance Test of Mediating Effects: the mediating role of Shared leadership

H4. Verification of the mediating role of Shared leadership (Me) between empowerment leadership (X) and team performance (Y)	
Steps	Link (CR)
Step 1 (c)	0.8 43 (10.344)

Step2 (a)	0.906 (9.878)
Step3 (b)	0.739 (9.64)
Step4	Indirect effect (a*b) of empowerment leadership on team performance : $c'=.420 < c = .843$ with $Z=7.004$ and $p=.000$
Note: CR:Critical ratio with CR significant if $>1,96$ (Mlaiki et al., 2012)	

IV. Discussion and conclusion

The main objective of our study was to understand the influence of empowering leadership on team performance and to verify whether it was mediated through sharing leadership. We found that empowering leadership in management teams had an indirect effect on team performance. Empowering leadership was positively related to sharing leadership between empowering leadership and performance was not supported. These results allowed us to confirm the partial mediating role of leadership sharing in the relationship between empowering leadership and team performance. Hence, the coexistence of empowerment leadership and shared leadership is decisive for achieving team performance in start-ups. The implications of our findings and the limitations of our research are discussed below.

4.1. Theoretical implications

The study's findings extend previous research in four important ways. First, we found sharing leadership to be an important intervening variable in the empowering leadership - team performance relationship. The positive relationship of empowering leadership and sharing leadership is a new finding in the field study of teams. Our study suggests that an important benefit of empowering leadership is that it acts as a catalyst motivating employees to behave as leaders. They take the initiative, participate, give their opinions, take responsibility, influence others and accept pressure. These conditions are considered crucial for the shared leadership emergence. These results converge with Fausing *et al.*, (2015) work, which states that

competence (Spreitzer, 1995). However, empowerment is not only linked to positive work attitudes, it has also been linked to positive work performance - more specifically, management effectiveness (Spreitzer, 1995), employees effectiveness (Spreitzer *et al.*, 1997), employees productivity (Koberget *al.*, 1999), and newcomer role performance (Chen and Klimoski, 2003). Employees who feel more empowered are more motivated to perform effectively (Chen *et al.*, 2007; Chen and Klimoski, 2003; Liden *et al.*, 2000; Seibert *et al.*, 2004). Thus, it is clear that the empowerment leadership fundamentals are associated with shared leadership and that both are related to performance, whether it is the individual, the team or the unit.

The evidence for the direct relationship between sharing leadership and team performance is an important finding, and it is consistent with research by Cox *et al.* (2003) and Carson *et al.* (2007). It implies a mutual, constructive influence between the team members that promotes trust and cooperation. A coherent and efficient entity is then created. By sharing the leadership, the members take more responsibility. They are more engaged in interpersonal relationships. This situation will further decrease conflict and stress, and will generate more satisfaction, which will be reflected in the team performance (Shane Wood and Fields, 2007). Second, it is important to note that we did not find a direct relationship between empowering leadership and performance. Evidence for the indirect effect of empowering leadership on team performance are provided, unlike previous research (Kirkman and Rosen, 1999) that has shown team empowerment to partially mediate the relationship between empowering leadership and performance. There are two possible reasons explaining the absence of support for the direct relationship between empowering leadership and team performance. First, the use of an objective measure for team performance, unlike Kirkman and Rosen (1999), who obtained ratings of team performance as well as leader behaviors from the leaders. The second possible reason is that the empowerment effectiveness depends on a dosage made by the leader. Empowerment excess can create an imbalance in the entity by producing rivalry. This could threaten the overall team performance (Cheong *et al.*, 2016). Similarly, Sharma and Kirkman (2015) give evidences refuting the empowerment leadership advantages in all organizational contexts. Indeed, followers are not universally receptive to empowerment initiatives. Obviously, the empowerment degree differs. For example, a manager could decide to provide higher levels of empowerment for individuals and not for others. Indeed, even within a known individual's job or a group of task responsibilities, diverse decisions are probable. Third, this article is distinguished from other researches in that it proposes an integrated model that

synthesizes the links between empowering leadership, sharing leadership and team performance. However, the major contribution of this study is that it highlights mediating variable, namely sharing leadership and the thesis defended in this article, is that the link between empowerment leadership and team performance is more indirect. This study sheds new light on the gaps between empowerment leadership and shared leadership, not as a continuum, but as coexisting leadership styles. Finally, the context of this study is different from that conducted by other researchers' empirical analysis. Even if Tunisia is significantly different from the Anglo-Saxon countries in several cultural dimensions; we found that empowerment leadership has no direct impact on team performance in the context of start-ups.

4.2. Managerial implications

This study illustrates the indirect importance of empowering leadership and the direct importance of sharing leadership for team performance - an outcome of great interest for start-up managers, human resources professionals, as well as for team members. The study indicates that an empowering leader is an important facilitator of sharing leadership. Although empowering leadership did not have a direct effect on performance, its presence is likely to lead to higher sharing leadership, of which is desirable for team performance. Thus, organizations may find it useful to emphasize leader selection and development so that empowering behaviors are exhibited by team leaders. It must be borne in mind, though, that a transition from a manager-directed set-up to an empowered one involves several challenges (Manz *et al.*, 1990). Also, empowering behaviors may not be suited to crisis situations or situations with incompetent and disinterested employees (Yukl, 2002). Given the strong link between shared leadership and team performance, start-ups must find ways for team members to invest in this leadership sharing process. As a strategic organization feature, leadership development should be generalized to all employees and not restricted to individuals holding the project. In other words, project leaders should not be seen as exclusive leadership owners. Such an investment in leadership could be translated as demonstrated by the present study through a greater team performance. This type of leadership should be further supported by a dialogue between employees to create trust and common representations, hear differences, valorize collaboration and construct group identity. Moreover, it has been proven in several studies (Ensley *et al.*, 2006; Pearce and Sims, 2002; Pearce *et al.*, 2004) that shared leadership is a precursor to

much higher team performance, more important than that of vertical leadership, especially in start-ups.

In addition, results show that empowerment leadership contributes to the shared leadership emergence. From there, the leader is in the need to motivate and train his team members to assert themselves as leaders through coaching, failure tolerance and challenge openness (Ahearne *et al.*, 2005). Work teams in start-ups should be led by leaders able to provide positive and constructive feedback (Maynard *et al.*, 2012).

4.3. Limits and for future pathways of research

Despite the practical implications, this research is not without limits allowing future research directions. On a theoretical level, this study has provided exhaustive answers to the question raised. It is required to introduce other variables into the conceptual model in order to better understand the synergy between the three studied concepts. Indeed, the gender role in the leadership and entrepreneurship exercise (Wilson *et al.*, 2007) has been overshadowed. Indeed, Paustian-Underdahl *et al.* (2014) show that the leadership effectiveness varies according to gender. It would also be interesting to continue this study by integrating the maturity level, the team size, the power between the members, the interest calculation and the knowledge sharing degree that are likely to influence the team performance (Knockaert *et al.*, 2011). Finally, the question that seems important is the generalization of the results. The start-ups choice prompts to ask about results in companies from other sectors.

References

- Ahearne, M., Mathieu, J. and Rapp, A. (2005), “To empower or not to empower your sales force? An empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance”, *Journal of Applied psychology*, Vol. 90 No.5, pp. 945-955.
- Argote, L., Ingram, P., Levine, J. M. and Moreland, R. L. (2000), “Knowledge transfer in organizations: Learning from the experience of others”, *Organizational Behavior and Human Decision Processes*, Vol. 82 No.1, pp. 1-8.
- Arnold, J. A., Arad, S., Rhoades, J. A. and Drasgow, F. (2000), “The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behavior”, *Journal of Organizational Behavior*, Vol.21 No.3, pp.249-269.
- Avolio, B. J., Jung, D. I., Murry, W. and Sivasubramanian, N. (1996), “Building highly developed teams: Focusing on shared leadership process, efficacy, trust, and performance”. In M. M. Beyerlein, D. A. Johnson, and S. T. Beyerlein (Eds.), *Advances in interdisciplinary studies of work teams: Team leadership*, Vol. 3, pp. 173-209, Elsevier Science/JAI Press, US .
- Baron, R. M. and Kenny, D. A. (1986), “The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations”, *Journal of Personality and Social Psychology*, Vol.51 No.6, pp.1173-1182.
- Barry, D. (1991), “Managing the bossless team: Lessons in distributed leadership”, *Organizational Dynamics*, Vol.20 No.1, pp.31-47.
- Bartol, K. M. and Martin, D. C. (1986), “Women and men in task groups”. In *The social psychology of female–male relations*, pp. 259-310, Academic Press.
- Bennis, W. and Nanus, B. (1985), *Leaders*, Harper & Row, New York .
- Bentler, P. M., and Bonett, D. G. (1980), “Significance tests and goodness of fit in the analysis of covariance structures”, *Psychological Bulletin*, Vol.88 No.3, pp.588-606.
- Blau, P. M. (1964). *Exchange and power in social life*, New York: Wiley.
- Bligh, M. C., Pearce, C. L. and Kohles, J. C. (2006), “ The importance of self-and shared leadership in team based knowledge work: A meso-level model of leadership dynamics”, *Journal of Managerial Psychology*, Vol.21 No.4, pp.296-318

- Bolton, R. N., Parasuraman, A., Hoefnagels, A., Migchels, N., Kabadayi, S., Gruber, T., Loureiro, Y.K. and Solnet, D. (2013), “Understanding Generation Y and their use of social media: a review and research agenda”, *Journal of Service Management*, Vol.24 No.3, pp. 245-267.
- Bowen, D. E. and Lawler III, E. E. (1995), “Empowering service employees”, *MIT Sloan Management Review*, Vol.36 No.4, pp.73.
- Bruccoleri, M., Riccobono, F. and Größler, A. (2019), “Shared Leadership Regulates Operational Team Performance in the Presence of Extreme Decisional Consensus/Conflict: Evidences from Business Process Reengineering”, *Decision Sciences*, Vol.50 No.1, pp.46-83.
- Buchanan, J. and Considine, G. (2007), *The Evolution of Australian workplace IR 1987–2007: Making Sense of Recent Policy and Practice*. University of Sydney Workplace Research Centre, University of Sydney, Sydney, Australia.
- Burke, C. S., Fiore, S. M. and Salas, E. (2003), “The role of shared cognition in enabling shared leadership and team adaptability”. In *Shared leadership: Reframing the hows and whys of leadership* (pp.103-330), Sage publisher.
- Burke, C. S., Stagl, K. C., Klein, C., Goodwin, G. F., Salas, E. and Halpin, S. M. (2006), “What type of leadership behaviors are functional in teams? A meta-analysis”, *The Leadership Quarterly*, Vol.17 No.3, pp. 288-307.
- Burke, C. S., DiazGranados, D. and Salas, E. (2011). “Team leadership: A review and look ahead”. *The Sage handbook of leadership*, pp.338-351, Sage Publisher.
- Burns, J. M. (1978), *Leadership*, Harper & Row, New York, NY.
- Brislin, R.W. (1986), The wording and translation of research instruments, In Lonner, W.J. and Berry, J.W. (Eds.), *Field Methods in Cross-Cultural Research*. Cross-Cultural Research and Methodology Series, Vol.8, pp.137-164, Thousand Oaks, CA, Sage Publications, US.
- Carson, J. B., Tesluk, P. E. and Marrone, J. A. (2007), “Shared leadership in teams: An investigation of antecedent conditions and performance”, *Academy of Management Journal*, Vol.50 No.5, pp. 1217-1234.
- Chen, G. and Klimoski, R. J. (2003), “The impact of expectations on newcomer performance in teams as mediated by work characteristics, social exchanges, and empowerment”, *Academy of Management Journal*, Vol.46 No.5, pp.591-607.

- Chen, G., Kirkman, B. L., Kanfer, R., Allen, D. and Rosen, B. (2007), “A multilevel study of leadership, empowerment, and performance in teams” , *Journal of Applied Psychology*, Vol.92 No.2, pp. 331-346, doi:[10.1037/0021-9010.92.2.331](https://doi.org/10.1037/0021-9010.92.2.331).
- Chen, G., Sharma, P. N., Edinger, S. K., Shapiro, D. L. and Farh, J. L. (2011), “Motivating and demotivating forces in teams: Cross-level influences of empowering leadership and relationship conflict”, *Journal of Applied Psychology*, Vol.96 No.3, pp.541-55.
- Cheong, M., Spain, S. M., Yammarino, F. J. and Yun, S. (2016), “Two faces of empowering leadership: Enabling and burdening. *The Leadership Quarterly*, Vol.27 No.4, pp.602-616.
- Choi, S. (2009), “The emergence of shared leadership from organizational dimensions of local government”, *International Journal of Leadership Studies*, Vol.5 No.1, pp.94-114.
- Cohen, S. G., Chang, L. and Ledford Jr, G. E. (1997), “A hierarchical construct of self-management leadership and its relationship to quality of work life and perceived work group effectiveness”. *Personnel Psychology*, Vol.50 No.2, pp.275-308.
- Conger, J. A. and Kanungo, R. N. (1988), “The empowerment process: Integrating theory and practice”, *Academy of Management Review*, Vol.13 No.3, pp.471-482.
- Conger, J. A., and Pearce, C. L. (2003). “A landscape of opportunities. Shared leadership”. *Reframing the hows and whys of leadership* (pp.285-303), Sage publisher.
- Cox, J. F., Pearce, C. L. and Sims Jr, H. P. (2003). Toward a broader leadership development agenda: Extending the traditional transactional–transformational duality by developing directive, empowering, and shared leadership skills. In *The future of leadership development* (pp.187-206), Psychology Press.
- Currie, G. and Lockett, A. (2011), “Distributing leadership in health and social care: concertive, conjoint or collective?”, *International Journal of Management Reviews*, Vol. 13 No.3, pp. 286-30.
- Dansereau, F., Yammarino, F. J. and Kohles, J. C. (1999), “Multiple levels of analysis from a longitudinal perspective: Some implications for theory building”, *Academy of Management Review*, Vol. 24 No.2, pp.346-357.
- Day, D. V., Gronn, P. and Salas, E. (2004), “ Leadership capacity in team”, *The Leadership Quarterly*, Vol.15 No.6, pp. 857-880.

- Day, D. V., Gronn, P. and Salas, E. (2006), “Leadership in team-based organizations: On the threshold of a new era”, *The Leadership Quarterly*, Vol.17 No.3, pp. 211-216.
- Delgado Piña, M. I., Martínez, M-R. A. and Martínez, G. L. (2008), “Teams in organizations: a review on team effectiveness”, *Team Performance Management: An International Journal*, Vol.14 No.1/2, pp. 7-21.
- Devine, D. J. and Philips, J. L. (2001), “Do smarter teams do better: A meta-analysis of cognitive ability and team performance”, *Small Group Research*, Vol.32 No.5, pp. 507-532.
- D’Innocenzo, L., Mathieu, J. E. and Kukenberger, M. R. (2016), “A meta-analysis of different forms of shared leadership–team performance relations”, *Journal of Management*, Vol.42 No.7, pp.1964-1991.
- Doucet, O. and Sweeney, I. (2010). Le leadership partagé: Un état des lieux et quelques pistes de recherches. *Management humain des organisations: Grandeurs et misères de la fonction de dirigeant*[*Shared leadership: An inventory of fixtures and some research leads. Human Management of Organizations: Grandeurs and Leadership Miseries*], pp.143-164.
- Drescher, M. A., Korsgaard, M. A., Welp, I. M., Picot, A. and Wigand, R. T. (2014), “The dynamics of shared leadership: Building trust and enhancing performance”, *Journal of Applied Psychology*, Vol.99 No.5, pp.771-783.
- Drucker, P. F. (1995), “The new productivity challenge”, *Quality in Higher Education*, No.37, pp.45-53.
- Drucker, P.F. (2008). *The Age of Discontinuity. Guidelines to Our Changing Society*, 8th ed., Transaction Publishers, London.
- Edmondson, A. (1999), “Psychological safety and learning behavior in work teams”, *Administrative Science Quarterly*, Vol.44 No.2, pp.350-383.
- Ensley, M. D., Hmieleski, K. M. and Pearce, C. L. (2006), “The importance of vertical and shared leadership within new venture top management teams: Implications for the performance of startups”, *The Leadership Quarterly*, Vol.17 No.3, pp. 217-231.
- Eylon, D. and Bamberger, P. (2000), “Empowerment cognitions and empowerment acts: Recognizing the importance of gender”, *Group & Organization Management*, Vol.25 No.4, pp. 354-372.

- Fausing, M. S., Jeppesen, H., Jønsson, T. S., Lewandowski, J. and Bligh, M. C. (2013), “Moderators of shared leadership: work function and team autonomy”. *Team Performance Management: An International Journal*, Vol.19 No.5/6, pp.244-262.
- Fausing, M. S., Joensson, T. S., Lewandowski, J. Bligh, M. (2015), “Antecedents of shared leadership: empowering leadership and interdependence”, *Leadership & Organization Development Journal*, Vol36 No.3, pp. 271-291.
- Ford, R. C., and Fottler, M. D. (1995), “Empowerment: A matter of degree”, *Academy of Management Perspectives*, Vol. 9 No.3, pp.21-29.
- Fornell, C. and Larcker, D. (1981), “Evaluating structural equation models with unobservable variable and measurement error”, *Journal of Marketing Research*, Vol.18 No.1, pp. 39-50.
- Gibert, P. (1980), *Le contrôle de gestion dans les organisations publiques [Management control in public organizations]*, Editions d'organisation, Paris.
- Goodwin, J., Jasper, J. M. and Polletta, F. (Eds.). (2009). *Passionate politics: Emotions and social movements*, University of Chicago Press, US.
- Gronn, P. (2002), “Distributed leadership as a unit of analysis”, *The Leadership Quarterly*, Vol.13 No.4, pp. 423-45.
- Gu, J., Chen, Z., Huang, Q., Liu, H. and Huang, S. (2018), “A multilevel analysis of the relationship between shared leadership and creativity in interorganizational teams”, *The Journal of Creative Behavior*, Vol.52 No.2, pp.109-126.
- Hackman, J. R. (1990), Work teams in organizations: An orienting framework. *Groups that work (and those that don't)*, pp.1-14, Jossey-Bass, San Francisco.
- Hair, J. F., Anderson, R. E., Tatham, R. L. and Black, W. C. (1998), “Multivariate data analysis: Englewood Cliff”, *New Jersey, USA*, Vol.5 No.3, pp. 207-2019.
- Halal, W. E. (1994), “From hierarchy to enterprise: Internal markets are the new foundation of management”, *Academy of Management Perspectives*, Vol.8 No.4, pp.69-83.
- Hanaysha, J. (2016), “Examining the effects of employee empowerment, teamwork, and employee training on organizational commitment”, *Procedia-Social and Behavioral Sciences*, No. 229, pp.298-306.
- Harris, J. R. (2011), *The nurture assumption: Why children turn out the way they do*. Simon and Schuster.

- Hoch, J. E., Pearce, C. L. and Welzel, L. (2010), “Is the most effective team leadership shared?”, *Journal of Personnel Psychology*, Vol.9 No.3, pp.105-116.
- Houghton, J. D., Neck, C. P. and Manz, C. C. (2003), Self-leadership and superleadership. *Shared leadership: Reframing the hows and whys of leadership*, pp.123-140, Sage publisher.
- House, R. J. and Shamir, B. (1993), Towards the integration of transformational, charismatic, and visionary theories, In M. M. Chemers and R. Ayman (Eds.), *Leadership theory and research: perspectives and directions*, CA: Academic Press, San Diego.
- Ilgen, D. R., Hollenbeck, J. R., Johnson, M. and Jundt, D. (2005), “Teams in organizations: From input-process-output models to IMOI models”, *Annu. Rev. Psychol.*, No.56, pp. 517-543.
- Ishikawa, J. (2012), “Transformational leadership and gate keeping leadership: The roles of norm for maintaining consensus and shared leadership in team performance”, *Asia Pacific Journal of Management*, Vol.29 No.2, pp.265-283.
- Jackson, S. (2000), “A qualitative evaluation of shared leadership barriers, drivers’ and recommendations,” *Journal of Management in Medicine*, Vol.14 No.3/4, pp.166-178.
- Jain, A. K. and Jeppesen, H. J. (2014), “Conceptualizing and implementing the distributed leadership practices in Indian organizations: Preliminary findings”, *The Journal of Management Development*, Vol.33 No.3, pp.258-278.
- Judge, T. A. and Piccolo, R. F. (2004), “Transformational and transactional leadership: a meta-analytic test of their relative validity”, *Journal of Applied Psychology*, Vol.89 No.5, pp. 755.
- Katzenbach, J. R., Smith, D. K. and Pavillet, M. F. (1994), *Les équipes haute performance: imagination et discipline [High Performance Teams: Imagination and Discipline]*, Dunod, Paris .
- Kim, J., Yammarino, F. J., Dionne, S. D., Eckardt, R., Cheong, M., Tsai, C. Y. Guo, J. and Park, J. W. (2019), “State-of-the-science review of leader-follower dyads research”, *The Leadership Quarterly*, 101306.

- Kirkman, B. L. and Rosen, B. (1999), “Beyond self-management: Antecedents and consequences of team empowerment”, *Academy of Management Journal*, Vol.42 No.1, pp.58-74.
- Kline, R. B. (2011). *Principles and practice of structural equation modeling*, third. New York, NY :Guilford Press.
- Knockaert, M., Ucbasaran, D., Wright, M. and Clarysse, B. (2011), “The relationship between knowledge transfer, top management team composition, and performance: the case of science-based entrepreneurial firms”, *Entrepreneurship Theory and Practice*, Vol.35 No.4, pp. 777-803.
- Koberg, C. S., Boss, R. W., Senjem, J. C. and Goodman, E. A. (1999), “Antecedents and outcomes of empowerment: Empirical evidence from the health care industry”, *Group & Organization Management*, Vol.24No.1, pp.71-91.
- Kocolowski, M. D. (2010), “Shared leadership: Is it time for a change”, *Emerging Leadership Journeys*, Vol.3 No.1, pp. 22-32.
- Kozlowski, S. W. and Bell, B. S. (2003). *Work groups and teams in organizations*. Handbook of psychology, pp. 333-375.
- Liden, R. C., Wayne, S. J. and Sparrowe, R. T. (2000), “An examination of the mediating role of psychological empowerment on the relations between the job, interpersonal relationships, and work outcomes”, *Journal of Applied Psychology*, Vol.85 No.3, pp.407-416.
- Likert, R. (1967), *The human organization: its management and values*, McGraw-Hill, New York.
- Lorinkova, N. M., Pearsall, M. J. and Sims Jr, H. P. (2013), “Examining the differential longitudinal performance of directive versus empowering leadership in teams”, *Academy of Management Journal*, Vol.56 No.2, pp.573-596.
- Luc, É. (2010), *Le leadership partagé [Shared leadership]*, Presses de l'Université de Montréal, Montréal.
- MacKinnon, D. P., Warsi, G. and Dwyer, J. H. (1995), « A simulation study of mediated effect measures », *Multivariate behavioral research*, Vol.30, No.1, pp. 41-62.
- Manz, C. C., Sims, H. P. (1987), “Leading workers to lead themselves: The external leadership of self-managing work teams”, *Administrative Science Quarterly*, Vol.32 ,pp. 106–129.

- Manz, C. C., Keating, D. E. and Donnellon, A. (1990), « Preparing for an organizational change to employee Self management: The managerial transition », *Organizational Dynamics*, Vol.1 No.2, pp.15–26.
- Mathieu, J. E., Gilson, L. L. and Ruddy, T. M. (2006), “Empowerment and team effectiveness: an empirical test of an integrated model”, *Journal of Applied Psychology*, Vol.91 No.1, pp.97.
- Matic, D., Cabrilo, S., Grubić-Nešić, L. and Milić, B. (2017), “ Investigating the impact of organizational climate, motivational drivers, and empowering leadership on knowledge sharing”, *Knowledge Management Research & Practice*, Vol.15 No.3, pp.431-446.
- Maynard, M. T., Gilson, L. L. and Mathieu, J. E. (2012), “ Empowerment—fad or fab? A multilevel review of the past two decades of research”, *Journal of Management*, Vol.38 No.4, pp. 1231-1281.
- McGregor, D. (1960), *The Human Side of Enterprise*, McGraw Hill, New York .
- Mehra, A., Smith, B. R., Dixon, A. L. and Robertson, B. (2006), “ Distributed leadership in teams: The network of leadership perceptions and team performance”, *The Leadership Quarterly*, Vol.17 No.3, pp.232-245.
- Mlaiki, A., Kefi, H. and Kalika, M. (2012), “Facteurs psychosociaux et continuité d'utilisation des réseaux sociaux numériques: le cas de facebook ” [Psychosocial factors and continuity of use of digital social networks: the case of facebook]. *Recherches en Sciences de Gestion*, No.5, pp. 83-111.
- Mohrman, S. A., Cohen, S. G. and Morhman Jr, A. M. (1995), *Designing team-based organizations: New forms for knowledge work*. Jossey-Bass, US.
- Morgeson, F. P., DeRue, D. S. and Karam, E. P. (2010), “Leadership in teams: A functional approach to understanding leadership structures and processes” *Journal of Management*, Vol.36 No.1, pp. 5-39.
- Muñoz-Bullon, F., Sanchez-Bueno, M. J. and Vos-Saz, A. (2015), “Startup team contributions and new firm creation: the role of founding team experience”, *Entrepreneurship & Regional Development*, Vol.27 No.1-2, pp.80-10.
- Nahapiet, J. and Ghoshal, S. (1998), “Social capital, intellectual capital, and the organizational advantage”, *Academy of Management Review*, Vol.23 No.2, pp. 242-266.

- Nauman, S., Khan, A. M. and Ehsan, N. (2010), “Patterns of empowerment and leadership style in project environment”, *International Journal of Project Management*, Vol.28 No.7, pp. 638-649.
- Neck, C. P., Bligh, M. C., Pearce, C. L. and Kohles, J. C. (2006), “ The importance of self and shared leadership in team based knowledge work”, *Journal of Managerial Psychology*, Vol. 21 No.4, pp. 296-318.
- Nicolaides, V. C., LaPort, K. A., Chen, T. R., Tomassetti, A. J., Weis, E. J., Zaccaro, S. J. and Cortina, J. M. (2014), “ The shared leadership of teams: A meta-analysis of proximal, distal, and moderating relationships”, *The Leadership Quarterly*, Vol.25 No.5, pp.923-942.
- Nunnally, J. C. (1978), *Psychometric theory* (2nd ed.). McGraw-Hill, New York.
- Özarallı, N. (2015), “Linking empowering leader to creativity: the moderating role of psychological (felt) empowerment”, *Procedia-Social and Behavioral Sciences*, No.181, pp. 366-376.
- Paustian-Underdahl, S. C., Walker, L. S. and Woehr, D. J. (2014), “Gender and perceptions of leadership effectiveness: A meta-analysis of contextual moderators”, *Journal of Applied Psychology*, Vol.99 No.6, pp.1129-1145.
- Pearce, C. L. (2004), “ The future of leadership: Combining vertical and shared leadership to transform knowledge work”, *Academy of Management Perspectives*, Vol.18 No.1, pp. 47-57.
- Pearce, C. L. and Conger, J. A. (2002), *Shared leadership: Reframing the hows and whys of leadership*. Sage.
- Pearce, C. L., and Conger, J. A. (2003), “All those years ago”, *Shared leadership: Reframing the hows and whys of leadership* (pp.1-18), Sage.
- Pearce, C. L. and Manz, C. C. (2005), “ The new silver bullets of leadership: The importance of self and shared leadership in knowledge work”, *Organizational Dynamics*, Vol.34 No.2, pp.130–140.
- Pearce, C. L. and Sims Jr, H. P. (2002), “Vertical versus shared leadership as predictors of the effectiveness of change management teams: An examination of aversive, directive, transactional, transformational, and empowering leader behaviors”, *Group Dynamics: Theory, Research, and Practice*, Vol.6 No.2, pp. 172-197.

- Pearce, C. L., Yoo, Y. and Alavi, M. (2004), “Leadership, social work, and virtual teams”, *Improving leadership in nonprofit organization*, pp.180-199, Sage publishers.
- Perry, M. L., Pearce, C. L. and Sims Jr, H. P. (1999), “Empowered selling teams: How shared leadership can contribute to selling team outcomes”, *Journal of Personal Selling & Sales Management*, Vol.19 No.3, pp.35-5.
- Plane, J. M. (2015), *Théories du leadership: modèles classiques et contemporains [Leadership Theories: Classical and Contemporary Models]*, Dunod, Paris.
- Robert Jr, L. P. and You, S. (2018), “Are you satisfied yet? Shared leadership, individual trust, autonomy, and satisfaction in virtual teams”, *Journal of the Association for Information Science and Technology*, Vol.69. No.4, pp.503-513.
- Rost, J. C. (1997), “Moving from individual to relationship: A postindustrial paradigm of leadership”, *Journal of Leadership Studies*, Vol.4 No.4, pp.3-16.
- Roussel, P., Durrieu, F. and Campoy, E. (2002), *Méthodes d'équations structurelles: recherche et applications en gestion [Structural Equation Methods: Research and Applications in Management]*, Economica, France.
- Schermerhorn, J. R., Hunt, J. G., Osborn, R. N. and De Billy, C. (2002), “Comportement humain et organization [Human behavior and organization]”, ERPI, 91.
- Seers, A., Keller, T. and Wilkerson, J. M. (2003), “Can team members share leadership”, *Shared leadership: Reframing the hows and whys of leadership* (77-102), Sage publisher.
- Seibert, S. E., Silver, S. R. and Randolph, W. A. (2004), “Taking empowerment to the next level: A multiple-level model of empowerment, performance, and satisfaction”, *Academy of management Journal*, Vol.47 No.3, pp.332-349.
- Sergi, V., Denis, J. L. and Langley, A. (2012), “Opening up perspectives on plural leadership”, *Industrial and Organizational Psychology*, Vol.5 No.4, pp.403-407.
- Shane Wood, M. and Fields, D. (2007), “Exploring the impact of shared leadership on management team member job outcomes”, *Baltic Journal of Management*, Vol.2 No.3, pp. 251-272.

- Sharma, P. N. and Kirkman, B. L. (2015), “ Leveraging leaders: A literature review and future lines of inquiry for empowering leadership research”, *Group & Organization Management*, Vol.40 No.2, pp.193-237.
- Shujahat, M., Sousa, M. J., Hussain, S., Nawaz, F., Wang, M. and Umer, M. (2019), “Translating the impact of knowledge management processes into knowledge-based innovation: The neglected and mediating role of knowledge-worker productivity”, *Journal of Business Research*, No.94, pp.442-450.
- Solomon, A., Loeffler, F. J. and Frank, G. H. (1953), “An analysis of co-therapist interaction in group psychotherapy”. *International Journal of Group Psychotherapy*, Vol.3 No.2, pp. 171-180.
- Spillane, J. P., Parise, L. M. and Sherer, J. Z. (2011), “ Organizational routines as coupling mechanisms: Policy, school administration, and the technical core”, *American Educational Research Journal*, Vol.48 No.3, pp.586-619.
- Spreitzer, G. M. (1995), “Psychological empowerment in the workplace: Dimensions, measurement, and validation”, *Academy of Management Journal*, Vol.38 No.5, pp.1442-1465.
- Spreitzer, G. M. (1996), “Social structural characteristics of psychological empowerment”, *Academy of Management Journal*, Vol.39 No.2, pp.483-504.
- Spreitzer, G. M. (2008), “Taking stock: A review of more than twenty years of research on empowerment at work”, *Sage Handbook of organizational behavior*, vol.1, pp. 54-72.
- Spreitzer, G. M., Kizilos, M. A. and Nason, S. W. (1997), “ A dimensional analysis of the relationship between psychological empowerment and effectiveness satisfaction, and strain”, *Journal of Management*, Vol. 23 No.5, pp.679-704.
- Srivastava, A., Bartol, K. M. and Locke, E. A. (2006), “ Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance”, *Academy of Management Journal*, Vol.49 No.6, pp.1239-1251.
- Srivastava, A., Brewer, A. K., Mauser Bunschoten, E. P., Key, N. S., Kitchen, S., Llinas, A., Ludlam, C.A., Mahlangu, J.N., Mulder, K and Street, A. (2013), “Guidelines for the management of hemophilia”, *Haemophilia*, Vol.19 No.1, pp.e1-e47.
- Staw, B. M. (1976), *Intrinsic and extrinsic motivation*, General Learning Press, New York.

- Sundstrom, E., De Meuse, K. P. and Futrell, D. (1990) , “Work teams: Applications and effectiveness”, *American Psychologist*, Vol.45 No.2, pp.120-133.
- Tabachnick, B. G., and Fidell, L. S. (2001). *Using Multivariate Statistics*, 4th Edn. Needham Heights,MA, Allyn and Bacon.
- Tannenbaum, S. I., Beard, R. L. and Salas, E. (1992), “Team building and its influence on team effectiveness: An examination of conceptual and empirical developments”, In *Advances in psychology* ,Vol. 82, pp. 117-153. North-Holland.
- Thiétart, R. A. (2014), *Méthodes de recherche en management [Management reaserch methods]*, 4th ed., Dunod, Paris.
- Thomas, K. W. and Velthouse, B. A. (1990), “Cognitive elements of empowerment: An “interpretive” model of intrinsic task motivation”, *Academy of Management Review*, Vol.15 No.4, pp. 666-681.
- Townsend, R. and Bennis, W. (1997), *Reinventing Leadership: Strategies to Empower the Organization*, William Morrow & Company New York.
- Xue, Y., Bradley, J. and Liang, H. (2011), “Team climate, empowering leadership, andknowledge sharing”,*Journal of Knowledge ,Management*, Vol.15 No.2, pp.299-312.
- Vallerand, R. J. (1989), “Vers une méthodologie de validation trans-culturelle de questionnaires psychologiques: Implications pour la recherche en langue française ” [Towards a cross-cultural validation methodology for psychological questionnaires: Implications for French-language research] , *Canadian Psychology/Psychologie Canadienne*, Vol.30 No.4,pp. 662.
- Vecchio, R. P., Justin, J. E. and Pearce, C. L. (2010),“Empowering leadership: An examination of mediating mechanisms within a hierarchical structure “ , *The Leadership Quarterly*, Vol. 21 No.3, pp.530-542.
- Wagner III, J. A. (1994), “Participation’s effects on performance and satisfaction: A reconsideration of research evidence”, *Academy of Management Review*, Vol.19 No.2, pp. 312-330.
- Wang, D., Waldman, D. A. and Zhang, Z. (2014), “A meta-analysis of shared leadership and team effectiveness”, *Journal of Applied Psychology*, Vol.99 No.2, pp.181-198.

- Wassenaar, C. L. and Pearce, C. L. (2012) ,“ Shared Leadership 2.0”, *A Glimpse into the State of the Field* ,pp. 421-432, Charlotte, Information Age Publishing, NC.
- Wilson, F., Kickul, J. and Marlino, D. (2007), “Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: Implications for entrepreneurship education”, *Entrepreneurship Theory and Practice*, Vol.31 No.3, pp.387-406.
- Wood,S. M. and Fields, D. (2007), “ Exploring the impact of shared leadership on management team member job outcomes”, *Baltic Journal of Management*,Vol.2 No.3, pp. 251-272.
- Yammarino, F. J., Salas, E., Serban, A., Shirreffs, K. and Shuffler, M. L. (2012), “Collectivistic leadership approaches: Putting the “we” in leadership science and practice”,*Industrial and Organizational Psychology*, Vol.5 No.4, pp.382-402.
- Yukl, G. (1989), “Managerial leadership: A review of theory and research” ,*Journal of Management*, Vol.15 No.2, pp. 251-289.
- Yukl, G. 2002. Leadership in organizations. Upper Saddle River, NJ: Prentice-Hall.
- Yukl, G. (2010). *Leadership in organizations* (7th ed). Upper Saddle River, NJ:Prentice Hall.
- Zaccaro, S. J., Rittman, A. L. and Marks, M. A. (2001), “Team leadership”, *The leadership Quarterly*, Vol. 12 No.4, pp. 451-483.
- Zhang, X. and Bartol, K. M. (2010),“Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement” , *Academy of Management Journal*, Vol.53 No.1, pp.107-128.
- Zhang, X. and Zhou, J. (2014), “Empowering leadership, uncertainty avoidance, trust, and employee creativity: Interaction effects and a mediating mechanism”, *Organizational Behavior and Human Decision Processes*, Vol.24 No.2, pp.150-164.