Financial industry in transformation: case research on the contemporary understanding and application of leadership in a large Swiss bank

Dissertation

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Abstract

Various sources of uncertainty and change are influencing today's business operations. Transformations in the macro dimension of the external environment, such as globalization and technological development, together with micro dimensional aspects such as competition and stakeholders, corporate scandals and global crises and developments in the internal environment resulting from knowledge as a production asset force organizations to adapt constantly. Leaders are a core factor in this process, influenced by these challenges and influencing others with their actions. Leaders in banks are especially concerned with change, as the financial industry is in a transitional phase, induced by factors such as the financial crisis and European debt crisis combined with exogenous pressures from regulators and ethical discussions. The Swiss financial center reflects these global developments on a small scale as is thus an attractive subject of study.

The aim of this study is to investigate in depth the current state leadership in Swiss banks. In particular, the research addresses *Swiss bank leaders' understanding and practice of contemporary leadership as influenced by the transformation in Switzerland's financial industry.* Wealth Management leaders in the major Swiss bank, the UBS, were examined in a qualitative case study. The purposeful sampling included interviews with leaders of both a Swiss and an international unit on three management levels from first-line managers to departmental heads. The philosophical approaches of interpretivism, constructionism and pragmatism were implemented to understand the subjects' interpretations, opinions and experience. For the corporate viewpoint, documentation data was used to identify similarities and differences with the leader views. In the analytic strategy and design chosen for this case study the Eisenhardt template (see Eisenhardt 1989) was applied to those results employing within-case and cross-case analysis together with triangulation and tabulation of the data. The Gioia template (see Gioia, Corley & Hamilton 2012) entailing data structure and modelling was implemented for the discussion and conclusion.

The outcomes of this empirical case study resulted from the detailed description of phenomenon, the attributes of which were tabulated, and the tentative convergent framework of contemporary understanding and practice of leadership in a Wealth Management institution in Switzerland. A tentative case model of 'the hybrid approach to heroic leadership' embedding a mutual notion and tentative propositions were developed. Finally, practical recommendations for managers are offered.

The findings of this study correspond with the literature on traditional leadership (e.g. Northouse 2012; Yukl 2012) meaning parallel results regarding individual understandings of leadership (individual agency). The prior research is expanded upon with related opinions and factors specific to Swiss Wealth Management banking institutions. The perspective of a mutual understanding of leadership (e.g. Freeman et al. 2010; Freeman, Martin & Parmar 2007; Parmar et al. 2010) is added to the individual leader approach. An empirical examination of transformational influences on leadership, identifying attributes that emerge from the external and internal environments, regulatory framework, financial crises and financial industry developments is thus added to the leadership literature. New insights are offered on plural leadership in the context of Wealth Management leaders in a major Swiss bank. Factors relevant to shared leadership (e.g. Pearce, Conger & Locke 2008) are revealed. However, the anticipated general advancement of leadership (e.g. Fletcher 2004; Pearce 2004; Schneider 2002; Uhl-Bien, Marlon & McKelvey 2007) was responded with contradictory opinion. The findings revealed the persistence of an individual understanding of leadership resulting in a traditional approach with little appreciation of the rise of post-heroic forms. Since no genuinely new narratives for leadership were revealed, there is still scope for further investigation.

In summary, individual leadership and the leader-follower relationship are predominant, so the 'heroic' approach to leadership persists. This understanding of leadership, emphasizing the positional rather than emergent leader, is embedded in headship, individual goals, incentives and accountability. Nonetheless, mutual understanding with collaboration, sharing and support and a focus on people mitigates the negative effects of the heroic approach to leadership (i.e. focus on the individual leader and a predominant stakeholder). Some elements of post-heroic leadership were identified in the form of shared leadership among peer leaders. Conversely, future leadership arrangements still foster leadership development in the form of individual leaders. But the world is changing and globalization, knowledge as a key asset, virtualization and digitization (i.e. fourth industrial revolution) will continue the transformations that have already commenced. The concept of a purely heroic, individual approach to leadership is being modified with the embedding of conjoint agency. Today's leaders are therefore being asked to think about where they should be looking for mutual understanding and cooperation and to start applying and promoting post-heroic forms of leadership in the process. *Finally, this study has adopted an integrative approach to leadership, combining individual and mutual understanding, as well as an application that offers new insight and an expansion of current thinking with the tentative case model of 'the hybrid approach to heroic leadership'.*

Certification of dissertation

I certify that the ideas, empirical work, results, analyses and conclusions reported in this thesis are entirely my own effort, except where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award, except where otherwise acknowledged.

Reto Imhasly   December 31, 2015

Signature of Student   *Date*

ENDORSEMENT

Prof Ronel Erwee   January 4, 2016

Prof Sybille Sachs   January 7, 2016

Signature of Supervisor/s   *Date*

Acknowledgements

Embarking on a part-time DBA project represents a particular challenge and a great opportunity. I am grateful for having been given this chance to combine theory, empirical research and practice in the field of leadership. My involvement in this topic grew from a genuine interest and the motivation was my own position as an active leader. I hope it provides not only a contribution to the body of knowledge and a further empirical case study for the research community, but also provides some insight into an organization previously inaccessible and offers practical recommendations for leaders.

I should like to express my thanks and appreciation to several stakeholders who have supported this research project in various ways; particular recognition is due to the UBS leaders who consented to the interviews and provided their valuable insights and opinions on the understanding and practice of leadership.

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Last but not least, I am profoundly grateful for the invaluable support of my family and friends during both the ups and downs of this thesis project.

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1   Chapter 1 Introduction

1.1   Outline

1.1.1   Introduction overview

This introduction sets out the basis of the dissertation. It includes an outline of the report structure, a description of the environment in which the study is embedded, an introduction to the research topic and project frame, and finally a recap of the methodology. Figure 1.1 depicts the first chapter and its five sections.

Figure 1.1: Outline of chapter 1

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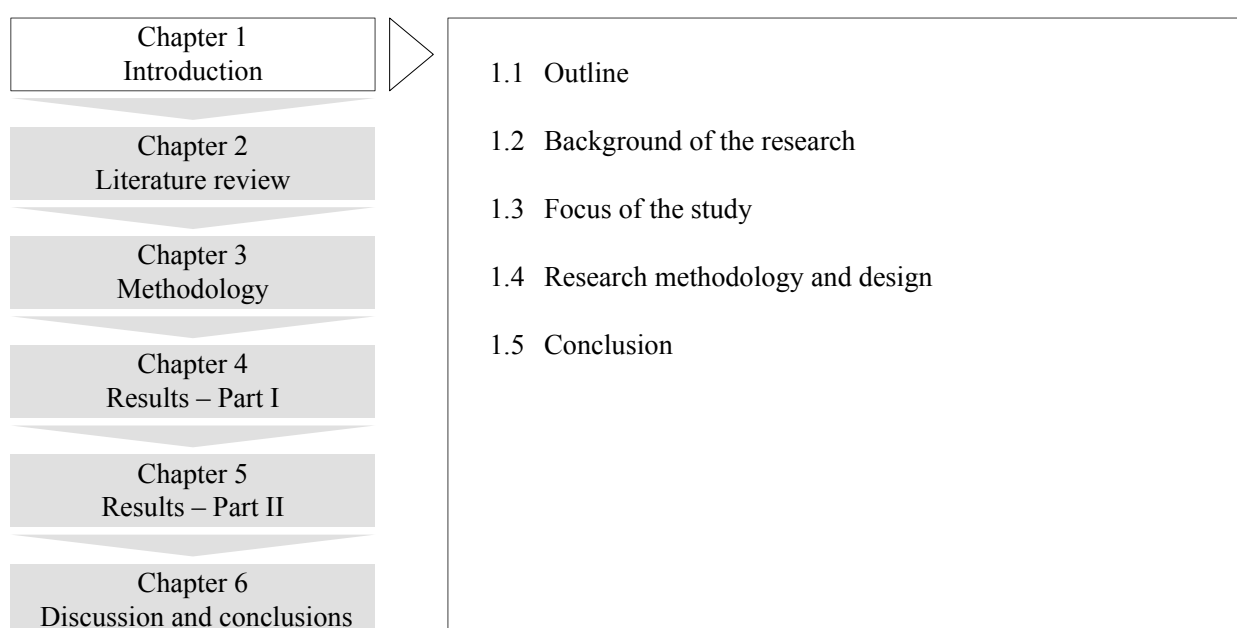
Source: developed for this research

The initial section (1.1) is an overview of the first chapter's content (1.1.1), followed by an outline of the dissertation (1.1.2) with the structure of the report at a meta level. The second section (1.2) describes the background of the study, discussing the current conditions in the financial industry in Switzerland and the involvement of bank leadership. Section three (1.3) then frames the research and defines the focus of the study addressing justification, scope and limitations. Research methodology and design are summarized in section four (1.4). The final section (1.5) concludes the introduction.

1.1.2 Report structure

This dissertation is structured according to the common topics of a research report incorporating the considerations of Perry (1998); Perry (2013); Dale Bloomberg and Volpe (2012) and Turabian (2013). Citations and references are based on the template 'Harvard AGPS6' and supported by the referencing software EndNote X6. In addition, the US spell check has been applied to the entire document. Figure 1.2 depicts the organization of the dissertation chapters embracing key figures developed for this study.

Figure 1.2: Structure of the report
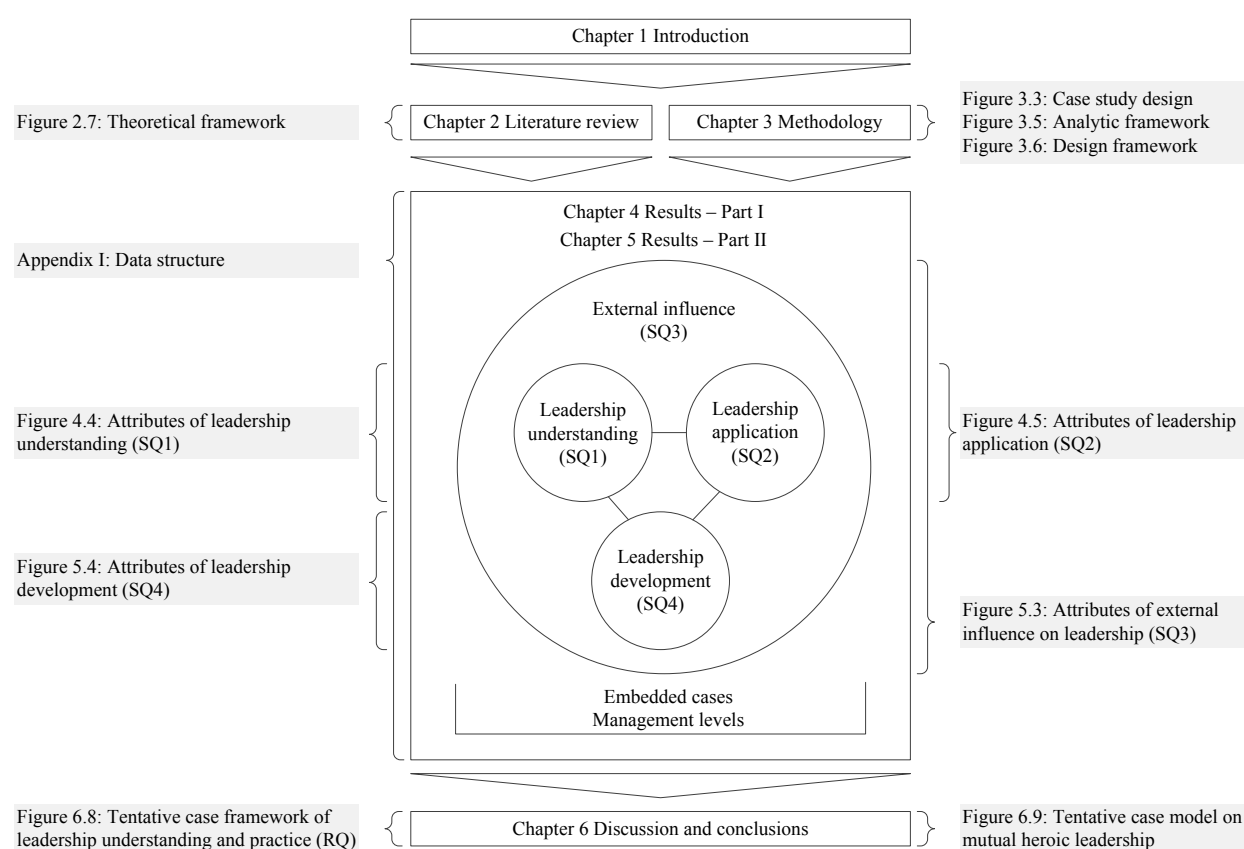
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Chapter 1 introduces the research project, emphasizing the challenges that leaders face when coping with a business environment driven by ongoing developments and characterized by persisting uncertainty. The financial industry is an economic sector intensively affected by external and internal change, which is the background to this research. Switzerland, as an important financial center, is the scope of this study, with the focus on leadership in a major Swiss bank. The related issues are addressed by the research questions, followed by a discussion on the justification, scope and limitations of this research. An overview of the methodology is followed by the conclusion to the introduction.

Chapter 2 reviews the literature and provides a synopsis of leadership research and theory. Once the nature of leadership has been defined, leadership development is represented along two main theoretical orientations, namely the heroic (traditional) view of leadership and the post-heroic (advanced, dynamic) approach to leadership. Further, the underlying assumptions of evolved (stakeholder-oriented) narratives of economic thinking are illustrated. The next topic addressed is external influences on leadership in the Swiss financial industry. Leadership development is then described in terms of the 'transmission process' for the implementation of the empirical results. Each section shows the gaps identified from the literature. Finally, a *theoretical framework* (cf. figure 2.7) is developed and the second chapter, covering the body of knowledge, concluded.

Chapter 3 describes in detail the methodology used for the empirical research specifying the research philosophy, design and method. The research presented in this thesis is inductive and applies a qualitative approach to investigating the research questions. Justification is provided for the selected case study method with the process of data collection, analysis and interpretation described in detail including an *analytic framework* (cf. figure 3.5). The aspect of data quality too is addressed and ethical considerations included. A *design framework* (cf. figure 3.6) is developed that summarizes all constituents of the methodology to ensure that research is based on the research issues (RI).

Chapters 4 and 5 report on the empirical results of the research presenting the data collected and its analysis. The results of the within-case analysis are structured according to the four research sub-questions (SQ) including data tables and rich description. The outcomes on leadership understanding (SQ1) and leadership application (SQ2) are presented in chapter 4 (results part one). The results on external influence on leadership (SQ3) and leadership development (SQ4) and the cross-case analysis are reported in chapter 5 (results part two). Each result section has an individual summary including a *summary figure* and each chapter has a separate conclusion. A figure depicting the entire *data structure* for this study is available in ***Appendix I***.

Chapter 6 discusses and interprets the results and conclusions in view of the research question (RQ), four research sub-questions (SQ) and related research issues (RI). Based on the Gioia template (cf. 3.5.3), the findings lead to several concepts and aggregated leadership dimensions. The research problem of the understanding and practice of contemporary leadership is addressed at the end with a *tentative case framework* (cf. figure 6.8), *tentative case model* (cf. figure 6.9) and tentative propositions. The implications of the findings are reflected in parent theories and prior research. Moreover, recommendations for managerial practice are proposed and implications for

methodology acknowledged. The limitations of the study are recognized, directions for further research provided and the chapter and study are concluded. Following this presentation of the structure of the study report, the next section will introduce the content side on giving impetus to the topic of leadership and providing background information on the research.

1.2 Background to the research

1.2.1 Contemporary business development and leadership issues

This section on the background first addresses contemporary developments in business and related leadership issues at a more general level (1.2.1), and then goes into the transformation of the financial industry and bank leadership (1.2.2).

Society is undergoing significant changes in all areas of life, resulting in lasting and rapid advances entailing great opportunities but also major risks. Conducting business in the 21st century is subject to various sources of uncertainty and change. Five examples of these sources from the environmental analysis are the macro environment (1), the micro environment (2), incidents and crisis in business and economy (3), the impact of globalization (4) and industrial transformation (5).

One, organizations are confronted with rapid changes in the macro-environment which far exceed their impact on a single company or branch of industry. This evolution is experienced in five macro-environmental dimensions: competition in trade and diversity in finance (economic environment), increasing regulation (political environment), diverging values and habits (cultural dimension), migration, demographic development, social trends, changing interests and upcoming concerns (social dimension) as well as the transformative power and pace of technology (Harrison & St. John 2010; Henry 2011; Phatak, Bhagat & Kashlak 2009; Schneider 2002).

Two, progression of the micro-environment is influenced by spillover effects from macro events and trends (Finlay 2000; Henry 2011). At the operational level, far more stakeholders - for example customers, suppliers, competitors or employees - are involved in the increasing competition between industries and markets (Henry 2011; Phatak, Bhagat & Kashlak 2009; Sachs & Rühli 2011) with the potential to shape a company or be shaped by it (Freeman 1984; Parmar et al. 2010).

Three, corporate scandals, for instance Enron in the United States or Parmalat in Italy, together with the subprime and financial crises and the discussion of management level rip-offs (e.g. CEO

salaries, incentives, bonuses) have significantly undermined public trust in business leaders (Di Miceli Da Silveira 2011; Parmar et al. 2010; Sachs & Rühli 2011).

Four, fundamental transformations are emerging from the new global economy and the phenomenon of globalization leading to liberalized markets and the removal of trade barriers (Phatak, Bhagat & Kashlak 2009). The dimensions of trade, investment, organizational change and technology in globalization do not simply force the global integration of nations, they also require companies to adjust their strategies (Harcourt 2001; Phatak, Bhagat & Kashlak 2009). Furthermore, the interconnected and efficient global system has become vulnerable to the impact of industrial espionage, corruption and organized crime, sabotage and terror attacks and crises; it also harbors the social tensions emerging from the ever-widening gap between rich and poor (Phatak, Bhagat & Kashlak 2009; Zhouying 2005). The reputational risks that can arise for companies from collective actions such as the "Occupy Wall Street" movement are exacerbated by the fascination they exert on the public and the fact that they are therefore picked up by the press (King 2008).

Five, the information age is shifting the internal environment and its resource base including human capital, infrastructure and processes from an industrialized and mechanistic approach with physical production towards a knowledge-intense work environment (Fletcher 2004; Schneider 2002; Uhl-Bien, Marlon & McKelvey 2007).

So, the persistence of organizations is contingent on their ability to adapt to changes in the environment (Schneider 2002), and leadership is a key element in managing these challenges (Uhl-Bien, Marlon & McKelvey 2007). Business leaders have to cope with growing complexity and solve corporate challenges, but also need to be aware of the impact their actions can have on others (Parmar et al. 2010). Business leaders play an important role not only in their own firms but in society in general (Fitzgerald & Cormack 2010). Leadership theory and practice have advanced and absorbed these developments (Fletcher 2004). Several new concepts for understanding leadership more collaboratively have been published in management journals, for example distributed, shared or plural leadership (Denis, Langley & Sergi 2012; Fletcher 2004). Have business leaders accepted these plural, shared and distributed forms of leadership? On the contrary, Fletcher (2004, p. 656) claims that the potential for change offered by post-heroic leadership *"may not live up"* to expectations. Following this general overview of current business developments, related leadership issues and research results, the next sub-section will address the specific challenges of the industry that is the focus of this study.

1.2.2 Financial industry in transformation and bank leadership

The financial industry is an industry that is massively affected by uncertainty and change (SwissBanking 2011). The default of subprime mortgages in the United States initiated a financial crisis on a global level in 2007 resulting in credit markets freezing and bank runs on Bear Sterns and Lehman Brothers in 2008 and which required governmental bailouts of various banks around the world (Kindleberger & Aliber 2011; Reuters 2009; Sachs & Rühli 2011; Shahrokhi 2011). The second great contraction forced governments and international organizations to refine and expand the regulatory framework; for instance with the instrument of the Basel Accords, namely the Third Basel Accord on bank capital adequacy (Financial Stability Board 2011; International Monetary Fund 2009; Reinhart & Rogoff 2009). Investor protection, functioning markets and financial stability are key objectives here (Wissenschaftlicher Beirat 2010). McCormick (2011) however claims that even if the financial crisis has peaked, laws and regulations cannot resolve the issue that the underlying culture in many banks has little respect for ethics. Kindleberger and Aliber (2011, p. 297) argue similarly, explaining the reasons for this development not only with inadequacies in regulation, but also as a result of *"greed, reckless lending, skewed compensation arrangements for bankers"*. However, McCormick (2011) is convinced that stakeholders have the power to affect the reputation of banks and force them to react. The influence of *"civil society"* on values, ethics and the implementation of codes of conduct should impact leadership in the financial industry (McCormick 2011, p. 134). The mind-set and behavior of bank leaders are thus under pressure to avoid repetition of the need for governmental assistance in the coming decades.

The country selected for this study and the condition of its financial industry should now be introduced. Switzerland is an important financial center with a long tradition of private banking for international clients and two globally active banks (UBS AG and Credit Suisse) both with a 'too-big-to-fail' status. So global developments are reflected on a small scale in Switzerland. However, the transformation of the Swiss financial center has various driving factors. The bailout required by the major globally active Swiss bank UBS and the acknowledgement that having two major global banks is disproportionate to the size of the financial center and the Swiss economy led to a 'Swiss finish' of the regulatory framework exceeding international standards mentioned in the preceding paragraph. The new capital requirements restrict the 'risk appetite' of Swiss banks but also limit their profit opportunities. Furthermore, the volatility induced by the European debt crisis and its impact on the stock market has resulted in irregular commission income requiring strict cost management. Discussions on ethics (e.g. bank leader wages and bonuses),

the pressure on Swiss banking secrecy and 'strategies for legitimate money' (e.g. automatic information exchange or settlement tax agreement) are vital driving forces in the industry's development. Finally, the planned establishment of a new Financial Services Act (FSA), including the renouncement of retrocessions, will force Swiss banks to review their business model.

The nature of banking has transformed into a transaction-oriented investment process which cuts out the direct connection to economic reality and is reflected in transactional bank leadership (Upchurch 2012). This places leadership in a contradictory state when compared to the development of leadership involving collaborative approaches as introduced at the beginning of this section. Nonetheless, Walter (2013) stresses the immense importance of bank leadership in the long run, as does Militello (2013, p. 1) who declares leadership to be the *"ultimate competitive advantage"* in the financial industry. Bank leadership is not only vital to the organization itself, but also to business and society due to the investments and transactions provided (Anju & Raju 2013). Various perspectives on a changing external environment for leadership are presented in this section. Emphasis is on the financial industry in transformation specifically on current conditions in the Swiss financial center. And the importance of bank leadership is highlighted. The next section will determine the focus of the study including the research question, research rationale as well as scope and limitations.

1.3   Focus of the study

1.3.1   Research questions (RQ, SQ1-SQ4, RI1-RI4)

This section frames the study in terms of the research question, four research sub-questions and related research issues (1.3.1). Justification will be provided (1.3.2), and delimitation set to place the boundaries for the research (1.3.3). Finally, the limitations of the study are acknowledged (1.3.4).

The fact that the financial industry is particularly affected by uncertainty and change (SwissBanking 2011) has already been mentioned. Exogenous pressures, for example regulatory frameworks, the ongoing debate about ethics and banking secrecy and the European debt crisis all influence the current and future transformation of the financial industry (Llewellyn 2010; McCormick 2011; Sachs & Rühli 2011; Xiao 2011). Switzerland, as an important financial center with its too-big-to-fail banks, represents an attractive subject for study, reflecting as it does global developments on a small scale. Leaders of Swiss banks are stretched in this challenging environment and their leadership is crucial to both their organizations and their stakeholders, e.g. employees, retail clients, small businesses, regulators (Parmar et al. 2010; Wood & Berg 2011).

The aim of this study is to examine in-depth the current state of Swiss bank leadership. The research question (RQ) developed is:

RQ: How do Swiss bank leaders understand and practice contemporary leadership as influenced by the transformation in Switzerland's financial industry?

'Understanding of leadership' is associated with leader mind-set or the basic assumptions about leadership of the bank leaders investigated (Freeman, Martin & Parmar 2007; Parmar et al. 2010). In the review of the literature, the theoretical foundation (e.g. stakeholder theory) is discussed. 'Practice of leadership' refers to the leader behavior which either compare to current forms of leadership (heroic or post-heroic leadership approaches) or which can be identified as new approaches to leadership (Bolden 2011; Fletcher 2004; Sachs et al. 2012). The existing forms of leadership are addressed in detail in the literature review. The research question (RQ) is split into four research sub-questions (SQ) that emerged from the literature review (cf. chapter 2):

SQ1: How do leaders understand leadership and what are their basic assumptions?

SQ2: How do leaders apply leadership?

SQ3: How does the financial industry transformation impact leaders' understanding and practice of leadership?

SQ4: How is leadership development informed by existing and potentially new approaches to leadership?

The operationalization is done through research issues (RI) to guide this study with distinct objectives. They evolved from the literature review and its findings and from the preliminary steps of the data analysis.

RI1a: Identify the basic assumptions of leaders toward an individual or a mutual notion of leadership and reveal further constituents.

RI1b: Detect further elements that represent contemporary leadership understanding.

RI2a: Examine the application of traditional or heroic forms of leadership as well as advanced or post-heroic forms of leadership.

RI2b: Reveal potentially new approaches to leadership.

RI2c: Describe contemporary leadership practice.

RI3: Identify the components of external influence on the leadership understanding and practice emerging from the transformation in the Swiss financial industry.

RI4: Identify components and practices that assist leadership development in implementing existing and potentially new forms of leadership.

In the context of a financial industry in transformation, the empirical results report the investigation and identification of understanding and practice of contemporary leadership of the leaders in a major Swiss bank. In the following sub-section, the rationale, contribution and significance of this study are addressed.

1.3.2 Justification for this study

This research aims to deliver a revelatory insight to leadership understanding (leader mind-set) and leadership practice (leader actions) of leaders in a major Swiss bank as well as to identify factors that affect contemporary leadership behavior in banking as influenced by a transforming financial industry. It is hoped that leadership development will benefit from these empirical results that can assist in the development of internal leadership and the advancement of external leadership curricula. Four rationales provide justification for this study following the recommendations of Perry (2013, p. 29) for thesis construction: (1) its contribution (*"importance and complexity"*); (2) its uniqueness (*"novelty"*); (3) the methodology applied (*"acknowledgement"*); and (4) the value of the findings (*"usefulness"*).

One, the aim is a *practical contribution* to the development of new narratives for leadership and guidelines with good practices, as proposed by the research project 'Towards New Narratives of Leadership' of the Institute for Strategic Management and Stakeholder View at the University of Applied Sciences in Business Administration Zurich, Switzerland (Sachs et al. 2012). One form of improving and disseminating values and attitudes among leaders are leadership and talent programs (Bass & Bass 2008; Yukl 2012) so a further practical contribution is made with the research findings that can be used to enhance the design of leadership programs, improving and deepening the relevant topics. Talent development in the Swiss bank investigated (UBS) is planning to expand the mind-sets of its leaders with guidance reflecting theory and practical experience. Senior experts in UBS leadership development have supported this study and its aspiration to advance leadership at UBS. They have expressed great interest in the answers posited to the research questions and confidence in the potential of the outcome to foster leadership at UBS. The findings may also inspire the leadership development departments of other banks or academics to continue with similar research. The intention is thus to *contribute empirically* with the

analysis of a case study that may inform not only an internal approach to contemporary leadership, but also *"practice-oriented teaching"* (Sachs et al. 2012, p. 10). In addition, by developing a case-based framework of contemporary leadership understanding and practice, encompassing the attributes of existing, advanced and potentially new forms of leadership, the aim of the thesis is to *contribute theoretically* to the discussion on stakeholder-oriented leadership (Freeman, Martin & Parmar 2007; Parmar et al. 2010; Sachs & Rühli 2011).

Two, the literature review has revealed gaps in the empirical research on the application of leadership forms, particularly in fluctuating organizations (Bolden 2011; Denis, Langley & Sergi 2012; Fletcher 2004; Schneider 2002). This means that an *original contribution* to the understanding of contemporary leadership behavior in banking is possible since the financial industry has not been the focus of such a survey to date. Moreover, the review of Denis, Langley and Sergi (2012) has pointed out that dynamic leadership research will benefit from further case research. The UBS is a revelatory and unique case (see Yin 2009) offering a rich description of the current state and development of understanding and practice of leadership in a major Swiss bank. The *relevance and significance* of this research for academia and the public is thus substantiated by the opportunity to investigate in an environment previously inaccessible.

Three, the qualitative case study used in this thesis is an appropriate design for leadership research (Denis, Langley & Sergi 2012; Denis, Lamothe & Langley 2001). Its methodological rigor and empirical significance are assured, and a starting point for further quantitative confirmation is provided by this qualitative case.

Four, the empirical results and findings on the understanding and application of leadership are of value to scholars and practitioners, since bank leadership is crucial to many stakeholders. A qualitative investigation of the mechanisms of leadership in different organizational units and management levels in the context of industrial change provides an enhanced analytical comprehension of the issues of leadership and is suitable for application in leadership development. Following this justification in light of its contribution to the body of knowledge on the topic of leadership, the following sub-section delimits the study.

1.3.3   Scope of the study

The scope of the study is delimited in terms of properties (e.g. study object, time, geography) and the steps taken are made transparent (Dale Bloomberg & Volpe 2012). Setting a feasible unit of analysis and use of the network and field access available were the main rationale for restricting the empirical part of this study to the Swiss financial industry and in particular to one major

Swiss bank. With 195,000 employees; 5,500 billion Swiss francs in assets under management in 2010 and its two top-ten ranked financial centers among 77 financial centers globally in 2012 (rank 5 for Zurich and rank 6 for Geneva), the suitability of Switzerland as a representative and accredited financial center is demonstrated (Long Finance 2012; SwissBanking 2011). The major globally operative Swiss banks with a 'too-big-to-fail' status and their leaders have special responsibilities (Xiao 2011). UBS AG in particular – one of these globally operative Swiss banks – required a government bailout with all this implies for the organization and its leadership.

It is therefore appropriate to concentrate specifically on UBS and its leadership at different hierarchical levels (junior, intermediate, senior) and two organizational segments, client-facing units with Swiss and international orientation. The scope of the study is focused on: Switzerland as a single country; the financial industry as a branch with its own conditions; one major bank as an individual case; and two segments out of a possible six as embedded units of analysis. Despite these delimiting factors, the case has wider validity as the issues examined are relevant to other large fluctuating organizations affected by changing economic and regulatory conditions in the wake of industrial transformation. Following the delimitation of the project scope the next subsection deals with the limitations of the research.

1.3.4 Acknowledgement of limitations

Circumstances that affect the strength of this study are to be recognized and mitigation measures discussed (Dale Bloomberg & Volpe 2012). This research entails a potential bias on the part of the researcher as an employee of the bank investigated and a potential risk for the participants interviewed. However, the fact that two different organizational units are compared, along with the guarantee of anonymity and confidentiality to the interview partners and their voluntary consent to taking part in the interview are intended to provide sufficient mitigation for these issues. Ethical clearance for the in-depth interviews with human participants was obtained from the Human Research Ethics Committee of the University of Southern Queensland USQ, in accordance with the Australian National Statement on Ethical Conduct in Human Research. An accurate methodology and the appropriate research ethics are critical and will be described in detail in the respective sections (cf. chapter 3). It should also be pointed out that this constellation has allowed field access that would otherwise be almost impossible.

Other limitations are inherent to a qualitative methodology. Since the researcher participated in the case selection, interviews and interpretation, the qualitative results also depend on the researcher and the findings may diverge, being of a subjective character (Zikmund 2013). Zikmund

(2013) urges caution when drawing qualitative conclusions, since deficits in result replication are possible. The sampling criteria and size, information saturation and redundancy are further moot points (Merriam 2009). To minimize the limitations of this methodology and ensure credibility, the case study requires inbuilt construct validity, external validity and reliability (Yin 2009, 2012).

Finally, the narrow basis for generalization is a common concern in case studies with no intention of statistically generalizing a sample to a population, as is done in quantitative studies (Yin 2009). Since the case does not represent a quantitative sampling unit, analytical generalization is to be applied (Nicholls 2009; Yin 2009). The empirical results are then integrated in a frame of reference (cf. sections 6.2 to 6.4), i.e. compared with prior theory and research (Yin 2009).

In this section, the research project has been delimited to the Swiss financial industry, focused on a major Swiss bank and leaders in two of its business units at three management levels. The limitations on scope and methodology have been addressed and mitigation measures suggested. The following section presents an overview of the research design and methodology used for the study.

1.4   Research methodology and design

1.4.1 Research strategy

This section provides an overview of the applied research methodology and design consisting of an inductive approach to theory and chosen qualitative strategy (1.4.1), qualitative study design (1.4.2), case research method (1.4.3), data collection (1.4.4) and data analysis (1.4.5). The first sub-section positions the research as founded on the researcher's basic assumptions.

The study's approach to knowledge, reality and method are specified in the *research paradigm,* expressing the underlying research philosophy and determining the research strategy (USQ 2012). This positioning requires the combination of three paradigmatic perspectives (Bryman & Bell 2007; Saunders, Lewis & Thornhill 2009): (1) Bank leaders are in interaction with this social set-up and construct a subjective view of reality. To view social reality as a continuing creation of individuals corresponds to the ontological orientation of *constructionism*. (2) Bank leaders are actors in this social set-up with unpredictable behavior and they relate to other stakeholders. This emphasis on individuals interpreting the world leads to the epistemological orientation of *interpretivism*. (3) The aim of this study is to understand the meaning and context of a defined social reality which is created by individuals, through in-depth investigation by an involved re-

searcher. Matching this approach to a set of relevant criteria, classifies its relation to theory as *inductive*. Finally, appraisal of the underlying research philosophy and the fundamental differences between quantitative and qualitative research strategies (Bryman & Bell 2007) results in the selection of a ***qualitative research strategy*** for this research project. How the research question will be approached is described in the next sub-section.

1.4.2 Study design

Based on the inductive approach to theory (Bryman & Bell 2007; Saunders, Lewis & Thornhill 2009) in accordance with the research paradigm established, the design used in this study integrates multiple perspectives including description, illustration, interpretation and exploration (Leedy & Ormrod 2012; Peshkin 1993; Yin 2009). As the aim is to explore and describe, no predicted or relational answers to the research question exist. The understanding of leadership and its applied forms are not pre-defined, so conditions for testing an hypothesis are not applicable (Punch 2011).

The investigation and understanding of individuals or groups as a phenomenon in a social world is the expression of the qualitative approach applied (Creswell 2007). The qualitative design is appropriate since the characteristics delineated by Creswell (2007) are applicable to this study: Namely, the research question is answered by a researcher using multiple data sources (interviews, documentation) in the field (major Swiss bank) with the aim of understanding a phenomenon holistically (leadership influenced by change) originating from individuals (bank leaders). The methods used to process the data collected, its analysis and interpretation are outlined in the following sections.

1.4.3 Research method

A single-case study design was selected with the aim of comprehensively understanding the phenomenon in its *"real-world contexts"* (Yin 2012, p. 4). Comprehending this phenomenon in-depth should provide a rich description offering meaningful knowledge about genuine actions (Yin 2012). To appreciate the change-induced understanding and practice of leadership among leaders in a major Swiss bank, in the context of the Swiss financial industry, is the justification for the use of this case study method.

Access to leaders in the major Swiss bank which is the focus of this study offers previously unattainable scientific insight; as well as the richness and uniqueness of UBS's experience in the financial crises, fulfill the requirements specified by Yin (2009) for a single-case study. To en-

hance the single case with an embedded case study design (Yin 2009), UBS leaders were investigated at three hierarchical levels and within two organizational units. Data sources and sampling issues for the case study will now be addressed.

1.4.4 Data collection

Primary and secondary data are used to strengthen the case study. Primary data was gathered from leadership interviews conducted specifically for this study, while the secondary data originated from documentation initially assembled to answer other leadership queries at UBS (Bryman & Bell 2007; Saunders, Lewis & Thornhill 2009; Zikmund 2013). The research issues (RI) are addressed in the interviews with leaders of different ranks and deployment. UBS documents containing information referring to leadership understanding and practice permitted reflection on the results of the primary data collection to identify similarities and differences. A series of focused and semi-structured interviews with leaders was conducted to establish the case using an interview guide that includes informed questions (Yin 2009). In two pre-test interviews, the intended setting was tested and the interview guide adjusted. Finally, the twelve interviews with UBS leaders provide insight into contemporary leadership understanding and practice as influenced by the transformation of the Swiss financial industry.

Since one specific case with two embedded organizational units is described, the target population consists exclusively of UBS leaders. These leaders are selected from two client-facing business units providing Wealth Management services to clients in Switzerland, respectively to international clients. They are at particular management levels, meaning: junior level or managers of teams, intermediate level as managers of managers and senior level as managers of departments. Two leaders per management level, from both the Wealth Management Switzerland unit and the Wealth Management international unit, are included in the sample. Being a member of management in one of these organizational units corresponds to the sampling type of 'criterion', whereas building such sub-sets is revealing differences and relates to the sampling type of 'stratified purpose' (Miles & Hubermann 1994). Together they define the sampling strategy for the interviews. To choose the interview partners for the sample described, a 'chain' or 'snowball' sampling strategy was applied where managers, experts and interview participants were asked to suggest interesting leaders to be interviewed (Miles & Hubermann 1994). Research ethics were adhered to consistently by the researcher, ensuring anonymity and confidentiality for the interview participants.

A controversial debate as to the number of interviews required continues among scientists (see Kvale & Brinkmann 2009; Lincoln & Guba 1985; Merriam 2009; Patton 2002; Perry 1998). However, the number of interviews is related to the purpose of the study, to allow a response to the research questions (Merriam 2009). In qualitative research, the emphasis lies rather on a rich description of the case than on the size of the sample (Patton 2002). With a minimum of two interviewed UBS leaders per management level, the case presented here consists of twelve in-depth interviews on contemporary leadership understanding and practice as influenced by financial industry transformation (RQ). The number of interviews undertaken for this case is common in interview studies (see Kvale & Brinkmann 2009) and the question of saturation discussed in the methodology chapter. The availability of interview participants, as well as the time and cost restrictions for a dissertation project, had to be taken into consideration. The analysis of the data collected is summarized in the next sub-section.

1.4.5 Data analysis

The analytic strategy and design as the basis for the data analysis (cf. 3.5.1) depicted in an analytic framework (cf. figure 3.5) is supported by the theoretical framework (cf. figure 2.7) and the design framework (cf. figure 3.6) of this study (see Yin 2009). The findings developed from the empirical process guided by the research question offer theoretical orientation for further research as well as being suitable for analytical integration in related theories (Merriam 2009; Yin 2009). The data analysis builds on the theoretical proposition, so the first of four generic strategies for developing findings from theoretical propositions entailing research questions and literature review is applied (Yin 2009). The analysis process involves within-case analysis for holistic data evaluation, establishing data structure and generating rich description of the phenomenon as well as a cross-case analysis including the embedded cases and management levels to strengthen the case (Ayres, Kavanaugh & Knafl 2003; Eisenhardt 1989; Yin 2009). Data reduction, data display and conclusion drawing / verification are key elements in the analytical process (Miles & Hubermann 1994). Its operationalization are data coding, categorization, pattern identification, networks (co-occurrence) and comparison (Creswell 2009; Punch 2011), followed by various procedures and templates allowing data representation that is integrated, meaningful and consistent (Gioia, Corley & Hamilton 2012; Langley & Abdallah 2011; Miles & Hubermann 1994; Punch 2011). In addition, the use of analysis software (i.e. ATLAS.ti) with coding, reporting and search functions allows methodical data analysis and the detection of co-occurrence to build networks, but prevents early-stage interpretations (Merriam 2009; Sachs et al. 2012). With the

description of the data analysis, the introductory section on methodology is concluded. Chapter 1 will now be completed with closing remarks.

1.5   Conclusion

The report is framed in this introduction. The thesis outline summarizes the structure consisting of six chapters: Namely, introduction (chapter 1); literature review (chapter 2); methodology (chapter 3); results part one (chapter 4) and part two (chapter 5) as well as the discussion and conclusions (chapter 6). The initiation of the research is explained in the background section which points out the uncertainty and change impacting today's business leaders. Further, the financial industry's particular concern with transformation is addressed and the resulting responsibility of bank leadership accentuated.

Based on the background and literature review, the research question (RQ), split into four research sub-questions (SQ), and their operationalization in research issues (RI) is presented. The aim of this study is to identify constituents of contemporary leadership understanding involving individual or mutual notions as basic assumptions, practices that follow heroic, post-heroic or new approaches to leadership, the influence of the financial industry and then implementation measures for leadership development.

The unique and revelatory insight of the research together with its contribution to the body of knowledge while addressing gaps has been justified. The scope of the research has been restricted to the Swiss financial industry and in particular to the major Swiss bank, the UBS, for reasons of feasibility, relevance and appropriateness. Limitations in scope, methodology and analytics have been recognized and measures for mitigation proposed.

Finally, a qualitative approach founded on a research philosophy that combines interpretivism, constructionism and inductive relation to theory (Bryman & Bell 2007; Saunders, Lewis & Thornhill 2009) has been selected to respond to the research question and its issues. To understand the real-world phenomenon of contemporary leadership in a major Swiss bank, a single-case study with two embedded units and three management levels have been subset and justified (Yin 2009, 2012). The process of data collection and data analysis has been outlined. A sound basis thus exists to proceed with the literature review in the next chapter.

Chapter 1 Introduction

Chapter 2 Literature review

Chapter 3 Methodology

Chapter 4 Results – Part 1

Chapter 5 Results – Part 2

External influence
(SQ3)

Leadership understanding
(SQ1)

Leadership application
(SQ2)

Leadership development
(SQ4)

Embedded cases (Swiss unit, international unit)
Management levels (managers of teams / managers / departments)
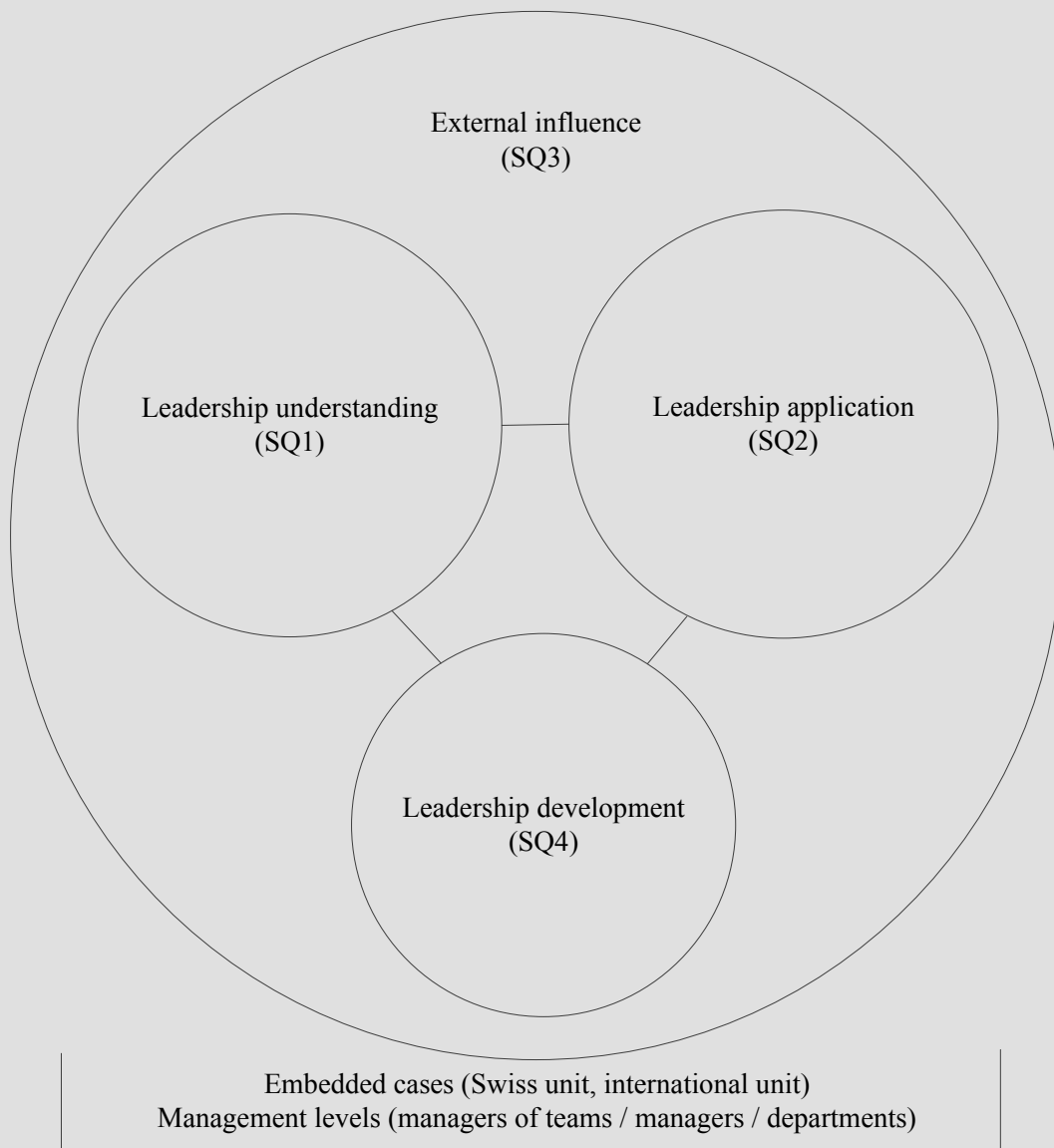
Chapter 6 Discussion and conclusions

2 Chapter 2 Literature review

2.1 Introduction

The previous chapter introduced the topic and provided an outline as well as the background to the research on contemporary leadership understanding and practice. The purpose of this chapter is to review the literature by identifying the parent theories, acknowledging prior research and indicating development in the body of knowledge. Further, gaps are identified in order to determine the guiding questions and establish the theoretical framework. Figure 2.1 depicts the structure of chapter 2 which contains the literature review for this study.

Figure 2.1: Outline of chapter 2

Chapter 1 Introduction	2.1 Introduction
Chapter 2 Literature review	2.2 Nature of leadership
	2.3 Heroic leadership approaches
Chapter 3 Methodology	2.4 Post-heroic leadership approaches
	2.5 Stakeholder Theory
Chapter 4 Results – Part I	2.6 External influence on leadership
	2.7 Leadership development
Chapter 5 Results – Part II	2.8 Gaps
	2.9 Theoretical framework
Chapter 6 Discussion and conclusions	2.10 Conclusion

Source: developed for this research

The introduction (2.1) provides an overview of the second chapter's content. The reviewed body of knowledge covers leadership (2.2 to 2.4), stakeholder theory (2.5), external influence on leadership (2.6) and leadership development (2.7). Gaps are addressed in section 2.8 and the theoretical framework is developed in section 2.9. The literature review is concluded in section 2.10. Following this outline of chapter 2, the next section introduces leadership.

2.2 Nature of leadership

This section conceptualizes and defines leadership as the parent theory for this study. Leadership theory has existed for a millennium although it was only in the 20th century that social science began to discuss it seriously (Black 2006). Scientific research has examined effectiveness, traits, behavior, situational aspects and questions of power in relation to leadership (Yukl 2012). Moreover, leadership theories focus on various units of analysis, for example the individual, the relationship (leader-follower), the organization or stakeholders (Avery et al. 2004). In contrast, the split of leadership into single components has been questioned and an integrative approach proposed (Avery et al. 2004).

Developments in leadership research over the last decades show that leadership is a multifaceted phenomenon, whereby a common understanding of leadership has not been agreed upon among scientists and various definitions of leadership exist (Avery et al. 2004; Bass & Bass 2008; Day 2011; Northouse 2012; Yukl 2012). Leadership definitions have developed considerably over the past decades, from the functional approach of execution of office towards a multitude of concepts involving personality, group, organization and process. The purpose too has changed, from 'coercing the leaders will' to achieving common objectives. Furthermore, domination as the key concept of leadership has been replaced by influence. On the other hand, a repeated pattern in leadership definitions of the 20th century is the individual notion of leadership, meaning an individual who influences followers based on the characteristics and behavior of that single leader. This approach was first questioned in the 21st century with the claim that various individuals can be engaged in leadership simultaneously (Yukl 2012). Leadership definitions remain inconsistent but two definitions of leadership form the foundation of this study:

> *"Leadership is a process whereby an individual influences a group of individuals to achieve common goals"* (Northouse 2012, p. 5) and

> *"Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives"* (Yukl 2012, p. 23).

Figure 2.2 provides an overview of the roots and notions of leadership definitions but does not claim to be in any way comprehensive. The temporal timeline of leadership attributes is enhanced with the political and economic events that occurred in parallel. A certain degree of cultural influence on leadership concepts also has to be acknowledged, since this study is delimited to the Germanic European cluster comprising the geographic area of German-speaking Switzer-

land which, however, is not related to ethnicity since the historical development of Switzerland was *"as nation of will"* (Weibler & Wunderer 2007, pos. 8172).

Figure 2.2: Temporal development of leadership definitions

Development in politics and economy	Time frame	Model of leadership (attributes defining leadership)
	Ante 20th century	• Rank (position) and formal execution of duty in focus of defining leadership
• Industrialization • Global Competition • First World War	1900-1929	• Great Man (1900s), Scientific Management / Taylorism, Fordism (1920s) • Command and control imposed, impressing the leader's will • Dominating leader behavior questioned
• First Great Contraction (Great Depression) • Second World War	1930s	• Influence replacing domination in leadership • Leadership becoming a process involving leader, group and common direction
	1940s	• Emphasis on domination (command and control) in leadership further decreasing • Group approach in leadership emerging
	1950s	• Group approach continued, explaining leadership with leader action in groups • Common goal achievement fostered through relationship
• Cold War • Societal advancement	1960s	• Leadership understanding further developed towards realizing shared goals with people influenced by leadership behavior
	1970s	• Transfer from group to organizational behavior approach • Decreasing consistency and reasons for defining leadership / simplicity and nonchalance in thinking • Mixing leadership and leader as well as similarity of leadership and management • Appearance of transactional approach (e.g. Burns 1978)
• Globalization • Thatcherism • Post Cold War • Economic growth in Japan and West-Germany • Bush administration (89-93)	1980s	• Impressive number of publications on leadership with various leadership definitions • Conversely. persisting uncertainty among scholars to define leadership • Divergent concepts: (1) meeting leaders demands, (2) goal achievement, (3) blending leadership and management, (4) influencing, (5) revival of traits, (6) transformational leadership
• Capitalism • German reunification • New Labour (Blair) • European Union	1990s	• No common understanding persists • Reiteration of traits, skills and relations • Further debate on leadership and management
• Terrorism / Fundamentalism • Second Great Contraction / Subprime and financial Crisis, European Dept Crisis	21th century	• Dispute on defining leadership as a function (role based) or a process (pattern of relationship) • Discussion launched that various individuals can take on a leadership role (e.g. plural leadership)

Source: adapted from Bass and Bass (2008); Grint (2011); Northouse (2012); Rost (1991) and Yukl (2012) including Burns (1978)

The review of how leadership has been defined leads to five definitions for this study, namely: (1) leadership definition, (2) theoretical lenses, (3) definition of the leader's mind-set, (4) meaning of values, and (5) perspective on leadership and management.

One, following the considerations of various authors (Avery et al. 2004; Northouse 2012; Yukl 2012), the term '*leadership*' in this study is viewed as

> *a process covering influence applied by leading individuals occurring at different levels such as individual, dyadic, group, collective, structural and organizational, as well as aiming to achieve a shared objective.*

The process approach allows for influence on and interaction between individuals as well as the practice of various roles involved with leadership while rejecting a narrow definition based on personality, function or singularity (Northouse 2012). Furthermore, it opens 'the opportunity *to lead'* to all implicated individuals irrespective of formal assignment (Northouse 2012; Yukl 2012). The occurrence of leadership is not limited to a specific setting, i.e. people and systems will be influenced by commonality in purpose and joint achievements (Northouse 2012). Yukl (2012) echoes the need for a broad definition of leadership to detect aspects other than those expected by a focused view on leadership.

Two, in line with a holistic and mutual understanding of leadership, a broad view is applied in this study and leadership topics are organized along two main theoretical orientations (parent theories) namely heroic (traditional) and post-heroic (advanced, dynamic) approaches to leadership. Their appropriateness for the study is discussed in the following sections (cf. 2.3 and 2.4).

Three, the mind-set of leaders is interpreted in terms of cognitive heuristics comprising implicit theories about leadership and guiding their beliefs and attitudes as well as attributes and behaviors (Rühli et al. 2015; Taylor & Gollwitzer 1995; Weibler & Wunderer 2007). So basic assumptions about leadership are defined as beliefs and attitudes on business conduct providing a foundation for leadership.

Four, values represent a basic set of beliefs about true and false approaches driving behavior requiring consistent application (George et al. 2007; Northouse 2012; Yukl 2012).

Five, the degree of overlap between leadership and management is a subject of controversial academic debate. Certain researchers claim a clear distinction and exclusivity (Bennis & Nanus 1985; Zaleznik 2004), whereas others focus on process or function (Kotter 1990; Mintzberg 1973; Rost 1991) and some treat them as similar or integrative roles (Northouse 2012; Yukl & Lepsinger 2005). Yukl (2012) argues that the constituents of leadership should emerge from empirical research, so *no pre-defined* distinction between leadership and management is applied in this study. However, the empirical results of this research show that the balance between leadership and management is an important aspect of the interviewed leaders' understanding and practice of contemporary leadership (cf. 4.2.4 and 6.2.1). Having elaborated on the nature of leadership, the approach to heroic leadership as the first of two theoretical lenses will be discussed in the next section.

2.3   Heroic leadership approaches

2.3.1   Traditional leadership understanding

This section presents the traditional or heroic approach to leadership introducing the traditional understanding of leadership (2.3.1), addressing the individual level (2.3.2) and integrating the situation (2.3.3). The section is concluded with a summary on heroic approaches (2.3.4).

The understanding of leadership developed in the traditional theories is related to organizations with clear boundaries, a vertical hierarchy and managers relying on authority (Schneider 2002). Such a persistent environment provides organizational stability and leader control through structures and standards grounded on a leadership understanding that *"is characterized as mechanistic, linear, predictable"* intended to mitigate uncertainty (Barker 2001, p. 485). According to Bolden (2011, p. 251), these heroic forms of leadership entail the *"attributes and behaviors of individual leaders"*. Key variables of such leader characteristics are described by Yukl (2012) including, for example, a leader's personality, competences and mind-set (values, attitudes, assumptions). The literature categorizes several approaches to representing heroic leadership, namely: traits, skills, behavior, style, and situational, transactional or transformational (Avery et al. 2004; Bass & Bass 2008; Bolden 2011; Northouse 2012; Yukl 2012). However, the treatment of heroic leadership in this study is not limited to a particular form of leadership, for instance charismatic personalities denoting heroic leaders (e.g. 'Great Man Theory' by Thomas Carlyle in 1840), charismatic leadership (see Bass & Bass 2008; Northouse 2012) or a predominant characteristic like 'heroism' as described by Morrow (1999). Rather the development of heroic leadership, groups of leadership approaches (e.g. individual level) and the influence on followers are addressed.

In the following sections, the main heroic leadership approaches are discussed, and they are then used as references to formerly developed theory, in order to analyze the qualitative empirical results of the study (cf. chapter 6).

2.3.2   Individual level approaches

Traditional leadership focusing on the individual level covers three approaches, namely *traits* (paragraph a), *skills* (paragraph b) and *behavior or style* (paragraph c).

a. Traits approach. The systematic research on leadership started with the traits approach. It initially focused on the characteristics of great leaders in social, political and military life, which it was believed were native qualities that set apart leaders from workers (Northouse 2012). This

universal notion of leader personality was questioned by Stogdill (1948). On the basis of a meta-study, he claimed that a flexible set of traits contributes to leadership in different ways. Although defining a standard through the recognition of outstanding traits is a strength of the traits approach, its conclusive definition, a biased interpretation of traits, the lack of explanation (how, why) and the disregard of context are notable weaknesses (Northouse 2012; Yukl 2012).

b. *Skills approach*. The skills approach is another heroic approach to leadership that again emphasizes the individual leader, whereby the fixed personal characteristics of traits are replaced by skills (abilities, talents) and competencies (combination of traits and skills) that leaders assume and expand (Northouse 2012; Yukl 2012). According to Yukl (2012), successful leadership requires technical as well as cognitive and interpersonal skills. Figure 2.3 depicts the leader-based characteristics of leadership.

Figure 2.3: Leaders' traits and skills
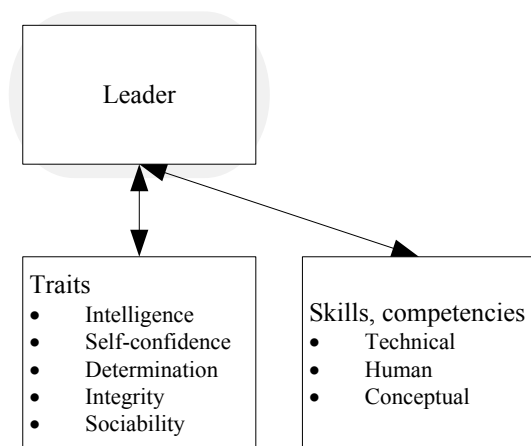
Source: developed for this research, content based on Northouse (2012, pp. 23, 45)

The skills approach includes diverse leadership competencies that are trained in leadership programs, but a certain set of skills in a particular context may not fit in another leadership situation (Northouse 2012; Yukl 2012). The ongoing controversial debate on the uniqueness and relevance of competencies combining the appropriate traits and skills is echoed by Yukl (2012).

c. *Leader behavior or style approach*. This approach addresses the evidence of leaders' traits and skills in practice, with an emphasis on leader activities as represented by task orientation or relationship orientation (Avery et al. 2004; Northouse 2012; Yukl 2012). This means that the leader combines task behavior, related to the objectives to be accomplished (instrumental leadership), and relationship behavior including interaction with followers (supportive leadership) to influence them on their way to goal achievement (Avery et al. 2004; Northouse 2012; Yukl 2012).

Figure 2.4 depicts this expansion of the leadership definition towards leader action and follower inclusion.

Figure 2.4: Leaders' style or behavior influencing followers
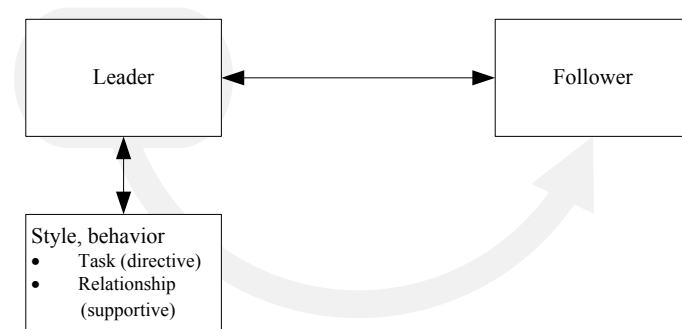
Source: developed for this research, based on Northouse (2012) and Yukl (2012)

Yukl (2012) summarizes task orientation as planning, clarifying and monitoring actions, whereas relationship orientation embraces supporting, developing and recognizing behaviors. Furthermore, this is a single leader-based transmission activity, with the followers at the receiving end guided by the leader (represented by the grey arrow in figure 2.4). The style or behavior approach is criticized for failing to define a comprehensive style or a set of leadership behaviors which could be consistently applied, and for not demonstrating a connection between task and relationship behavior with regard to results; and it also only provides a vague differentiation among them (Avery et al. 2004; Northouse 2012).

2.3.3   Contingencies: integrating the situation

Prior leadership research assumed that trait or behavioral approaches are *universal*, meaning that leader action progressively influences how followers operate and are kept satisfied in every context, but robust evidence was never produced (Yukl 2012). The emerging discussion in leadership research on the integration of context is represented by *contingency theories* (paragraph a) and the *situational approach* (paragraph b).

a. Contingency theories. In the mid-1960s, contingency theories, which address the phenomenon that the effect of trait or behavioral approaches to leadership change in different contexts, emerged (Yukl 2012). The contingency approach can be described as the fit of leader action represented by a specific style of leadership to a situation in a particular structural setting (Northouse 2012).

Fiedler (1967) depicted a model of contingent leadership in a most comprehensive way incorporating diverse levels and sources (Ayman, Chemers & Fiedler 1995). His contingency approach

integrates a leader's style in task orientation (goal achievement) or relationship orientation (interpersonal links) in a framework with situational factors – task complexity, satisfaction of members with their leader and degree of prescribed authority – to determine how favorable a leader-follower situation ensues (Northouse 2012). Yukl (2012) describes other forms of contingency theories namely: 'path-goal theory', i.e. the effect of leader behavior depending on the situation; 'cognitive resources theory', i.e. interaction of leader traits such as intelligence or experience with a particular context; and leader behavior and situation or multiple-linkage model, i.e. leader behavior and situation mutually affecting the outcome of follower or team efforts. Figure 2.5 depicts the leader-match to appropriate organizational situations.

Figure 2.5: Contingency theories: matching leadership style and organizational situation
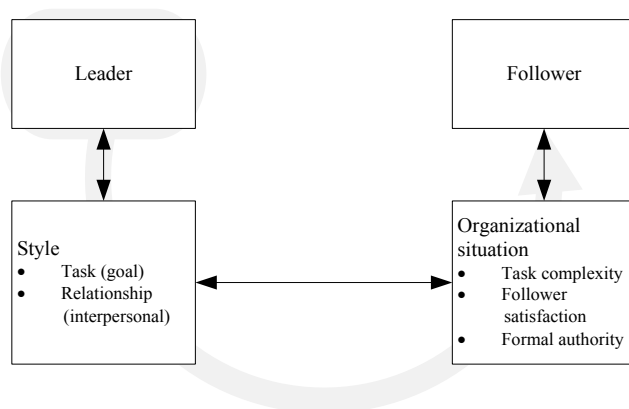
Source: developed for this research, based on Avery et al. (2004), Northouse (2012) and Yukl (2012)

Northouse (2012) briefly summarizes the contingency approach with job success requiring a leadership style that matches a situation, whereas a leadership style that is not appropriate in a particular context may cause failure. Contingency theories have extended the focus of leadership beyond the leader as an individual with personal traits and behavior to include situational aspects, but are questioned because they fail to provide reasons for why certain combinations cause positive effects on follower or group satisfaction and performance (Avery et al. 2004; Northouse 2012).

b. Situational approach. Applying appropriate leadership behavior to diverse situations is another approach to matching a leader's style with the requirements of a particular context (Northouse 2012). As with other contingency theories, the description of the leadership style is composed of task-oriented (directive) or relationship-oriented (supportive) behavior, but the step of adapting it to the level of the follower's capability and dedication (development level) in an individual context is an enhancement (Northouse 2012). This inclusion of the situation as a third dimension

with a link to the human environment was the key contribution of Hersey and Blanchard (1969). In the situational model, the leader first assesses the situation of each follower regarding the task to be completed, the required skills as well as the motivation to perform; and secondly, the leader adjusts the leadership style (e.g. directive, coaching, supporting, delegating) to the development level identified for each follower (Northouse 2012). Figure 2.6 depicts the leader match to situations appropriate for individuals.

Figure 2.6: Situational approach: matching leadership style and human environment
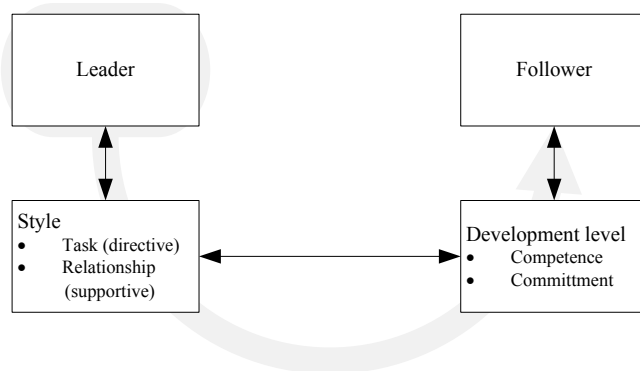
Source: developed for this research, based on Avery et al. (2004), Northouse (2012) and Yukl (2012)

The strong points of situational leadership are its frequent usage in leadership training and practice, its practicability and its prescriptive nature (Northouse 2012). However, little research has been done on the model's validity or the implied performance improvement; and its ambiguity in conceptualizing the development levels and blurred distinctions between the individual and group have drawn criticism (Avery et al. 2004; Northouse 2012). The next sub-section concludes the discussion of traditional leadership.

2.3.4 Summarizing heroic approaches to leadership

The central function of the individual leader is posited by the trait and the style approach. According to Avery et al. (2004), the disregard of followers and situation in such a view of leadership is a major deficiency. Despite the advance from an universal notion of leader personality (Northouse 2012) towards a style-context fit with contingency and situational approaches, *"a leader-centric focus"* is still assumed (Avery et al. 2004, p. 86). So they substantiate the *individual notion* of heroic leadership approaches. Furthermore, they are based on the assumption that the long-term orientation of a leader's style and the ability of the leader to control the situation are crucial, which means a *stable environment* is required to apply these approaches (Avery et al. 2004; Barker 2001). However, uncertainty has increased in the contemporary business environ-

ment, restricting an individual's ability to control a situation and thus limiting the appropriate use of contingent leadership theories (Avery et al. 2004).

Finally, the aim of this research is not to advance heroic approaches of leadership, but to use them as a frame of reference in the new and dynamic context of this study that focuses on the leadership environment of a major Swiss bank undergoing sweeping changes. A potential heroic mind-set of the bank's leaders will be identified based on *their basic assumptions about leadership (SQ1)* if these emphasize an individual notion. A comprehension of the classifications of traditional leadership forms is important when examining *the current application of leadership (SQ2)* of these bank executives. Further developments and related criticism of a leader-centric approach are discussed in the next section on post-heroic leadership.

2.4 Post-heroic leadership approaches

2.4.1 Dynamic leadership emerging from organizational change

This section presents the advanced or post-heroic approach to leadership to explain the dynamic leadership that emerges from organizational change (2.4.1), the paradigm shift to post-heroic leadership (2.4.2), various forms of post-heroic leadership such as distributed leadership (2.4.3) and leadership in teams (2.4.4). The section is concluded with a summary of plural forms of leadership (2.4.5).

Advances in technology and the impact of globalization are sources of rapid external change that force organizations to adapt constantly, while at the same time the increased knowledge orientation of the information age requires extended forms of leadership (Pearce 2004; Schneider 2002; Uhl-Bien, Marlon & McKelvey 2007). The consequences of a changing environment on organizations and on leadership are examined by Schneider (2002). This journal article identifies the demand for multidimensional organizational forms, and questions the concept of authority proposed in the traditional leadership literature. Schneider (2002) suggests further investigation of leadership behavior in fluctuating organizations. This suggested an in-depth examination of a fluctuating organization such as UBS, a major Swiss bank, with regard to the *current application of leadership of its executives (*SQ2) with an emphasis on the forms of leadership (leader action) they currently use.

2.4.2 Paradigm shift to post-heroic leadership

The dynamics of organizational change and the shift towards knowledge-orientation have led to a questioning of the traditional or heroic models that rely solely on the notion of individual-

oriented leadership (Pearce 2004; Uhl-Bien, Marlon & McKelvey 2007). Eicher (1997, p. 5) describes the emerging role of a *"post-heroic leader"* as someone who does not lead in a hierarchical environment, but from the center of a stakeholder network, with the focus on influencing and connecting to achieve the goals. The post-heroic approach to understanding leadership is taken up again by Fletcher (2002), who challenges the established ways of thinking namely: (1) the who of leadership is re-envisioned and the supremacy of individual leader success questioned; (2) the what of leadership is posited as a group approach with collective actions and mutual influence; (3) the how of leadership, she proposes, requires responsiveness and the capability to build relations. Fletcher (2004) expands on the phenomenon of post-heroic leadership. She claims that a shift towards a reduced individual and an increased shared form of leadership needs to be accepted in order to change organizations and adapt to the contemporary knowledge-intense mode of business. Moreover, leadership interactions should be mutual and bi-directional. In contrast she claims that excessive self-interest and exaggerated self-confidence *"contributed to scandalous corporate behavior"* (Fletcher 2004, p. 656). Therefore, a change in leaders' basic assumptions about leadership is required, but such a shift is as yet tentative and the accustomed behavior of these leaders is potentially stronger. Fletcher (2004) remains at a theoretical level and emphasizes the need for more theoretical analysis, without providing further directions for empirical research. The shift from heroic to post-heroic forms of leadership has also been taken up by educational researchers. Lashway (2003), for example, deals with the conclusions of prior research, questioning task completion by a single leader. Oduro (2004) emphasizes the need for leaders' ability to manage complexity and challenge which entails the need to overcome dependency on a particular leader. Moore Johnson (1997) claim that leadership does not emerge from an individual understanding of leadership cultivating the capacity of a single person, but rather denotes a group activity.

In brief, there is a broad body of research available on post-heroic forms dealing with school leadership. Hence a gap does exist in the empirical investigation of *the application of post-heroic leadership (SQ2)* in a business environment such as the financial industry; a gap which this study intends to tackle. According to Denis, Langley and Sergi (2012), emerging research is attempting to transcend the traditional, heroic views of leadership. Furthermore, current developments show that leadership is moving to a more *"holistic view"* (Avolio, Walumbwa & Weber 2009, p. 442) and is being spread across organizational units. The development of vertical leadership (e.g. delegation) is addressed in the next sub-section which deals with distributed leadership, whereas horizontal or lateral leadership relating to teams is detailed in a following sub-section. Finally,

the concluding summary of plural forms of leadership offers an integrated view of this dynamic and post-heroic shift in leadership. However, as this literature review does not aim to provide a comprehensive discussion, only the major existing forms of advanced leadership are included.

2.4.3 Distributed leadership

According to Bolden (2011), the increasing awareness that individual leadership is not perfect in all circumstances has shed light on the growing emphasis on informal, emergent, collective or distributed leadership in educational leadership research. In these approaches leadership should be disconnected from hierarchy and a less formalized approach applied. This is echoed by Gordon (2010) who argues that boundaries between leaders and followers is becoming blurred and that leadership is independent of function and level. Gronn (2000) describes it as a holistic and systemic understanding of leadership, whereby the focus is on *"concertive action"* (p. 423) and conjoint agency rather than the aggregation of individual contributions and individual agency.

Distributed leadership is a concept that has emerged at the beginning of this new millennium and is a further effort to progress beyond heroic leadership (i.e. individual leader skills and activities) towards a universal form of leadership with a collaborative approach and the mutual interaction of various stakeholders (Bolden 2011). This form of distributed leadership involves the collaboration of individuals seeking to achieve a common goal, the characteristics of which are summarized in table 2.1 and enriched with the business view.

Table 2.1: Characteristics of distributed leadership (DL)

Gronn (2002)			McBeath, Oduro and Waterhouse (2004)		
Approach to DL	Meaning	*Business examples**	Approach to DL	Meaning	*Business examples**
• institutionalized	organizational structure put in place	*committees*	• formal	designated, delegated	*project, functional lead*
• intuitively developing	close working relation development	*co-leaders*	• pragmatic	ad hoc	*task force, event*
• spontaneous	ad hoc combination for task performance	*task force*	• strategic	planned	*turnaround situation, succession planning*
			• incremental	experience development, top-down delegation	*deputizing, extended responsibility*
			• opportunistic	self-extending, bottom-up acquisition	*initiative, functional lead*
			• cultural	intuitive leadership	*teamwork*

*examples are applied to a business environment as opposed to the school environment of the referred studies

Source: adapted from Bolden (2011) and referenced literature

It has to be taken into consideration that according to Bolden (2011), the majority of distributed leadership frameworks are related to educational research, i.e. for application in a school environment, and their transfer to a business context requires further investigation – thus the research question examining the contemporary *application of leadership* (SQ2) and in particular post-heroic forms of leadership. The delegation of leadership, co-leadership and peer leadership are particular forms of distributed leadership which include subordinates and followers, and in which several individuals and not only formally assigned leaders exert leadership (Brown & Gioia 2002; House & Aditya 1997).

Another manifestation is the form of *dispersed leadership* where peers, followers or stakeholders are enabled *"to lead themselves and others"* based on a mutual understanding of leadership, which includes, for example, matching abilities, shared objectives and reciprocal liability (Politis 2005, p. 185). However, in extremely dynamic conditions and situations of disruptive change, for example in the internet and social media business, leadership may exclude lower levels and concentrate at the top of the organization, a situation described by Brown and Gioia (2002) as *distributive leadership*. Following the description of dispersed and distributed leadership as post-heroic forms of leadership, the next sub-section addresses leadership in teams.

2.4.4   Leadership in teams

In today's business environment, work is organized in teams and displays characteristics of co-operation (Morgeson, DeRue & Karam 2010). Teamwork is required in dynamic environments that include task complexity, various stakeholders, a wealth of information and rapid change, all leading to an increased demand for coordination and the understanding of leadership as a critical factor in team success (Zaccaro, Rittman & Marks 2001). Traditional leadership models emphasized the leaders' influence on a group of followers, the interaction between the leader and followers or positional leaders, while recent research seeks to define the relationship between teams and leadership in a broader sense, integrating follower actions and paying attention to the leader-team interaction (Morgeson, DeRue & Karam 2010; Zaccaro, Rittman & Marks 2001).

Furthermore, an expanded concept of *team leadership* goes beyond individual characteristics observed in external or internal as well as formal or informal leaders, and includes emergent leadership among members of a group (Day, Gronn & Salas 2004; Morgeson, DeRue & Karam 2010). As mutuality in relations and collective actions in teams contribute to joint success, leadership arises from multiple sources in a simultaneous and dynamic manner, and is viewed as a

property of the system and the collective identity rather than an individual property or personal identity (Day, Gronn & Salas 2004; Morgeson, DeRue & Karam 2010).

The need for dynamic forms of leadership such as *shared leadership* is emerging in the team leadership literature. Self-leadership (i.e. self-direction, self-motivation) is a pre-requisite for individuals embarking on a path of shared leadership (Fitzsimons, James & Denyer 2011). These individuals share different leadership roles at a group level, and influence in the group is aggregated (Fitzsimons, James & Denyer 2011). Leadership exercised in a shared form means that influence is lateral with a dynamic and interactive approach within the peer group and involves reciprocal leadership aimed at completing group goals (Pearce, Conger & Locke 2008). This is slightly different to other forms of leadership with a stronger focus on vertical influence or a less dynamic process of influence.

In brief, shared leadership is summarized with the expression 'some people are following others' (Pearce, Conger & Locke 2008). Having described several specific forms of post-heroic leadership namely dispersed, distributed and distributive leadership as well as team and shared leadership as the basis for the research sub-question on the contemporary *application of leadership* (SQ2) the conclusion below integrates all aspects of advanced leadership by applying a plural perspective.

2.4.5 Plural forms of leadership

Denis, Langley and Sergi (2012) have reviewed the literature on plural forms of leadership. The notion of leadership as a phenomenon not exclusively connected to an individual, but related to conjoint agency and hence *"distributed or shared among different people"* (p. 2), is supported. Denis, Langley and Sergi (2012) divide plurality in leadership into four streams namely: 'sharing leadership for team effectiveness', 'pooling leadership at the top to lead others', 'spreading leadership across levels over time' and 'producing leadership through interactions'. Furthermore, they note the importance of a mutual understanding in this leadership discourse. Bolden (2011) too suggests investigating the relevance of plural forms like distributed or shared leadership in varying settings particularly beyond the educational context. With the aim of advancing perspectives on plural leadership, Bolden (2011) encourages further research on the questions of comparison, balance and emphasis of individual and collective aspects shaped by hybrid forms of leadership. Since there is hardly any study material available on the financial industry that examines forms of leadership which include a mutual and plural understanding of leadership or the development of hybrid applications, a gap in our knowledge of *how modern forms of leadership*

are applied (SQ2) in the context of a bank exists. It is important that we comprehend the classifications of advanced leadership forms when investigating their application by UBS's executives. A post-heroic mind-set of the bank leaders investigated is identified based on *their basic assumptions on leadership (SQ1)* emphasizing conjoint agency, i.e. a mutual understanding of leadership.

In conclusion, post-heroic forms of leadership are connected with a *dynamic environment* (Fletcher 2004; Pearce 2004; Uhl-Bien, Marlon & McKelvey 2007). Dynamic leadership in the case of UBS, as presented here, emerges from the complexity of leadership in a Swiss-based and globally-active bank forced to transform by a changing financial industry (cf. sections 1.2 and 2.6). An examination of the application of post-heroic forms of leadership rather than heroic forms appears to be of greater relevance, in light of the literature review. Following the presentation of heroic and post-heroic leadership as parent theories, the following section will address the supporting stakeholder theory.

2.5   Stakeholder theory

In the previous section, modern forms of leadership were discussed. These new models of plural leadership require mutuality in the leaders' mind-set or basic assumptions about leadership (Denis, Langley & Sergi 2012; Fletcher 2004). The theoretical foundation for a mutual understanding of leadership is drawn from stakeholder theory, which questions the individual notion of leadership as represented in the classic frameworks of capitalism or the theory of the firm (Freeman, Martin & Parmar 2007; Sachs & Rühli 2011). Moreover, a stakeholder orientation implies a leader mind-set or basic assumptions of leaders that include mutual value creation (Parmar et al. 2010). It also provides new narratives for addressing a complex corporate and industrial environment (Parmar et al. 2010). As stability in the organizational environment is increasingly being replaced by uncertainty and change, the Weberian concept of bureaucracy or the classic theory of the firm are being revealed as insufficient (Parmar et al. 2010; Sachs & Rühli 2011). The aim of stakeholder theory is to re-conceptualize the mechanism of creating value, the interrelation between capitalism and ethics and leaders' attitudes (Freeman et al. 2010).

The company's objectives influence or are influenced by any individual or group of stakeholders, so the stakeholder concept used in this study integrates internal (e.g. employees, superiors, vendors) and external (e.g. shareholders, regulators, press) stakeholders of the company in its considerations (Freeman 1984). Similarly, the different actors (e.g. leaders, employees, customers, suppliers, investors) with specific stakes influence how business is conducted and interrelate

to create value jointly, whereby leaders are responsible for managing these relations and dealing with any trade-offs that emerge (Freeman 1984; Freeman, Harrison & Wicks 2007).

In their conceptual essay on 'stakeholder capitalism', Freeman, Martin and Parmar (2007, p. 303) offer a fundamental critique of *"problematic assumptions in the current narratives of capitalism"* (pp. 304-7 describe five narratives of capitalism). While unveiling challenging issues of capitalism in their view, they propose a reframing of basic assumptions about how value is created and stakeholders are treated. The authors claim that self-interested, non-ethical business and competition are negative effects of capitalism which lead to the capturing value instead of creating value. To mitigate this issue, they propose a stakeholder-oriented framework for value creation embracing six principles namely 'stakeholder cooperation' (i.e. needs commonly fulfilled), 'stakeholder engagement' (i.e. stakeholders are integrated), 'stakeholder responsibility' (i.e. compensation for negative effects), 'complexity' (i.e. situational approach), 'continuous creation' (i.e. doing business creates value) and 'emergent competition' (i.e. emerging rather than prescribed options). The explicit disclosure of problematic assumptions and offering a response to negative effects foster the advancement of capitalist thinking. Freeman, Martin and Parmar (2007) limit their view by selecting specific issues and not offering a comprehensive review of the discussion on capitalism. They leave empirical evidence on stakeholder capitalism to further research. Consequently, the proposed *"opportunity for real leadership"* (Freeman, Martin & Parmar 2007, p. 312) is a call for action to business leaders that requires empirical investigation. The examination of *the current state of the basic assumptions of leaders (SQ1)* towards an individual or a mutual understanding is thus supported by the stakeholder theory of capitalism as a new narrative of leadership.

Not only does the capitalistic perspective of Freeman, Martin and Parmar (2007) provide a basis for stakeholder-oriented leadership with mutual notions in leader mind-sets, the extraction of convergences of ethical theories established by Jones, Felps and Bigley (2007, p. 137) emphasizes *"a concern for the interest of others, as opposed to self-interest"*. Based on this convergence, Jones, Felps and Bigley (2007) present a typology for stakeholder culture in companies with ascending collectivist behavior: the five types of cultures namely 'agency' (i.e. selfishness), 'corporate egoist' (i.e. dominant group), 'instrumentalist' (i.e. stakeholders as instruments), 'moralist' (i.e. ethical behavior, integrated stakeholders) and 'altruist' (i.e. genuine ethics and care) show the range of options for managerial decision-making. Jones, Felps and Bigley (2007) argue that stakeholder culture provides guidance in resolving conflicts between self-regarding and other-regarding leader conduct. There is no intention in this study to examine stakeholder culture

nor to expand the scope of this study with this concept, but rather to substantiate conjoint agency (i.e. a mutual understanding of leadership) once again. Furthermore, the typology presented and its mutuality scale assist in the empirical *examination of the basic assumptions (SQ1)* that guide leadership in the case of UBS (see also 6.4 on further implications for theory).

Besides the considerations about capitalism and ethics they use to describe stakeholder-oriented leadership, Sachs and Rühli (2011) also offer a perspective on how value is created in a mutual manner, which they term the stakeholder paradigm. They argue that leaders and how they understand their job as leaders shape a stakeholder orientation to a considerable degree. As a consequence, an understanding of leadership can be built on a multiple perspective of stakeholders. Sachs and Rühli (2011) assembled a leadership typology entailing four types of leadership namely self-performer (i.e. selfishness), shareholder value performer (i.e. dominant group), instrumentalist (i.e. stakeholder contribution) and mutual value creator (i.e. integrated stakeholders). Another mutuality scale which has been presented supports the *investigation of leaders' basic assumptions (SQ1)* with respect to an individual or mutual understanding of leadership (see also 6.4 on further implications for theory).

So far, it has been discussed that the leader mind-set and consequent leader actions are influenced by the leaders' basic assumptions (e.g. individual or mutual understanding) emerging from different narratives (e.g. classic frameworks of capitalism, stakeholder capitalism). Similarly, the internal environment (stable or dynamic) affects leadership understanding and practice as previously described (cf. 2.3.1 and 2.4.1). The following section adds the perspective of external influence on leadership.

2.6   External influence on leadership

The external environment, for example the political, economic or technological environment, influences business activities in various ways (Harrison & St. John 2010; Henry 2011). Forces of change such as globalization and crises impact all industries (Institute for Crisis Management 2012; Phatak, Bhagat & Kashlak 2009). Companies have to cope with an environment that is competitive, dynamic and uncertain (Kotter 2001; Yukl 2012). As outlined in the background section (cf. 1.2), the financial industry and the Swiss financial center in particular, remain under exogenous pressure due to global and European economic developments, from regulators, investors and clients. These changes in the macro-environment considerably affect business models (Fulmer, Gibbs & Goldsmith 2000) and require adaptation and leadership (Schneider 2002). According to Kotter (2007), leading such change and the way to do so is of vital importance, requir-

ing an adjustment to environmental transformation and alteration of business operations.. Yukl (2012) also emphasizes the necessity for leaders to act in a change-oriented manner. In the face of all the current uncertainty, volatility and complexity, the challenge of foreseeing changes in the external environment and adapting leadership accordingly may influence the form of leadership adopted by leaders (Beugre, Acar & Braun 2006; Milliken 1987). Teece (1998) advocates the innovation of a different approach to leadership which takes into consideration the criticality of knowledge management and dynamic leadership in an environment of instability and transforming organizations.

However, linking change leadership to the individual role of the leader whose task is to direct, align and inspire (Kotter 2001) is questioned by Ullah (2011), who rejects this causal relation and instead stresses the need to lead change collaboratively. But, little research has been done on how the external environment influences the forms of leadership applied. Beugre, Acar and Braun (2006) concentrate on the impact of the external environment on the emergence of transformational leadership, which is of a pre-defined nature and does not correspond to the inductive approach of this study. Elenkov and Petkova Gourbalova (2010) suggest further research on the impact of the financial crisis on leadership styles, especially in non-transition countries. This study is designed to address this gap in a qualitative manner, remaining open about the form of leadership applied. Accordingly, investigating *how the transformation of the Swiss financial industry impacts the leaders (SQ3)* will help to reveal the influence of the external environment on the contemporary leadership understanding and practice. *Finally,* to achieve traction in practice with the empirical results of this study on contemporary leader mind-set and action, leadership development as a 'driving belt' will be addressed in the next section.

2.7   Leadership development

Formal leadership training is used to implement and advance leadership in organizations, with the focus on enhancing leadership skills and behavior (Yukl 2012). UBS, a large organization and focus of this study, has established a 'business university' (corporate university) that offers leadership and talent programs. The impact of such training is determined by a sound concept including state-of-the-art learning goals, content and methodology (Yukl 2012). Bass and Bass (2008) also emphasize the usefulness and effectiveness of training and development. Although off-the-job training (classroom) is broadly used, to develop leadership in practice it is important to enhance it with interaction, transfer and on-the-job measures, for example coaching, networking or senior management involvement (Bilhuber Galli & Müller-Stewens 2012; Day 2000). Fur-

thermore, Day (2000) differentiates between two patterns of development: firstly, leader development focused on individual capabilities (intrapersonal, human capital) which is linked to traditional concepts of leadership; and secondly, leadership development with an emphasis on relationships (interpersonal, social capital), that is associated with an interactive approach and mutual understanding of leadership. Admittedly, advancing leadership development in order to address contemporary challenges (cf. 1.2 and 2.4), means that the individual leader's development needs to be connected with the leadership development approach (Day 2000). Day (2000) also encourages researchers to enhance leadership development by examining practices that contribute to better leadership. So this study will investigate *the influence of existing and potentially new approaches to leadership on leadership development (SQ4).* According to Bass and Bass (2008), training contributes to the improvement of leaders' attitudes. *Hence,* it is believed that the findings of this study will inform leadership development with guidance, creating awareness and assisting in the expansion of leaders' mind-sets (basic assumptions, values, attitudes) in a way that reflects the advancement of theories on leadership and practice described in the previous sections. A summary of the gaps discovered in sections 2.3 to 2.7 is presented next.

2.8   Gaps

The identification of gaps in prior research is a common procedure that is also questioned for extending the body of knowledge rather than challenging the fundamental theoretical assumptions (Alvesson & Sandberg 2011). However, the aim of this study is to focus on identifying gaps, due to the limited framework of a dissertation project. The literature review shows that a gap exists in the empirical research on the application of leadership and in particular post-heroic leadership in fluctuating organizations such as multinational enterprises (Bolden 2011; Fletcher 2004; Schneider 2002). Again, as presented in the review of Denis, Langley and Sergi (2012), dynamic leadership research requires and will benefit from further case research. Furthermore, the forms of leadership (e.g. single, plural, hybrid) that are applied (Bolden 2011; Gronn 2009, 2011) and the impact of financial crisis on the leadership styles (Elenkov & Petkova Gourbalova 2010) need further research. More research is also expected on the practices that enhance leadership development based on a mutual approach to leadership (Day 2000). The opportunity to address a gap in the research on *applied forms of leadership in a dynamic organization of the Swiss financial industry as affected by external change* is unique and original. This combination has not been investigated in such a way before. Subsequent to the identification of this distinct research opportunity, all aspects discussed in the literature review were integrated in the theoretical framework.

2.9   Theoretical framework

The theoretical framework is based on those disciplines, theories and concepts relevant for this study which support the identification of the problem (research question), the known (prior research), the unknown (gap spotting, research sub-questions) while informing data collection and data analysis (Merriam 2009). The underlying assumption of this theoretical framework is that financial crisis and the transformation of the financial industry in one way or another have influenced the understanding and practice of leadership. The interdependencies involved and what affected this phenomenon are examined. The literature review indicates four topics that are specifically related to the phenomenon of understanding and practice of contemporary leadership (RQ) namely: leadership understanding, leadership application, external influence and leadership development. Accordingly, the analytic process resulted in four research sub-questions (SQ) and related research issues (RI) for operationalization to address the identified gaps. A further outcome are the attributes describing the theoretical background taken from prior research. Table 2.2 depicts the integration of the literature review.

Table 2.2: Integration of the literature review

Topics	Research sub-question / related research issues	Theoretical background (attributes and sources of prior research)

Leadership understanding	*SQ1: How do leaders understand leadership and what are their basic assumptions?*
	
	• RI1a: Identify the basic assumptions of leaders toward an individual or a mutual notion of leadership and reveal further constituents.
	
	• RI1b: Detect further elements that represent contemporary leadership understanding.
		Individual notion as basic assumption
		• Narratives of leadership:
		   ○ Classic frameworks of capitalism as described by Freeman, Martin and Parmar (2007, pp. 304-9) namely: labor capitalism of Karl Marx and Friedrich Engels [p. 304], government capitalism of John Maynard Keynes [p. 305], investor capitalism of Milton Friedman [p. 306], managerial capitalism of Robin Marris [p. 307] or entrepreneurial capitalism of Joseph Schumpeter' [p. 307] together with issues of competition, business ethics, the dominant group and the function of government
		   ○ Theory of the firm involving self-interest, rational action, 'principal agent theory', 'property rights theory' and' transaction cost theory' (Sachs & Rühli 2011, pp. 13-7)
		• Forms of leadership:
		   ○ Heroic leadership (see Avery et al. 2004; Bass & Bass 2008; Bolden 2011; Northouse 2012; Yukl 2012)
		• Stable environment involved (e.g. Avery et al. 2004; Barker 2001; Schneider 2002),
		
		Mutual notion as basic assumption
		• Narratives of leadership:
		   ○ Stakeholder theory (see Freeman 1984; Freeman, Harrison & Wicks 2007; Freeman et al. 2010; Jones, Felps & Bigley 2007; Sachs & Rühli 2011)
		   ○ Stakeholder capitalism (Freeman, Martin & Parmar 2007)
		• Forms of leadership:
		   ○ Post-heroic leadership (see Avolio, Walumbwa & Weber 2009;

Topics	Research sub-question / related research issues	Theoretical background (attributes and sources of prior research)
		Denis, Langley & Sergi 2012; Fletcher 2002, 2004) • Dynamic environment involved (e.g. Pearce 2004; Schneider 2002; Uhl-Bien, Marlon & McKelvey 2007)

Leadership application	*SQ2: How do leaders apply leadership?*
	
	• RI2a: Examine the application of traditional or heroic forms of leadership as well as advanced or post-heroic forms of leadership.
	
	• RI2b: Reveal potentially new approaches to leadership.
	
	• RI2c: Describe contemporary leadership practice.
		Existing forms of leadership
		• Heroic forms of leadership (see Avery et al. 2004; Bolden 2011; Northouse 2012; Yukl 2012):
		  o Individual level approaches (trait, skills, behavior / style)
		  o Contingencies (contingency theories, situational approach)
		• Post-heroic forms of leadership, for example:
		  o Distributed leadership (e.g. Bolden 2011; Gronn 2000), distributive leadership (e.g. Brown & Gioia 2002)
		  o Team leadership (e.g. Day, Gronn & Salas 2004; Morgeson, DeRue & Karam 2010; Zaccaro, Rittman & Marks 2001) and shared leadership (e.g. Pearce, Conger & Locke 2008)
		  o Plural forms of leadership (e.g. Denis, Langley & Sergi 2012)
		• Hybrid forms (see Bolden 2011; Gronn 2009, 2011)
		• Implications emerging from stability (see Barker 2001) or dynamics (see Pearce 2004; Schneider 2002; Uhl-Bien, Marlon & McKelvey 2007)
		
		Potential new forms of leadership
		• Extended forms of leadership (see Pearce 2004; Schneider 2002)
		• Overarching research project (see Sachs et al. 2012)

External influence on leadership	*SQ3: How does the financial industry transformation impact leaders' understanding and practice of leadership?*
	
	• RI3: Identify the components of external influence on the leadership understanding and practice emerging from the transformations in the Swiss financial industry.
		External influence on leadership
		(e.g. Beugre, Acar & Braun 2006; Boje et al. 2011; Capgemini Consulting & MIT Center for Digital Business 2012; Elenkov & Petkova Gourbalova 2010; Harrison & St. John 2010; Henry 2011; Kotter 2007; Pearce 2004; Phatak, Bhagat & Kashlak 2009; Schneider 2002; Teece 1998; Ullah 2011; Yukl 2012)
		
		• Environmental conditions:
		  o External environment (political, economic, social, technological, ecological, legal)
		  o Forces of change (globalization, competition, crisis)
		  o Financial industry transformation (financial crisis, regulations, ethics, banking secrecy)
		• Influencing factors (uncertainty, volatility, complexity, change, dynamics, knowledge management, virtualization, digitization)

Leadership development	*SQ4: How is leadership development informed by existing and potentially new approaches to leadership?* • RI4: Identify components and practices that assist leadership development in implementing existing and potentially new forms of leadership.	**Leadership development** (e.g. Bass & Bass 2008; Bilhuber Galli & Müller-Stewens 2012; Day 2000; VanVelsor, McCauley & Rudemann 2010) • Individual: Leader development (individual skills, intrapersonal) • Relational: Leadership development (relationship, interpersonal)

Source: developed for this research based on referenced literature

According to Gläser and Laudel (2010), such attributes can be used to construct a research grid for an empirical study founded in theory. But, the literature review does not provide pre-defined variables for the research questions (RQ, SQ, RI).

The framework selected clusters the influences, capturing attributes in a dynamic situation. The idea is to unite the topics addressed, the attributes identified in the literature review and the empirical results in a single structure. This approach is founded on the environmental view used in *'State of the Environment (SOE) reporting'* and applied to the phenomenon under study, i.e. the research question on contemporary leadership understanding and practice (RQ). The environmental framework of *'PSR pressure-state-response'* as explained by Pinter, Cressman and Zahedi (1999) has been selected to investigate the questions *'what happened'* to the environment (leadership in the case of this study) and *'what is being done about'* the environment (leadership). This methodology originated in Anthony Friend's framework on stress-response (established in 1979) and was further developed into the PSR pressure-state-response framework for the purpose of categorizing the environmental indicators of OECD's Environment Directorate (FAO 2014). PSR focuses on the human pressure of activities that influence the state of the environment and is answered with the implementation of guidelines by the society (OECD 1993; Tung, Tsai & Lee 2005). The DSR model of the UNCSD United Nations Commission on Sustainable Development substituted the term 'pressure' with 'driving force' to include human and system aspects as well as neutral evaluation (FAO 2014). The European Environment Agency later combined driving force with pressure and added the dimension of impact to the DPSIR Driving force-Pressures-State-Impact-Response framework to allow description of relationships (RSC 2014). In this study human activities (interviewed UBS leaders, cf. 3.4.2) together with the systemic perspective (literature review, data analysis results) denote the influence on leadership understanding and practice, whereas the corporate view (taken from UBS documents, cf. 3.4.3) represents the organizational response. However, since no model to measure the effect of leadership will be established in this study, the element of impact is not applicable.

In summary, the theoretical framework of this study consists of three components namely: what is known from the body of knowledge as represented by the attributes extracted from the literature review (parent theory, prior research) organized in topics (cf. table 2.2); the unknown, to be explored on the basis of the research sub-questions and related research issues (gaps, research problem); and the DSR model used to cluster the influence of leader view (interviews) and corporate view (documentation). Thereby, the DSR approach addresses all research topics (i.e. un-

derstanding, application, influence and development) similarly. These components are arranged in figure 2.7 which depicts the *theoretical framework.*

Figure 2.7: Theoretical framework

Driving force – State – Response (clustering of influence)	
RQ: What are Swiss bank leaders' contemporary leadership understanding and practice as influenced by the transformation in Switzerland's financial industry?	
Known (parent theory, prior research)	Unknown (gaps, problems, questions)

	Known	Unknown

Leadership understanding	**Basic assumptions of leadership**
	
	• Individual notion
	  o classic frameworks of capitalism, theory of the firm, heroic leadership
	  o stable environment
	• Mutual notion
	  o stakeholder theory, postheroic leadership
	  o dynamic environment
		SQ1: How do leaders understand leadership and what are their basic assumptions?
		
		• *RI1a: Identify the basic assumptions of leaders toward an individual or a mutual notion of leadership and reveal further constituents.*
		
		• *RI1b: Detect further elements that represent the contemporary leadership understanding*

Leadership application	**Forms of leadership**
	
	• Heroic leadership
	  o traits, behavioral, situational, …
	  o stable environment
	• Postheroic leadership
	  o distributed, shared, plural, …
	  o dynamic environment (fluctuating organization, organization facing change)
	• New narratives of leadership (overarching project)
		SQ2: How do leaders apply leadership?
		
		• *RI2a: Examine the application of traditional or heroic forms of leadership as well as advanced or postheroic forms of leadership*
		
		• *RI2b: Reveal potentially new approaches to leadership*
		
		• *RI2c: Describe contemporary leadership practice*

External influence	**External influence on leadership**
	
	• Environmental conditions
	  o External environment (political, economical, social, technological, ecological, legal)
	  o Forces of change (globalization, competition, crisis)
	  o Financial industry transformation (financial crisis, regulations, ethics, banking secrecy)
	• Influencing factors (uncertainty, volatility, complexity, change, dy-namics, knowledge management, virtualization, digitization)
		SQ3: How does the financial industry transformation impact leaders' understanding and practice of leadership?
		
		• *RI4: Identify the components of external influence on the leadership understanding and practice emerging from the transformation in the Swiss financial industry*

Leadership development	**Leadership development** • Leader development (individual skills, intrapersonal) • Leadership development (relationship, interpersonal)	*SQ4: How is leadership development informed by existing and potentially new ap-proaches to leadership?* • *RI4: Identify components and practices that assist leadership development in implementing existing and potentially new forms of leadership*

Source: developed for this research

Gläser and Laudel (2010) acknowledge that such a framework embraces an assumption that represents a theory-based approximation not intended for verification, but for modification and extension based on empirical results. This means that depending on driving forces, state and response, all the elements of the framework could be altered or added to. However, it is not intended to specifically analyze and explain causality among them. Rather the framework represents a landscape of theoretical approaches that provides seminal reference, theoretical orientation and it is intended for theoretical induction. The literature has been channeled accordingly into two

lenses that focus the study on individual-mutual and stable-dynamic dichotomies, leading to a framework that assists in examining the mind-set involved. Using the development of this theoretical framework, the next section will conclude the literature review.

2.10   Conclusion

Chapter 2 described the parent theories, whereby leadership represents the main body of knowledge for this study. Following the description of the nature of leadership, the development of leadership was reviewed according to the two theoretical orientations of a heroic (traditional) and a post-heroic (advanced, dynamic) approach to leadership. Other disciplines considered were stakeholder theory, covering the basic assumptions on leadership, external influences emerging from the transformation in the financial industry and leadership development programs designed to promote the implementation and advancement of leadership in organizations. Relevant prior research was studied and incorporated. The gaps identified in the literature review revealed expectations of future empirical research about applied forms of leadership in dynamic organizations of the Swiss financial industry as affected by external change and led to four research sub-questions (SQ):

> *SQ1: How do leaders understand leadership and what are their basic assumptions?*

> *SQ2: How do leaders apply leadership?*

> *SQ3: How does the financial industry transformation impact leaders' understanding and practice of leadership?*

> *SQ4: How is leadership development informed by existing and potentially new approaches to leadership?*

Operationalized in the form of the associated research issues (RI), this study has distinct objectives. Based on the theory reviewed (the known), established research sub-questions (gaps, the unknown) and the influence clustering of the 'driving force-state-response' model adapted from environmental reporting, the theoretical framework for this research was developed.

The previous chapter presented the background of the study whereas this chapter reviewed the literature, identified the gaps and developed the theoretical framework. The methodology used to gather the empirical results is now presented in chapter 3.

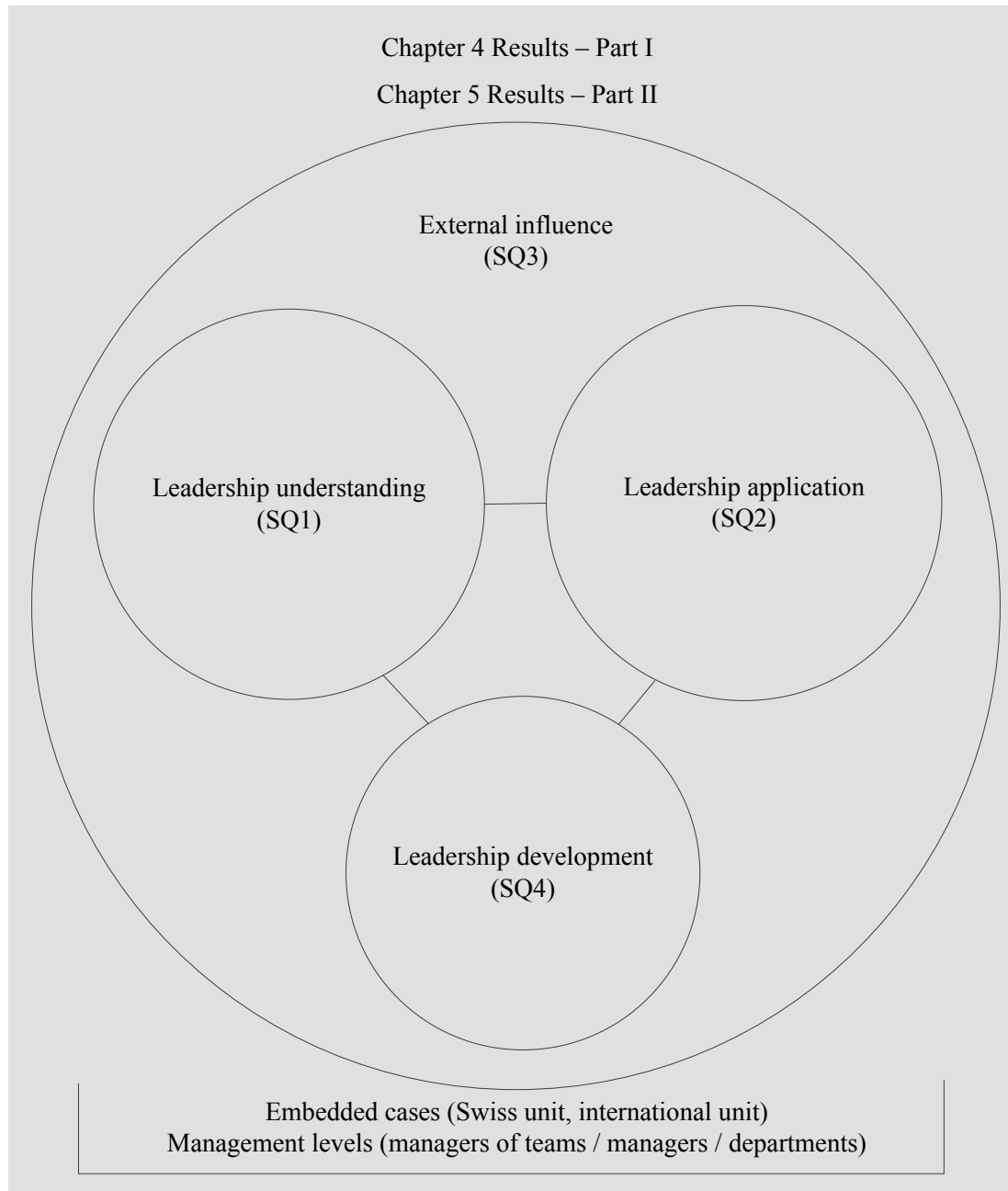Chapter 1 Introduction

Chapter 2 Literature review

Chapter 3 Methodology

Chapter 4 Results – Part I

Chapter 5 Results – Part II

External influence
(SQ3)

Leadership understanding
(SQ1)

Leadership application
(SQ2)

Leadership development
(SQ4)

Embedded cases (Swiss unit, international unit)
Management levels (managers of teams / managers / departments)

Chapter 6 Discussion and conclusions

3 Chapter 3 Methodology

3.1 Introduction

In the previous chapters the background of the research on contemporary leadership understanding and practice was presented, the literature reviewed and gaps identified. The purpose of this chapter is to define the methodology for conducting the empirical part of the study. Figure 3.1 gives an overview of the questions that guide the research.

Figure 3.1: Guiding questions for chapter 3
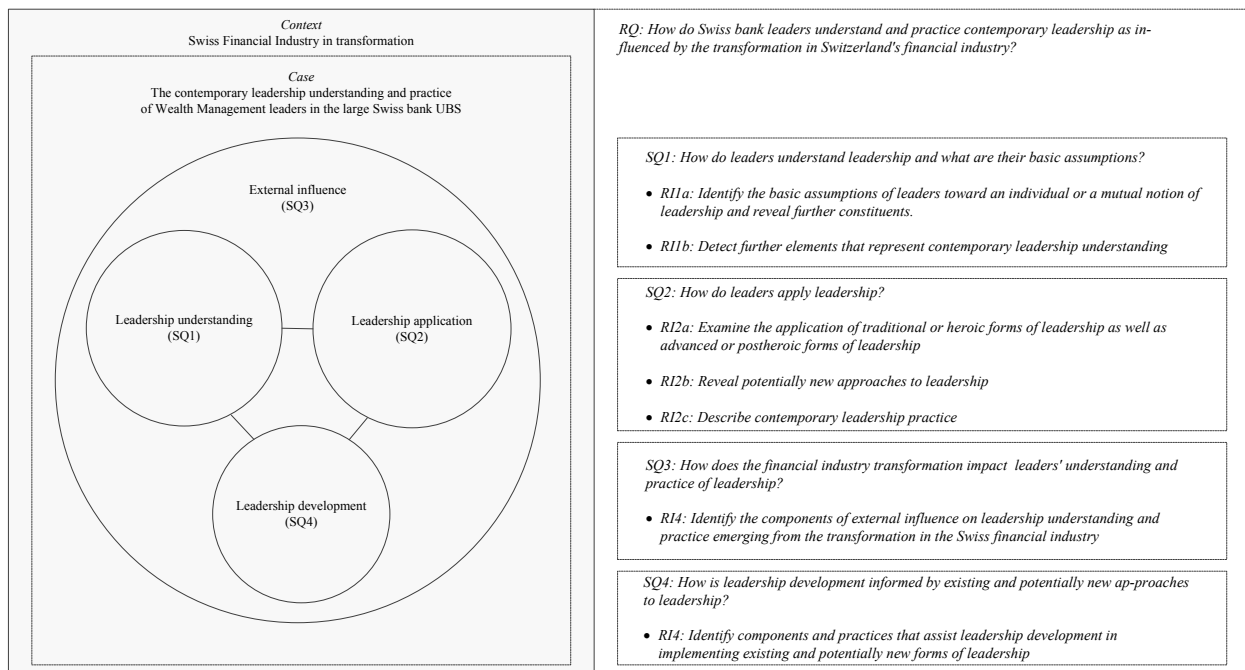
Source: developed for this research

The understanding and practice of contemporary leadership (RQ) is addressed using four research sub-questions on: leadership understanding (SQ1); leadership application (SQ2); external influence on leadership (SQ3); and leadership development (SQ4). It is operationalized with related research issues (RI). Figure 3.2 depicts the structure of chapter 3 which presents the methodology of the study.

Figure 3.2: Outline of chapter 3
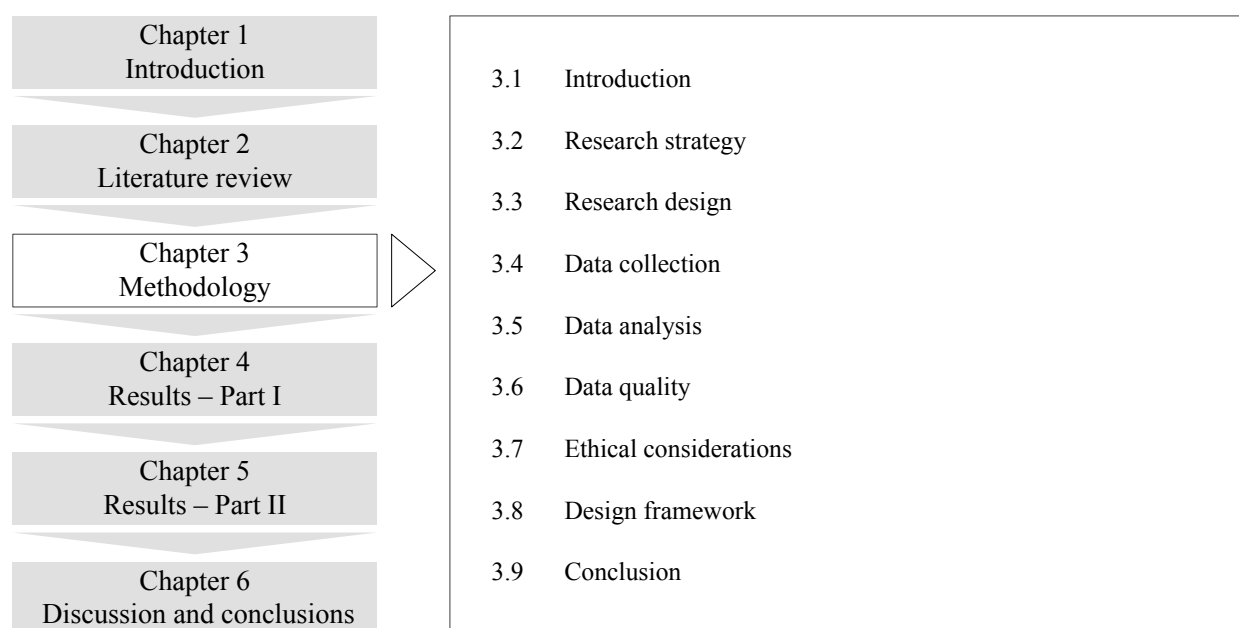
Source: developed for this research

The introduction (3.1) provides an overview of the third chapter's content. The research strategy with the aim of the study, research philosophy and paradigm is elaborated in section 3.2. Justification for the research method is provided in the section on research design (3.3). The process of data collection is detailed in section 3.4; the procedures for data analysis and display are described in section 3.5. Particular attention is paid to data quality (3.6) and ethical considerations (3.7). All components of the empirical research are integrated in a design framework (3.8). Chapter 3 on the methodology for this study is then concluded in section 3.9. The following section presents the research strategy for this study.

3.2 Research strategy

3.2.1 Study purpose

Using an inductive approach (see Bryman & Bell 2007; Saunders, Lewis & Thornhill 2009), the aim of the study has multiple perspectives: (1) *descriptive* in revealing the current leadership understanding of UBS leaders (leader mind-set); (2) *illustrative* in exploring the application of leadership (leadership practice, leader action); (3) *interpretive* to (a) gain insight about the phenomenon of leadership and (b) discover potential challenges faced by leaders; and (4) *exploratory* to investigate potentially new approaches to leadership (see Leedy & Ormrod 2012; Peshkin 1993; Yin 2009). Since the nature of the study design is exploratory and descriptive, there is no intention to test theory. There are no predicted (prescriptive) or relational (if-then) answers to the

research questions. The conditions required for testing a hypothesis are therefore not applicable for this study (Punch 2011).

3.2.2 Research philosophy

To frame the research and provide transparency on the research process it is vital to explain the researcher's basic assumptions about the nature of reality and its effect on the character of knowledge (Klenke 2008). The fundamental principles that commonly define researchers' views of the world are their reactions to the interrelated issues of ontology, epistemology and methodology (Guba & Lincoln 1994). The _ontological_ and _epistemological_ considerations (paragraphs a and b) result in the _research paradigms_ (paragraph c) applied for this study followed by the conversion into associated _methodology_ (paragraph d). The discussion of the methodological approach selected is then provided in the ensuing research design section (cf. 3.3).

a. Ontology. In ontology the question of the appearance, nature and comprehension of reality is addressed (Guba & Lincoln 1994). Furthermore, the perspective of reality is determined, whether it is external and objective to those involved, leading to a position of objectivism, or generated by their opinions and activities implying a position of constructionism (Bryman & Bell 2007). According to Bryman and Bell (2007, p. 22), an objectivistic view is characterized by confronting the social actors with _"external facts that are beyond our reach or influence"_. In contrast, a researcher's aim of reporting multiple realities – rather than one, set reality – that are socially constructed means a constructionist view is applied (Bryman & Bell 2007; Creswell 2007; Klenke 2008). In this study, the phenomenon of a complex, multidimensional and lively reality of bank' leaders contemporary understanding of leadership and their everyday practice was investigated. The reality had to be viewed in context and as the phenomenon appeared not to be independent of the leaders' opinion the presence of a single given reality external to them was rejected. These leaders interact with the social or business world and construct a subjective perception of reality. A view of social reality as a continuing creation of individuals corresponding to the ontological orientation of constructionism thus suggested itself. However, this approach was not adopted in extremis and allowance was made for the fact that the financial industry in Switzerland as well as the bank's organization, rules, standards, processes and culture (e.g. values) had a certain external influence on the phenomenon and the leaders as social actors. Bryman and Bell (2007) offer a critical appraisal of shaped reality in constructionism based on their review of literature.

b. Epistemology. The epistemological positioning determines the researcher's view on the nature of knowledge as influenced by the determination of reality (Klenke 2008). A positivist view of suitable knowledge requires testing and confirmation, a factual basis and the assumption that objectivity can rationalize human activities (Bryman & Bell 2007). Interpretivism, on the other hand, seeks to comprehend these human activities through interaction between the researcher and what is being investigated (Bryman & Bell 2007; Klenke 2008; Lincoln & Guba 1985). Furthermore, the central distinction between natural science and naturalistic inquiry is the attribution of meaning to one's own activities and those of others in a natural or context-bound setting that is accessed by the researcher and interpreted on the basis of the social actor's perspective (Bryman & Bell 2007; Lincoln & Guba 1985). Bank leaders are actors in a social world with unpredictable behavior and relations to other stakeholders. This researcher's emphasis on understanding individuals interpreting the world and providing opinion through interaction with them led to the epistemological orientation of interpretivism.

c. Research paradigms. The research paradigm is formed by determining these two philosophical positions, representing the researcher's basic assumptions or view of the world (Creswell 2007; Guba & Lincoln 1994). The positioning of the research as stated in the previous two paragraphs obviously excludes the paradigm of positivism, since an objective reality, factual knowledge and a deductive relation to theory was rejected. Other paradigms had more commonalities with the philosophy underlying the research.

The bank leaders examined as individuals constructed multiple realities and created knowledge in the process. Constructivism or a naturalistic inquiry as established by Lincoln and Guba (1985) offered the most appropriate paradigm to guide the study. Klenke (2008) recognizes the growing application of multi-paradigm research and questions a unique paradigm approach. With regard to identifying practices that could assist leadership development in implementing existing and potentially new forms of leadership (RI4), pragmatism was included as a supplementary paradigm. Valuable practical knowledge derived from experience is the focus here (Creswell 2007; Klenke 2008). However, the distinction between the qualitative paradigms remains challenging (Klenke 2008). Interpretivism as a paradigm plays a supporting role in the aim to understand the bank leaders' opinions without specifically investigating the meaning of language. On the other hand, critical theories entailing reality that is formed and study approach that is influenced by historical, social or political motivation were not in focus, since the bank leaders view is co-created by individuals not reconciled with any overarching program (Denzin & Lincoln 2011; Klenke 2008). Also this research is not driven by any distinct agenda commonly

related to critical theories. However, the critical notion of the recent development in business (cf. 1.2) as well as the advancement of leadership with the post-heroic approach (cf. 2.4) is to be acknowledged.

d. Methodology. The basic assumptions on ontology and epistemology together define or even restrict 'how' the world is examined and knowledge is created, as not all the methodology available is suitable (Guba & Lincoln 1994; Klenke 2008). Guba and Lincoln (1994, p. 108) also state that the methods used to conduct the study *"must be fitted to a predetermined methodology".* The selected methods described in the section on data collection (cf. 3.4) are related to the applied methodology that is explained and evaluated in a separate sub-section (cf. 3.3.1) of the research design.

In summary, the difference between a quantitative and a qualitative methodology is based on its philosophical foundation embracing a distinctive ontological and epistemological orientation (Bryman & Bell 2007). An emphasis on positivism and objectivism lead to a quantitative research approach, whereas interpretivism and constructionism lead to a qualitative research approach (Bryman & Bell 2007). Selecting interpretivism and constructionism as the philosophical foundation for this study reflects the aim of understanding the meaning and context of a defined social reality created by individuals through in-depth investigation by an involved researcher and led to a qualitative methodology for conducting the research. The methods for qualitative research are detailed next.

3.3   Research design

3.3.1 Qualitative research

This section describes the approach chosen to conduct the empirical research with details of the qualitative research (3.3.1) and the case study method selected. (3.3.2). The first sub-section justifies the qualitative design through *description and rationale* (paragraph a) and assesses it with the *evaluation* (paragraph b), whereas paragraph (c) outlines *qualitative research methods.* The *selection of the method* for this study is presented in paragraph (d).

a. Description and rationale. To respond to the research question, a qualitative approach is applied involving the investigation and understanding of individuals or groups attributed to a phenomenon of the social world (Creswell 2007). Denzin and Lincoln (2005, p. 3) connote the purpose of qualitative research as to *"study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them."* Merriam (2009, p.

14) reiterates the aim of qualitative research as a way to understand *"how people make sense out of their* lives". The research philosophy of this study is likewise to interpret a view of social reality that is constructed by individuals (cf. 3.2.2). The scope of qualitative research is described holistically in table 3.1 which summarizes the characteristics discussed by known authors of methodological literature and specifies their application for this study. The elements are grouped by similarity but there is no ranking.

Table 3.1: Characteristics of qualitative research

Creswell (2007, pp. 38-9)	Merriam (2009, pp. 14-7)	Patton (2002, pp. 40-1)	*Application in this study*
• Natural setting		• Situations in the real-world	• *Current bank leaders of large Swiss bank UBS*
• Interpretive inquiry • Participants' meanings	• Focus on meaning and understanding		• *UBS leaders' opinion on leadership understanding and practice*
• Researcher as key instrument	• Researcher as primary instrument		• *Research conducting interviews*
• Holistic account		• Holistic perspective	• *Tentative case framework (cf. figure 6.8), tentative case model (cf. figure 6.9)*
• Emergent design	• Emergent and flexible	• Emergent design flexibility	• *Semi-structured interviews, evolving interview guide*
	• Purposeful sampling	• Purposeful sampling	• *UBS leaders at three management levels in two business units*
• Inductive data analysis	• Inductive process	• Inductive analysis	• *Exploration / description / understanding of phenomenon through single case study (see also 3.5)*
	• Rich description	• In-depth inquiry and thick description	• *Within-case analysis (cf. chapters 4 and 5)*
• Theoretical lens • Multiple sources of data	• Field work	• Sensitivity for context	• *Lenses of heroic and post-heroic leadership* • *Onsite leader interviews and internal documentation data*

Source: adapted from Creswell (2007), Merriam (2009), Patton (2002)

The nature of qualitative research is commonly described in the literature as a comprehensive view of a real-world phenomenon approached inductively by 'the researcher as the instrument of data processing' while using various sources of data and providing rich description (Creswell 2007; Merriam 2009; Patton 2002). Qualitative research was therefore selected as appropriate for addressing the research issues on the phenomenon of contemporary leadership understanding and practice as influenced by change, experienced by leaders as individuals or groups, investigated in field of the major Swiss bank UBS on the basis of interviews and documentation representing

multiple sources of evidence collected and analyzed by the researcher as the primary instrument of data processing.

b. Evaluation. A qualitative study offers advantages as well as limitations. Qualitative research offers a multiplicity of perspectives together with a variety of approaches and methods to respond to the research question which reflect the complexity of the study (Bryman & Bell 2007; Creswell 2007; Flick 2009). The outcome is insightful and rich evolving from its depth and relation to context revealing the informants' views on the phenomenon (Bryman & Bell 2007; Flick 2009; Zikmund 2013). A qualitative design is emergent and flexible, applicable to a natural setting and requires the researcher to interact closely with the participants (Bryman & Bell 2007; Merriam 2009). However, such extensive involvement leads to researcher dependency and selectivity with implications for the issues of researcher skills and bias (Flick 2009; Zikmund 2013). Furthermore, the qualitative process is time-consuming and resource intense and generates large amounts of data which may result in lengthy reporting (Creswell 2007; Zikmund 2013). In addition, replication is challenging and a lack of transparency often criticized, while restricted scope and context binding are limiting factors (Bryman & Bell 2007; Zikmund 2013). The advantages substantiated the choice of qualitative research to comprehend the contemporary leadership understanding and practice of UBS' leaders but the limitations are acknowledged, made transparent and rigor in methodology was applied to mitigate them.

c. Qualitative research methods. Various approaches and methods are available in qualitative research, for example narratives, ethnography, phenomenology, grounded theory, historical or archival analysis, case studies as well as experiments (Creswell 2007; Yin 2009). All qualitative methods are able to support the study purpose whether exploratory, descriptive or explanatory and irrespective of graded order (Yin 2009). Yin (2009) specifies the criteria for distinction between the methods using the form of asking (e.g. what, how, why), the researcher's control of the setting (e.g. experiment) and the aspect of time (e.g. historical, current). As the purpose of this study involved multiple perspectives (cf. 3.2.1) and the research questions included different forms of asking, various methods would have been applicable. The unlikelihood of being able to control the events involved in leadership in a major Swiss bank as a researcher, made an experimental design unfeasible. Furthermore, the research question for this study clearly states the aim of investigating the *contemporary* understanding and practice of leadership associated with transformation in the financial industry (cf. 1.2.2). Accordingly, the analysis of historical and archived data had to be excluded. Examining bank leadership or rather the leaders implied neither

the exploration of an individual's' narrative nor particular cultural sharing. Furthermore, taking into consideration the specifications of a DBA project with limited focus, time and resources, the option of developing a grounded theory was excluded. The most promising approach first appeared to be a phenomenological study describing the essence of leadership understanding and practice but was also rejected as being too focused on individuals.

d. Selecting the method. A case study approach based on the three folding conditions of Yin (2012) appeared to cover the study purpose (cf. 3.2.1): (1) The research examines 'what' is happening and 'how' it happens (Yin 2012). The nature of such research is reflected in SQ1 *"What are leaders' basic assumptions on leadership?"* and SQ2 *"How do leaders apply leadership?"*. In particular, Yin (2009) argues that when asking 'what' various research methods can be applied, whereas asking 'how' involves time tracing, which in our case is the transformational impact on leadership understanding and practice in the study together with operational links, i.e. heroic or post-heroic forms of leadership as presented in the literature review, but with no focus on *"frequency or incidence"* (Yin 2009, p. 9). (2) An aspiration to obtain a comprehensive understanding of a phenomenon in the context of a real-world setting (Yin 2012). This in-depth understanding provides a rich description of the phenomenon, which results in *"new learning about real-world behavior and its meanings"* (Yin 2012, p. 4). Together with the aspiration of including the contextual environment, case study research transcends the examination of particular variables (Yin 2012). In this study leadership understanding was associated with the real-world context of the Swiss financial industry, and the boundaries between phenomenon and context were blurred. (3) The currently frequent usage of case studies, for example to perform assessments (Yin 2012). Case studies are thus an appropriate method in leadership research, and more case studies are expected to expand the research on plural leadership as outlined in the literature review (Denis, Langley & Sergi 2012; Denis, Lamothe & Langley 2001). *As a consequence,* the case study method was chosen as appropriate to answering the research question on change-induced understanding and practice of leadership in a large Swiss bank. The details of the case study method and applied design are presented below.

3.3.2 Case study method and design

The second sub-section presents the details of the selected case study method and design with a *description* (paragraph a) and an *evaluation* (paragraph b), followed by the *case scoping* in paragraph (c). It is completed with the selection of the *type of the case study* in paragraph (d).

a. Description. The case study method can be described from different perspective. Yin (2009, p. 18) emphasizes the scoping and research process to differentiate case studies from alternative methods: *"A case study is an empirical inquiry that investigates a contemporary phenomenon in depth within its real-world context, especially when the boundaries between phenomenon and context are not clearly evident."* On the other hand, Merriam (2009, p. 40) points at the systemic aspect of case studies: *"A case study is an in-depth description and analysis of a bounded system".* Stake (1995) echoes the importance of delineating the content in case studies while emphasizing to be specific in case definition, as do Miles and Hubermann (1994, p. 25) characterizing *"a case as a phenomenon of some sort occurring in a bounded context".* Creswell (2007) integrates these views of defining case study research embracing the case as a bounded system, aspects of timing, comprehensive collection from diverse data sources and a narration of the case.

b. Evaluation. Using the case study method requires appraising its strength and advantages as well as its limitations and issues. Case studies allow a combination of diverse perspectives including complexity, variable influencing factors, richness and depth aimed at unveiling, learning and advancing practices as well as discovering new variables and hypotheses (George & Bennett 2005; Merriam 2009; Yin 2012), Furthermore, with case studies exploratory, descriptive and explanatory purposes of research can be addressed but systematic data collection and analysis procedures are required to strengthen methodological rigor and analytical generalization (Yin 2009, 2012). This helps to address concerns regarding credibility of process and mitigate bias (George & Bennett 2005; Merriam 2009). Besides the concept and methodology of case study research, the available resources, time and field access or, conversely, the creation of extensive quantities of data material influence the outcome (Gerring 2007; Merriam 2009). The dependency on the researcher as an instrument of data processing and display should always be considered (Merriam 2009). The proper design and conduct of a case study is vital for mitigating issues of quality in design and conduct. A single-case study nonetheless remains *"a single example of a phenomenon"* (Gerring 2007, p. 42).

c. Scoping the case. Whether a case study is seen as a process (Yin 2009), a bounded system (Merriam 2009) or a product of research (Wolcott 1992), the phenomenon has to be determined by focus and context (Miles & Hubermann 1994). The case then represents the unit of analysis (Miles & Hubermann 1994; Yin 2012). The emphasis in this case study was the contemporary leadership understanding and practice of leaders in the major Swiss bank UBS. This particular

job (i.e. being a leader) in a single legal entity together with the state of contemporary leader mind-set (what) and consequent leader action (how) defined the case and represented the main unit of analysis within the context of the Swiss financial industry in transformation. Further appraisal is in accordance with Merriam (2009), as a case should be naturally bound and the data collection limited. The investigation of leaders within the major Swiss bank UBS provides an intrinsic frame and a limited number of potentially interesting leaders.

Case binding provides transparency about what is under study (in scope) and what is not (out of scope) to maintain feasibility (Baxter & Jack 2008; Miles & Hubermann 1994). Baxter and Jack (2008, p. 546) summarize how framing can be achieved: *"(a) by time and place (Creswell, 2003); (b) time and activity (Stake); and (c) by definition and context (Miles & Huberman, 1994)."* From October 2013 to March 2014 in locations in the German-speaking part of Switzerland, including the Zurich headquarters, the understanding and practice of contemporary leadership by leaders of the major Swiss bank UBS was investigated within the context of the Swiss financial industry in transformation. The general boundaries had already been determined, but further specifications then depended on the selection of the case study type.

d. Type of the case study. Following on from the discussion about the appropriateness of a case study to answer the research questions and the definition of the case, the case study method chosen is designed distinctively according to the purpose of the study – be it to describe, explore or compare and the specific situation of the case and its related context (Baxter & Jack 2008; Yin 2009). Various classifications of design types are discussed in the literature: Stake (1995) distinguishes between the intrinsic, instrumental or collective interest of the investigator, whereas Yin (2009) defines specific characteristics for using single-case or multiple-cases designs together with a holistic unit or embedded units of analysis.

According to Yin (2009), the single-case study design is suitable when used for critical, extreme, unique, representative, revelatory or longitudinal cases. Two of these specifications apply to this study. First, the case can be considered *"revelatory"* (Yin 2009, p. 48), as the researcher had access to leaders of UBS, a major Swiss bank, and therefore had the opportunity to investigate the leadership understanding at different management levels. Further, for it to qualify as a revelatory case, the study has to be of a phenomenon not formerly accessible to scientific research (Yin 2009). During the financial crisis, the banks concerned were not available for social science analysis. Naturally in a crisis situation, urgency and sensitivity prevent such projects. After the 2008 financial crisis peaked and due to pressure from stakeholders to increase transparency

(McCormick 2011; Sachs & Rühli 2011), the window of opportunity opened for in-depth studies. A second rationale for a single-case study is for it to be a *"unique case"* (Yin 2009, p. 47). UBS, the major Swiss bank investigated in this study, was the only bank in the Swiss financial industry to receive a government bailout during the global financial crisis and was subsequently forced to react strongly to industry transformation (e.g. regulations, public opinion, discussion on ethics and banking secrecy, cost structure). This circumstance provides uniqueness and richness for a single-case study. As an employee of the bank examined, it was not possible for this researcher to investigate the research issues in other banks in Switzerland. Without this field access a multiple case study was neither feasible nor suitable. Details on the case of UBS are available in **paragraph a) of** *Appendix A: Case and informants details (sampling)*.

The leaders examined were not only compared from a hierarchical perspective, i.e. junior, intermediate and senior management levels, but two business segments within the bank were contrasted to strengthen the quality and richness of the case. This led to an embedded case study design, which provided enhanced insight to a single case (Yin 2009). However, Yin (2009) also points out the danger of analyzing subunits at the expense of the holistic view. Figure 3.3 depicts the selected single-case study design with embedded units of analysis. Details on the embedded cases are available **in paragraph b) of** *Appendix A: Case and informants details (sampling)*.

Figure 3.3: Selected type of case study design
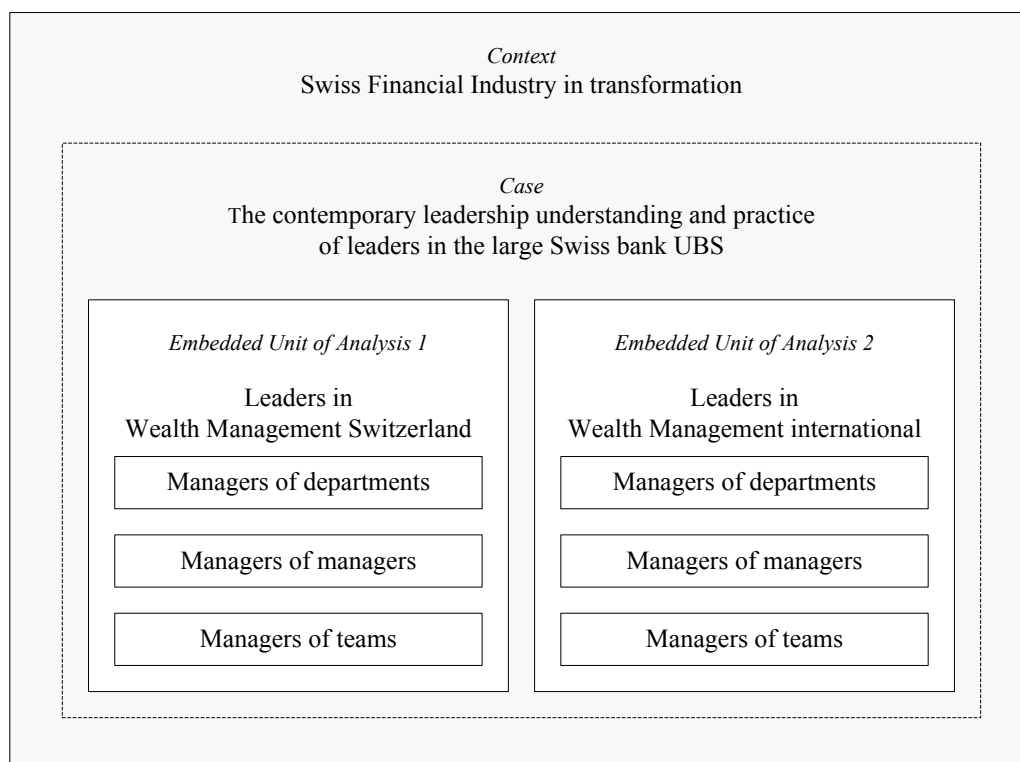
Source: adapted from Yin (2009, p. 46)

Following Yin (2009, p. 46) means *"to analyze the contextual conditions"* of the influence of the Swiss Financial industry transformation *"in relation to the case"* on the contemporary leadership understanding and practice of leaders in the major Swiss bank, UBS while acknowledging *"that the boundaries between the case and the context are not likely to be sharp"*, as signified by the dotted lines (Yin 2009, p. 46). This view is depicted in all key figures in this study (cf. figure 1.2).

In summary, the case of UBS' leaders understanding and practice of leadership within the contextual situation of the Swiss financial industry in transformation served exploratory and descriptive purposes and represented a revelatory and unique phenomenon that qualified for a single-case study. UBS as a particular case was selected because the researcher was permitted to perform an investigation there, while the use of multiple cases was discarded due to the lack of field access to other banks. Finally, with the definition of three management levels in two organizational entities as embedded units of analysis, the major elements for a case study had been determined. The data collection is detailed next.

3.4 Data collection

3.4.1 Sourcing

This section describes the data collection for this study covering the sourcing (3.4.1), interview data (3.4.2) and documentary data (3.4.3). A case study design requires the use of a multitude of data sources, enhancing the credibility of the study (Yin 2009, 2012). The following types of information are usually used in case studies: documentation, interviews, archival records, physical artifacts, observation and audiovisual material (Creswell 2007; Yin 2012). No source is superior to others; they are complementary (Yin 2009). Furthermore, Yin (2009) states that one should triangulate data in case studies and find convergence using multiple data sources. According to Dale Bloomberg and Volpe (2012), each data source is to be described, a purpose and rationale provided, its development and usage explained as well as ethical considerations addressed.

Due to the tight timeframe and small resource base for a DBA research project, the sources of interview data and documentary data are the focus of this study together with co-occurrence analysis to achieve triangulation and identify convergence. In addition, the methods of data collection have relate to the research question and methodology (Dale Bloomberg & Volpe 2012). Furthermore, the selection of the data sources for this study is also informed by the concept of

Atteslander (2010) whereby genuine human behavior is captured with interviews and the outcome of human activity is collected from documentation. Figure 3.4 applies Atteslander's concept to the study object addressing the understanding and practice of contemporary leadership (RQ).

Figure 3.4: Methods to capture the study object
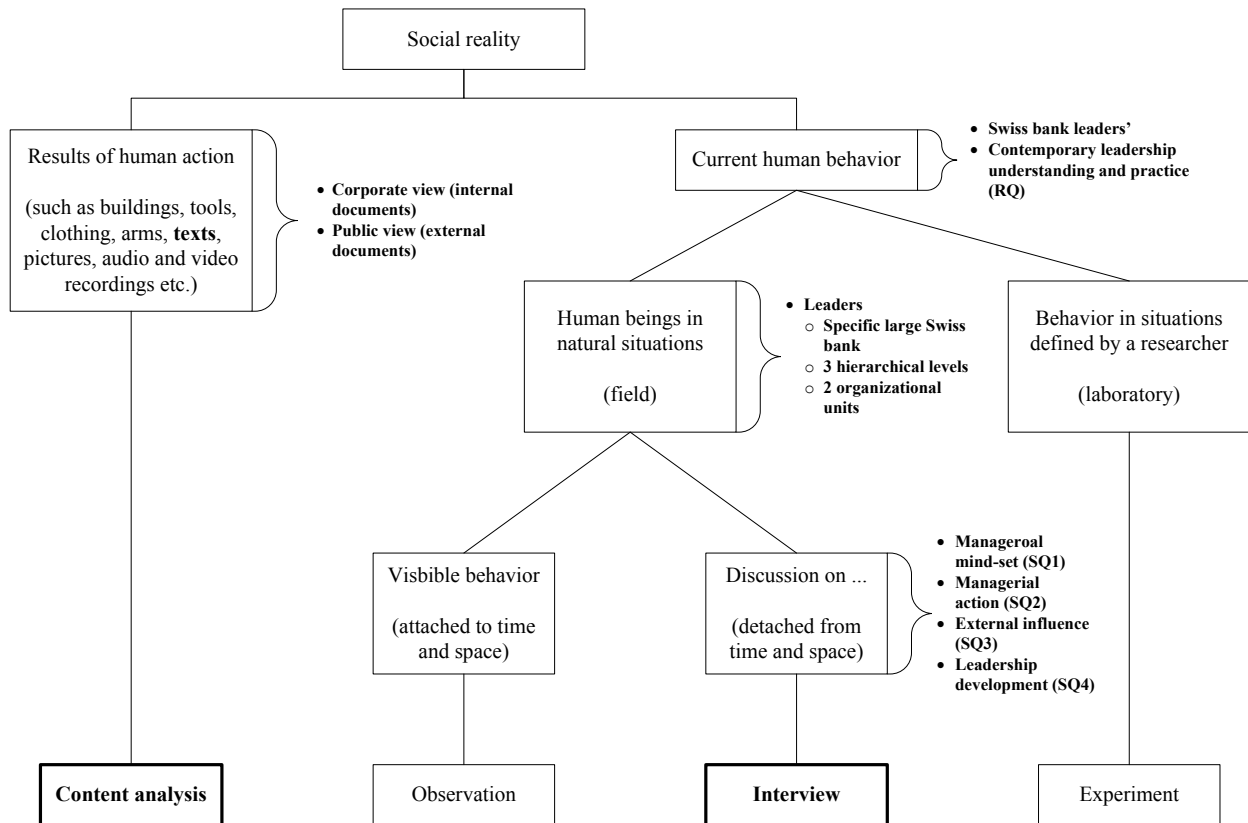
Source: adapted from Atteslander (2010, p. 54)

Following the sourcing decision for this study, each data collection method is described in detail starting with interviews in the next sub-section.

3.4.2 Interviews

This sub-section presents the frame for the data collected from interviews and organized in paragraphs covering the foundations with _description and rationale_ (a) and _evaluation_ of the interview method (b). The instrumentation entails two paragraphs on _selection of the interview type_ (c) as well as _interview guide_ (d) entailing question design and testing of the interview guide. In paragraph (e), the _sampling_ is described comprising target population and size. Participant recruiting and consent are included in paragraph (f) on the _conduct_ of the interviews followed by _interviewing, recordings and feedback_ (paragraph g) and paragraph deals with the issue of _multi-_

lingual interviewing. The specific aspects of interview quality are covered in section 3.6, interview ethics are discussed in section 3.7.

a. Description and rationale. Major data for case studies originate from interviews reflecting behavior of human beings, providing an authentic picture of the situation and allowing further discoveries (Yin 2009). Moreover, human behavior and its results are part of the social reality that can be analyzed with different methods (Atteslander 2010) as presented in figure 3.4. In this study, the method of interviewing captures the discussion on leader mind-set and action with UBS' leaders from different hierarchical and organizational levels to illuminate contemporary leadership. Beside exploring human behavior (leader action), the interviews reveal the standpoints or basic assumptions (leader mind-set) of these leaders (Yin 2009). Gray (2011) echoes the appropriateness of interviews when exploring and examining opinions and the leaders' views on the phenomenon are the focus of the research. Moreover, interviews assist in converting to explicit what was implicit or tacit (Arksey & Knight 1999). The limits of the interview method are discussed in the next paragraph.

b. Evaluation of interview method. The interview method is assessed with regard to purposes, advantages or strength on one side and related issues, disadvantages or weaknesses on the other, based on the considerations of Dale Bloomberg and Volpe (2012), Flick (2009), Gray (2011), Kvale and Brinkmann (2009) as well as Yin (2009). The strong points of interviews arise from the depth and richness of the assembled information as well as the revelatory insight the interview method can provide. Furthermore, the engagement of the informant in the provision of a content multiplicity embracing opinion, behavior, context and nuances as well as the interaction with the interviewer allows the latter to prompt, probe, clarify and explain in a manner that exceeds the pure listing of facts. Weak points on the other hand are grounded in the dependency on the interviewer's attitude, skills and the proper conduct of the interview. Issues of bias and limitations should also be acknowledged and mitigated. *In consequence,* interviews are deemed an appropriate data collection method for providing access to the leadership understanding (leader mind-set) and practice (leader action) elicited from UBS' leaders. The interviewer thereby balances consistency, variety and deepness

c. Interview type selection. The interview method is commonly categorized into the three types structured, semi-structured and unstructured interviews (Bryman & Bell 2007; Klenke 2008; Saunders, Lewis & Thornhill 2009). The aim of a structured interview is to gather quantitative data using pre-defined and standardized inquiry form as well as applying rigor in the conduct of

the interviews (Bryman & Bell 2007; Gray 2011; Saunders, Lewis & Thornhill 2009). For qualitative research with an embedded case study design, a non-standardized interview approach is appropriate to the purpose of flexibility in process, depth and the perspective of the informant as previously addressed (Bryman & Bell 2007). This case study concentrates on the particular issue of bank leaders' understanding and practice of leadership which demands a semi-structured approach, while the detailed examination of the general topic of leadership calls for an unstructured conduct of the interview (Bryman & Bell 2007; Saunders, Lewis & Thornhill 2009). An aide-memoire supports the development of an open conversation with a few main questions in an unstructured interview, while the semi-structured interview is based on an interview guide covering topic-related questions but allowing follow-up (Bryman & Bell 2007; Gray 2011). The construction of the interview guide for the semi-structured interview in this study is explained below.

d. Interview guide, question design and testing. The hypothetical model described in the theoretical framework (cf. 2.9) does not allow a direct conversion of variables into questions; instead guiding principles (A-F) are established to denominate the required data (information need) as well as to structure and partition the interview guide (Gläser & Laudel 2010). Accordingly, how the guiding principles are related to the purpose (information need) and the research issues (RI1-4) and applied in this study is summarized in table 3.2 (cf. ***Appendix C: Interview guide*** for referenced questions A1) to F5).

Table 3.2: Configuration of the interview guide

Purpose	Guiding principles	Research issue coverage	Interview questions
Recognizing the informant (warm-up, ice-breaking, link to training documentation) ➢ Collecting contextual and demographic information	A) Become familiar with the interviewed leader and his/her leadership development		*A1) Please give a brief overview of your leader-ship career (important steps)* *A2) What kind of leadership development did you complete?*
Appraising the informant's setting ➢ Collecting contextual information	B) Gain insight into the environment, the setting and the embedding as well as the condition of the organization the interview partner acts as a leader in, including development and actual situation		*B1) Describe the actual leadership situation in your organization(s)*
Responding to the research question ➢ Collecting perceptual information	C) Identify the leadership understanding (leader mind-set, individual / mutual, further elements) and factors that affect it	• RI1a: Identify the basic assumptions of leaders toward an individual or a mutual notion of leadership. • RI1b: Detect further elements that represent contemporary leadership understanding.	*C1) Please describe your personal understanding of leadership.* *C2) What are the basic assumptions of your leadership?* *C3) Which values are important for you as a leader?*

Purpose	Guiding principles	Research issue coverage	Interview questions
			C6) Should the performance and reward system be adjusted?
			C7) What is the positioning of a leader today in your view?
			C8) What are the roles of a leader?
		• RI3: Identify the external influence on leadership understanding and practice emerging from the transformation in the Swiss financial industry.	*C4) To what extent has your understanding of leadership recently been influenced by (decision matrix)*
			C5) Why did you rate it that way?
	D) Investigate on leadership practice (leader action) including existing forms of leadership (heroic / post-heroic) and detect potential new approaches to leadership	• RI2a: Examine the application of traditional or heroic forms of leadership as well as advanced or post-heroic forms of leadership. • RI2b: Reveal potentially new approaches to leadership.	*D1)-D9)* *Examples:* *D1) How do you apply / practice leadership?* *D7) What do you think about shared or collective leadership? What about leading each other? (following others)*
		• RI2c: Describe contemporary leadership practice.	*D1) How do you apply / practice leadership?*
	E) Detect measures to adjust leadership development for advanced leader mind-set and action	• RI4: Identify practices that assist leadership development in implementing existing and potentially new forms of leadership.	*E1) Are leadership principles established?* *E2) What has to be improved / changed in leadership development in order to advance leadership?* *E3) How to include senior leadership?*
Prompting additional information to resolve the problem	F) Get the broader view and closing remarks		*F1)-F5)* *Example: F5) Did I miss any leadership aspect that you would like to address?*

Source: developed for this research

The configuration of the interview guide addressed the information needed and covered the research issues. The wording of the interview questions were as purpose and research questions in line with the guiding principles. The details of the creation of the interview questions are explained below.

The main interview questions (A1-F5) were formulated to meet the primary data requirements presented in table 3.2 and to cover the aforementioned focus on context and interpretation (Klenke 2008). Specifying and deepening questions enabled a clarification of the idea and expansion of the response. In addition the interview participants were asked one question (C4) to

rate the impact of internal and external influencing factors on their leadership understanding using a Likert scale (0-4). However, flexibility in the conduct of the interview is a key element of qualitative interviews (Bryman & Bell 2007) allowing interviewees to tell their story and collect emergent data (Perry 2013). The creation of standard survey with its related pre-requisites and proceedings is thus to be avoided (Bryman & Bell 2007; Yin 2009). This is achieved by appropriately weaving in the questions from the interview guide during the conversation with the informant and probing where research issues have not been addressed (Perry 2013). The comprehensive interview guide for this study is provided in *Appendix C: Interview guide*. No pilot study was conducted due to the clear definition of UBS as the case with embedded organizational units, the design framework and the configuration of the interview guide. Instead a pretest was applied, which is described by Yin (2009) as a formal hearing that follows the established data collection arrangements. Testing the interview guide also provides indications about its validity and reliability (Saunders, Lewis & Thornhill 2009). The project information and instructions are clarified, the understanding of questions appraised and experience gained with the interview guide (Bryman & Bell 2007). However, the autonomy to modify the interview guide while collecting data is advocated by Eisenhardt (1989) with the intention of preserving flexibility and exploring new topics. This was implemented in this study with test interviews of two leaders representing junior (manager of team) and intermediate management (manager of managers) level. Bryman and Bell (2007) point out that representatives of the study sample should not be chosen for this purpose, so the test informants were not part of the sample unit. The adaptation of the interview guide during data collection phase led to emerging sub-topics (e.g. leadership philosophy) that could be further elaborated (i.e. discuss what they mean) with other interviewees. Positive effect on emergent data was thus noted from adjusting the interview guide. Finally, the appropriateness of the interview guide and its questions had been previously discussed with leadership experts (Saunders, Lewis & Thornhill 2009). It was here that the UBS senior leadership expert challenged the quantity of questions, whereas the supervisor encouraged the specifying of the main questions with deepening questions.

The study purpose of comprehending the UBS leaders' understanding and practice of leadership was informed by the literature review and related research issues developed. The guiding principles structured the design and rewording of interview questions as well as the configuration and revision of the interview guide. The interview guide was adapted during the testing phase but in the light of emerging issues and findings during the data collection phase. Having described the

selection of the interview type and the design of the instruments for interviewing, the interview audience is discussed next.

e. Sampling including target population and size. In this qualitative study, the sampling followed the procedure of non-probability emphasizing judgment rather than randomization or representation (Saunders, Lewis & Thornhill 2009). Furthermore, the aim of the study is to investigate contemporary leadership understanding and in-depth practice and what was chosen was *"a sample from which the most can be learned"* (Merriam 2009, p. 77). It was thus not the average leaders that were of interest, but the ones that were experienced, competent and who could provide rich information for the study purpose (Chein 1981; Merriam 2009; Patton 2002). To rely on the research question is denominated as 'purposive or purposeful sampling' (Merriam 2009; Patton 2002; Saunders, Lewis & Thornhill 2009). This means that the selection criteria should reflect the study purpose of detecting leaders that disclose rich information (Merriam 2009). The sampling strategy chosen covered the sampling type of 'criterion' of selecting members of three management levels of the two embedded units and the sampling type of 'stratified purpose' revealing the differences between these sub-groups (Miles & Hubermann 1994). Following a 'network strategy', the identification of sample informants was supported by experts, whereas the 'chain' or 'snowball' strategy involved other managers and interview participants finding interesting leaders (Merriam 2009; Miles & Hubermann 1994).

As one specific case with two embedded units had to be described, the sample consisted of UBS leaders only. These leaders were selected from two client-facing business divisions, covering Wealth Management clients in Switzerland and international clients respectively. In accordance with the previously determined sampling strategy, they were part of a particular management level: junior level as first-line managers (managers of team), intermediate level as managers of managers and senior level as managers of departments. The sampling selected two leaders per management level of each embedded unit, i.e. Wealth Management Switzerland and Wealth Management International. These leaders were working in the German-speaking part of Switzerland, either in the UBS headquarters in Zurich or other locations. Details of the UBS leader sample are available in paragraph c) of ***Appendix A: Case and informants details (sampling)***.

The number of interviews is related to the purpose of the study, to allow a response to the research questions (Merriam 2009). As the sampling approach for this research project was purposeful (cf. paragraph a) at the beginning of this section), the sample size *"is determined by informational considerations"* (Lincoln & Guba 1985, p. 202). The main criterion was to gain rich

information about the leaders, which required a feasible level of saturation and the detection of no new relevant information, also described as redundancy (Lincoln & Guba 1985; Merriam 2009; Patton 2002). The tight time frame and single researcher resource, as cornerstones of a DBA project, were also considered in the definition of the sample size. However, Patton (2002) recommends determining a minimum sample size which was **twelve** interviews for this study to cover the phenomenon and the sampling framework described.. The procedures of recruiting and interviewing informants are explained next.

f. Participant recruiting and consent. Permission to interview was granted by the Senior Talent Partner for UBS Wealth Management and the Senior Talent Partner for Wealth Management Switzerland who expressed their consent in a letter of support. The identification of potential leaders for the sample was based on the broad network of the Senior Talent Partners and the UBS senior leadership expert. Access to the field emerged from the involvement of these UBS leadership and talent development representatives, e.g. leadership programs and initiatives, where potential interview candidates had been participants or 'thought leaders' depending on their management level and assignment. There are no hierarchical relations between the experts working in the Human Resources department and the interview participants from the Wealth Management division. Following the chain strategy, potential leaders for the interviews were also identified in conversations between the researcher and other managers. The researcher selected the informants based on the experts' recommendations which included their view on the candidates' interest, willingness and ability to contribute with their insight on leadership understanding and practice. The first contact with potential candidates was facilitated by the experts mentioned acting as 'door openers'. Relying on these initial interactions, the researcher then approached the candidates and informed them about the research project and its focus. The researcher, his role within UBS and his aims were presented. The ethical aspects of anonymity and confidentiality as well as questions on publication of the results were addressed. The recruiting concluded with the consent process. Following the verbal consent of the informants, the researcher sent them the participant information sheet and the consent form (cf. ***Appendix B: Information sheet and consent form***). This information included a note on the audio recording of the interview. Before the start of the interview, the researcher notified the participants about the project again about ethical conditions (anonymity, confidentiality), audio recording of the interview and data management (storage, access). Refer to the introduction of ***Appendix C: Interview guide*** for details. Finally, the researcher asked the participant to sign the consent form if willing to participate, and only then proceeded with the interview.

g. Interviewing, records and feedback. The interview was conducted using the prepared, pretested and revised interview guide. After the introduction, the interview started with warm-up or ice-breaker questions (part A) that were designed to offer insight into the leadership personality of the informants and allowed them get into the subject of the interview. The main questions from parts B to E were used to introduce the research issues and convert them into the semantics of the informants helping them to narrate and associate (Klenke 2008). Probing questions were then applied to deepen and elicit more details combined with follow-up questions that allowed the interview participants to extend their responses (Klenke 2008). All the participants were presented with the rating question (C4). The interview was concluded with questions on the broader view (part F); followed by information on the next steps in the research process, i.e. interview transcription, participant review, analysis, reporting and publication. The length of the interview was planned for one hour, characteristic for a focused interview with a limited time frame and one hearing (Yin 2009). This setting was justified based on the tight timeline of the DBA project and the approved clearance for data collection by the USQ ethics committee (HREC). The overview of the applied sampling with the anonymized list of interview participants is presented in **Appendix A: Case and informants details (sampling)**. The pretest with two interviews was performed in August 2013 and the main interviews were conducted between October 2013 and March 2014. The interviews took place in the participant's work environment, i.e. in their office or a conference room. The interviews took 50 minutes on average giving a sum of 10 hours and 40 minutes of interview time. Discussions were conducted once with each of the 12 interviewees, covering the planned two interviews per management level and unit.

During the interview, notes were taken on the progress of the interview in accordance with the interview guide. Afterwards, the surrounding, atmosphere and specific observations were documented in the interview protocol (template cf. **Appendix D: Interview protocol template**). The interview was audio recorded with a digital voice recorder for transcription and further analysis. This was required to focus on the interview conducting and to mitigate distractors such as note-taking while ensuring the analysis process was founded on correct data (Bryman & Bell 2007; Yin 2009). The interview was not debriefed as questions on leadership are within the comfort zone of an acting leader. However, informants were asked to review the transcribed interviews to ensure their correct replication (Bilhuber Galli & Müller-Stewens 2012). Only one participant requested the transcript for review, the others *explicitly declined* a transcript and its review. Such a reaction is to be expected given the busy schedule of these leaders. No other feedback or sum-

mary at participant level was planned as *the overall case* of contemporary understanding and application of leaders in a large Swiss bank is the focus (cf. 3.5.3 paragraph c on transcription).

h. Multilingual interviews. Although Zurich and other locations in the German-speaking part of Switzerland are areas in a non-English speaking country with German as the local language, the company language of UBS is English and all involved leaders were able to express themselves in English in addition to their own mother tongue and other language capabilities. The use of English is required for those in a leadership position at UBS as a global company. Nevertheless, participants were free to ask the researcher for the interview to be held in German (questions and / or answers). This procedure is supported by Bryman and Bell (2007) who emphasize that conversations should be enhanced by speaking in the language the informants are comfortable with, but that care should be taken in keeping the meaning when translating. Accordingly, the interview guide consisted of both the English and German versions of the guiding questions. All the participants chose to perform the interview in Swiss German, which required careful German transcription and English translation. Refer to paragraph *d. transcription* in the sub-section 3.5.2 on the *Preparation of data analysis* for more details. Following the description of interview data collection, next sub-section covers the collection of the documentary data.

3.4.3   Documentation

This sub-section presents the frame for the data collected from documentation organized in paragraphs covering *description and rationale* (paragraph a), *evaluation* of documentary data (paragraph b) and *type, selection and use of documents* (paragraph c).

a. Description and rationale. Following Atteslander (2010), social reality is represented by the outcome of human activities (cf. figure 3.4). These results are already preserved for examination, but have not been created through a process guided by the research issues of this study (Bryman & Bell 2007). Raw data and aggregated information gathered for different reason than investigating the contemporary understanding and practice of leadership at UBS is characterized as secondary data (Saunders, Lewis & Thornhill 2009). However, Yin (2009) emphasizes that documented information is pertinent to case study research. The importance of documentary data in qualitative research as a supplement to interviews and observations is reiterated by Merriam (2009). Documentation extends the source of evidence, supports the validation of primary data and may indicate inference (Yin 2009). *Consequently,* the use of documentation in this study strengthened the credibility of the case.

b. Evaluation of documentary data. The method of documentation review was assessed for its purposes, advantages or strengths against attendant issues, disadvantages or weaknesses based on the considerations of Merriam (2009), Saunders, Lewis and Thornhill (2009) and Yin (2009). Documentation provides the advantage of extensive information and further insight as well as efficient acquisition when related to the research question. Moreover, these records are an exact reproduction of the occasion that is researcher-independent as compared to the interview method. Besides the issue of relevance, disadvantages are the challenges of data accuracy, bias and lack of access to desired documents. Merriam (2009) points out that awareness is required when comparing findings from interviews with documentation (e.g. regarding underlying methodology); however, this is less of an issue when scanning documents for new discoveries or codes. *In consequence,* documents represent a further source of evidence for understanding the phenomenon of contemporary leadership at UBS.

c. Type, selection and use of documents. The secondary data consists of survey-based data and documentary data, which can be written (e.g. notes, minutes, presentations) or non-written (e.g. pictures, video recordings, films) from the organization itself or public sources (Saunders, Lewis & Thornhill 2009). Access to leadership documentation regarding the case of UBS was granted by the Senior Talent Partners in the UBS letter of support. The selection of documents was undertaken by the researcher. The UBS senior leadership expert was consulted in the identification of relevant internal documentation. The search for documentation was guided by the research issues focusing on leadership being understood, applied, influenced and trained. The identified documents were assessed for their appropriateness and quality before selection. Only documents that allowed a response to the research questions and offered meaningful content about the phenomenon and its constituents were selected. In addition, the time period required secondary data prior and post-financial crises, i.e. 2007 onwards to identify current state. The quality check of each document included the criteria of authenticity, accuracy, reliability and validity together with reflections on potential bias. Following the identification, evaluation and selection of the documentary sources, the documents finally selected were registered in an inventory and stored on the researcher's server. An overview of the reviewed documentation is presented in ***Appendix E: Case study database***. It was mainly internal documentation that was used, as access was granted and public documentation did not cover the research issues appropriately (i.e. lack of organizational insights). Ethical considerations are also applicable to documentary data so anonymity and confidentiality were respected in the use of documents (e.g. data processing, report-

ing and display). Having described the data collection containing interviews and documents, the data analysis is explained next.

3.5   Data analysis

3.5.1   Analytic strategy and design

This section describes the relevant steps in data analysis and display for this study, specifically the analytic strategy and design (3.5.1), the preparation for data analysis (3.5.2) and the analysis procedures (3.5.3). The first sub-section addresses the strategy and design for the data analysis by explaining the _analytic concept_ (paragraph a) that guides the data analysis, establishing the _analytic principles_ (paragraph b) for data interpretation and introducing the _analytic templates_ (paragraph c) used to apply the acknowledged frame and show rigor in methodology.

a. _Analytic concept._ Merriam (2009, p. 175) describes data analysis as _"the process of making sense out of data"_ that is the response to the research question. The collected data was analyzed to find results regarding the informants' basic assumptions and understanding of leadership (SQ1), the application of leadership (SQ2), the external influence on leadership emerging from the implications of the financial industry transformation (SQ3) and the potential advancement of leadership development (SQ4). Yin (2009, p. 127) advocates an analytical strategy as the conceptual basis for the data analysis, meaning to _"know what to look for"_ and providing a rationale. The data analysis for this study was carried out in accordance with Yin (2009), hence the investigation, classification and display for conclusion drew on empirical evidence and relied on theoretical propositions, thus applying the first of four generic strategies for developing findings from theoretical propositions entailing research questions and literature review.. However, the research issues did go beyond the basic steps of data analysis as the purpose of this study also involves exploration. Furthermore, the outcome of the interview analysis was developed from the interview questions in the interview guide (cf. **_Appendix C: Interview guide_**) associated with the research issues (RI). The interview questions were created with the intention of revealing the UBS leaders' opinions on these research issues. A semi-structured interview was conducted, whereby specifying, deepening and follow-up questions prompted responses that helped with data clustering. The interview guide underwent further development during the interview phase (cf. 3.4.2).

Data collection and data analysis were performed in parallel. Such interaction through constant analysis informs the data collection cycle and ensures analytic focus (Merriam 2009). Moreover, the study had to be narrowed by decision as the intended focus had to be followed with discipline

to avoid ending with dispersed information (Bogdan & Biklen 2007). Finally, field notes, analytic memos and observation comments were actively created. This helped to the researcher to reflect, learn and associate while shaping the outcome (Bogdan & Biklen 2007; Merriam 2009). Figure 3.5 arranges all elements of the applied analytic strategy and design into the *analytic framework* for this case study. Guidance for the analysis, display and discussion of the qualitative case research on UBS Wealth Management leaders' contemporary understanding and practice of leadership was drawn from the research sub-questions and related research issues (cf. 1.3.1), the study purpose (cf. 3.2.1), the theoretical framework (cf. 2.9), the methodology chapter using the data reduction and abstraction ladder (consistent data structure) and the Eisenhardt template. The outcome of this analysis process led to findings that follow the Gioia template (qualities, concepts, aggregated dimensions). Finally, the analytic efforts resulted in a tentative case framework, a tentative case model and tentative propositions (cf. 6.2.5 and 6.3).

Figure 3.5: Analytic framework
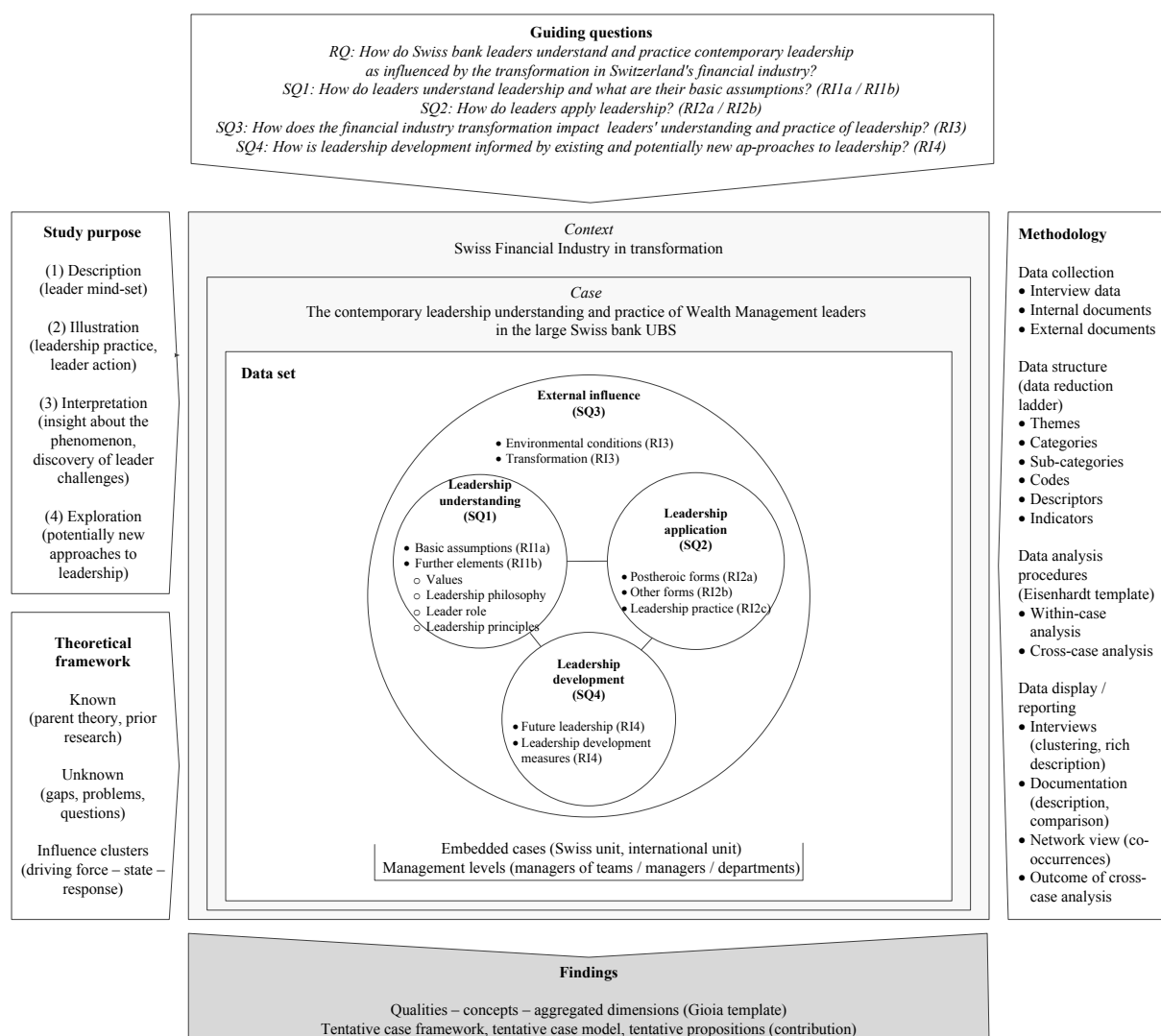
Source: developed for this research

Following the analytic concept embracing all elements that guide the data analysis, the next paragraph describes how sense-making is achieved.

b. *Analytic principles*. The analytic principles for data analysis and interpretation in this case research use the 'ladder of data reduction' and analytic abstraction as informed by prior research and methodological literature (see Carney 1990; Friese 2012; Langley & Abdallah 2011; Lincoln & Guba 1985; Merriam 2009; Miles & Hubermann 1994; Saldaña 2013; Tesch 1990). So data emerging from the transcribed text is

(i)   summarized / packaged / de-contextualized (codes, categories, fitting data set);

(ii)   repackaged / re-contextualized / aggregated (themes, trends, gaps, emphasis, pattern, relationships, the data structure);

(iii)   developed into tentative propositions for framework construction (findings, concepts, synthesis, integration, the deep structure).

The procedures for analysis, interpretation and display of data in this study follow certain conventions that are discussed in the next paragraph.

c. *Analytic templates*. To address the criticism that the qualitative method is insufficiently standardized, Langley and Abdallah (2011) propose two qualitative templates – the Eisenhardt method and the Gioia method – entailing accepted practice and instructive character. Thereby, *"norms of presentation and methodological process"* (Langley & Abdallah 2011, p. 203) denote the expected consistency in the research approach. Before applying the templates for the data analysis of this study, the issue of epistemological foundations had to be addressed. According to Langley and Abdallah (2011, p. 205), the Eisenhardt template is based on the *"post-positivist assumption"*. This is inconsistent with the interpretive and constructivist research philosophy of this study (cf. 3.2.2) and the Gioia template. However, including aspects of the Eisenhardt template does strengthen the quality of the case research, so within-case and cross-case analysis together with triangulation and tabulation of data are used in the results chapters 4 and 5 as well as ***Appendix I: Data structure*** (see Ayres, Kavanaugh & Knafl 2003; Eisenhardt 1989; Langley & Abdallah 2011; Miles & Hubermann 1994; Yin 2009).

On the other hand, revelatory and rich data emerging from informants' opinions are the basis for the findings and data structure (first order – second order – dimensions – model) in chapter 6, where the Gioia template is applied (see Gioia, Corley & Hamilton 2012; Gioia et al. 2010; Langley & Abdallah 2011). Comparison with similar and conflicting literature is included and tentative propositions established for this case study. However, causal relations are not to be cre-

ated rather *"causal tendencies"* are appropriate when aiming to qualitatively explore a case (Perry 2013). The presentation of the data analysis steps continues in the following sub-section with the preparatory tasks required.

3.5.2 Preparation of data analysis

The second sub-section addresses the preparation of data for the analysis process involving organizing, transcribing and entering data in the defined system. So the _management_ of the collected _data_ building the _case study database_ (paragraph a), the _use of software_ (paragraph b) and the procedures for _transcription_ (paragraph c) are described in detail.

a. Data management and case study database. Making sense to the case while using a diverse set of data for analysis with multifaceted information required care about data management (Merriam 2009). Accordingly, the process of analyzing data started with the proper organization of collected information in various forms such as interviews, transcripts, field notes, memos, documentation etc. and led to the continuous buildup of a research inventory that represents the complete set of data for the presented case (Merriam 2009; Patton 2002). All physical information was scanned and stored together with the electronic data on the researcher's server that has mirrored hard drives (backup).

Correspondingly, the collected and inventoried material forms the case study data base for this study (cf. **Appendix E: Case study database**) which is detached from the case study report to allow neutral analysis by others (Yin 2009). Thereby, a three step process is applied to this study (Patton 2002): (1) bring together all case related material as the raw case data which was registered in the field manual – the data set includes the audio recordings (11 hours) and transcripts (160 pages) of interviews with twelve UBS leaders as well as 47 internal documents; (2) create a case record (or database) as the major resource package for the analysis where raw data was edited, duplications removed, fractions merged and organized in topics to provide structure to unprocessed information – details cf. **Appendix E: Case study database**; (3) finally the case is presented holistically in the case study report targeted to the audience – cf. chapters 4 to 6.

b. Use of software. The management of the collected data volume was supported by software specifically for qualitative data analysis. Despite the fact that such software tools provide multiple functionalities, they only support the structuring but not the analytic process of selecting, appraising and understanding (Bogdan & Biklen 2007; Friese 2012). However, the analysis software does not simply help in organizing the data, it also supports systematics and standardi-

zation in analysis while enhancing methodological rigor and thus validity (Friese 2012; Merriam 2009). On the other hand, using analysis software is time consuming (e.g. software selection and accommodation, data preparation and manipulation), may create an artificial distance to the data emerging from the 'machine layer' and can cause overload based on the excessive functionalities available (Creswell 2007; Friese 2012; Merriam 2009). ATLAS.ti (version 7) was selected as the qualitative data analysis software because it was provided by the research institute and due to its *"sophisticated search and retrieval patterns"* and its capacity to build networks (Merriam 2009, p. 195).

c. Transcription. The audio-recordings of the interviews were transcribed by touch typists to gain time for data analysis. As all the informants chose to perform the interview in Swiss German, careful German transcription and English translation was required. The transcription was performed by experienced touch typists who had already provided this service to the Institute for Strategic Management and Stakeholder View at the University of Applied Sciences Zurich. Their mother tongue is Swiss German and German which allowed them to understand the language specifics when transcribing. They were also capable of translating the German transcript into English. It was nonetheless necessary to review the German and English transcripts using the audio file to familiarize myself with the material and to ensure correct transcription (data cleaning) as translated from Swiss German to German and finally English (Saunders, Lewis & Thornhill 2009).

Saunders, Lewis and Thornhill (2009) recommend considering having informants read their transcripts, if there are concerns about language adjustments, whereas Bilhuber Galli and Müller-Stewens (2012, p. 182) actually require such a review *"to ensure that information was correctly reproduced."* So, all the interview participants were asked to review their transcripts. However, only one of twelve requested the transcribed text, the others specifically declined to read them. While open to participating in the study, they had tight schedules prohibiting a review of the transcripts. Positive feedback was received about the whole range of leadership topics in the interviews and the informants expressed interest in the results. Although the application of interviewee transcript review (ITR) is strengthening methodological rigor, the research of Hagens, Dobrow and Chafe (2009, p. 1) revealed that *"ITR added little to the accuracy of the transcript"* and benefits are limited regarding the exactness of transcribed qualitative interviews. Furthermore, the ethical framework set for this study (cf. 3.7) does not allow forcing informants.

The transcription from audio (Swiss German) to word file (German) – due to the informant's free choice of interview language – as well as translation (English) was carried out carefully. There were some subsequent corrections made to the transcripts to keep closer to the original meaning and technical terms or abbreviations were translated. Following the presentation of preparatory steps for data analysis, the next sub-section describes the techniques for data analysis in detail.

3.5.3 Analysis procedures and display

The procedures used for data identification, manipulation, reduction and reporting are detailed in this third sub-section. The analysis process for this study is organized into the _coding_ phase (paragraph a), the _within-case analysis_ (paragraph b) to evaluate the data holistically, establish the data structure and generate a rich description of the phenomenon and a _cross-case analysis_ (paragraph c) including the embedded cases and managerial levels to strengthen the case.

a. Coding. In a first phase, the data was ascribed initial codes using various coding methods (see sub-section 3.5.1 for methodological background). The identification of data segments and separation from primary context in the first cycle revealed relevant, meaningful and independent units of information that showed a potential to respond to the analytic framework visualized in figure 3.5 (Merriam 2009; Tesch 1990). Several coding methods as described by Saldaña (2013) were applied to code the collected interview data in the first sequence namely attribute codes to capture characteristics such as 'career'; sub-codes adding more structure to the coding scheme; structure codes referring to particular questions of the analytic framework for example 'leadership philosophy', 'leadership practice' or 'transformational leadership impact'; descriptive codes that summarize a paragraph's content with a topic label similar to 'leadership' or 'management'; process codes indicating action e.g. 'closing gaps' or 'systematic screening', values codes including value such as 'honesty', attitudes such as 'leadership/management balance' and belief in for example 'conjoint agency'; evaluation codes that positively or negatively comment (e.g. 'post-heroic forms [of leadership] rejected') or recommend (e.g. 'senior leadership involvement'); and finally provisional codes that emerged from the literature review and were predefined, for instance with the term 'financial crisis implications'. These codes were identified not only in the literature review, including the research questions and theory, but also in the empirical study including the interview guide, interview and documentary data together with analytic memos. Based on these sources, a code list was generated and applied to the data set. It was then extended, revised and conclusively transformed in a code book containing detailed descriptions (cf. **_Appendix F: Code book for data analysis_**).

b. <u>Within-case analysis</u>. In the next step the data analysis focused on the within-case analysis of the data set covering the UBS leaders' response holistically (see sub-section 3.5.1 for methodological background). The analysis process generated coded data that was re-contextualized along the four research sub-questions and related research issues. This analysis step led to a data structure and categorization. Themes here represent research sub-questions, categories are based on research issues and sub-categories demonstrate emerging patterns. The data reduction cycles resulted in attributes that describe each cluster. These attributes consist of descriptors to condense and label the coded data and indications providing an impression of the meaning of these codes. The rich description explaining the attributes is supported with quotations from the interview data.

The numbers in brackets after each statement provide reference to the data set (cf. ***Appendix E: Case study database***) including the interview and paragraph number (indirect citation). For example:

> *Sharing, support* and care are further attributes that represent the concept of a mutual notion in leadership (ref. 2-149, 2-153, 2-157).

In case of direct quotation, the indication 'ref.' is omitted in the bracket. For example:

> *"I think my direct reports see the whole leadership topic in the sense of cooperation and mutual support."* (3-224)

The coded, reduced and clustered interview data is displayed in tables indicating the level of importance, i.e. percentage of informants touching on a specific aspect. In addition, the frequency of referenced quotations is mentioned in the tables. However, the relative importance indicated is approximate as the outcome is created from semi-structured and purposeful interviews rather than a structured and representative survey. On the other hand, rich description of the phenomenon requires revealing all aspects even if they are expressed only once. *In addition,* documentation data allowed a comparison with the corporate view to identify similarities to and differences from the leader view. The document number in brackets after each statement provides reference to the data set (cf. ***Appendix E: Case study database***). For example:

> Collaboration is another core behavior involving unselfish service, interdisciplinary work and a respect for diversity (ref. DOC01, 02, 07, 16, 19, 20, 23).

Moreover, the co-occurrence analysis provided a network view of the research issues relating all aspects. The co-occurrence function of the data analysis software ATLAS.ti (cf. 3.5.3) was used to generate a co-occurrence report. Codes that are closely linked were then depicted and associa-

tions between the codes qualitatively described. The purpose of this network view is to explain what the relations mean and to cut out repetition occurring in interviews and documents. *As a consequence,* the interview results were structured and triangulated with the documentation data for comparison and then enhanced with the network view. This approach explains the length and richness of the results chapters 4 and 5.

c. Cross-case analysis. A further step was added to investigate the data set with a cross-case analysis (see sub-section 3.5.1 for methodological background) to identify similarities and differences. The Swiss unit and the international unit of Wealth Management, as embedded cases, were used to compare the leaders' responses from an organizational perspective, whereas the informants' management levels facilitated the contrasting of seniority (cf. section 5.4 and appendices H1-H3 for results). Following the presentation of the foundations and procedures for data analysis, the next section focuses on the data quality for the research.

3.6   Data quality

This section addresses the aspects of data quality involved with this study entailing *foundation* (paragraph a), *validity* (paragraph b), *reliability and dependability* (paragraph c), *generalizability, transferability and external validity* (paragraph d) as well as *interview quality* (paragraph e).

a. Foundation. Validity and reliability as the common criteria for judging the quality of research vary in qualitative research as compared to quantitative research, because the emphasis in a qualitative study is on the satisfactory provision of evidence for representing reality in the description and analysis of the case (Dale Bloomberg & Volpe 2012). However, rigor in the research procedure is vital when applying non-standardized data collection methods (Saunders, Lewis & Thornhill 2009). Furthermore, clear writing, appropriate sampling, systematic data collection and processing as well as accurate data analysis is expected from a case study, together with the appraisal of the phenomenon based on a multifaceted view using *"triangulation of data sources"* and methods (Baxter & Jack 2008, p. 556). The use of terminology to describe trustworthiness in qualitative research is subject to continuing debate among authors of methodological literature (Dale Bloomberg & Volpe 2012). According to Dale Bloomberg and Volpe (2012) as well as Yin (2009), common elements of validity or credibility are the use of multiple sources, triangulation in sources and methods, involvement of the informants, clarity about bias and multiple perspectives on findings. Reliability or dependability is strengthened by rigor in the research process providing comprehensibility for the readers. Generalization or transferability is achieved analytically based on a rich and in-depth case description.

b. Validity. Construct validity refers to the requirements for the definition of concepts linked to the study topic and the identification of tactics that fit with the concepts (Yin 2009). The understanding of leadership in the study was represented by the concept of stakeholder capitalism measuring the grade of mutuality in the basic assumption of leaders (cf. 2.5 and 6.4). The application of leadership was related to the concepts of heroic (traditional) leadership (cf. 2.3) and post-heroic (advanced) leadership (cf. 2.4) with the measures of individual or conjoint agency in leader mind-set and action. Yin (2009) suggests using the approach of a multitude of sources and chain of evidence to enhance construct validity. Data in this study was collected from interviews with leaders at different management levels and from two organizational units as well as from internal documentation (e.g. senior management messages, leadership development, guiding principles) providing a dual view in the examination of the research question. The logic in the line of argumentation linked the research sub-question with the research issues, the interview guide, the references in the collected data (cf. chapters 4 and 5) as well as the conclusions (cf. chapter 6). Yin (2009) argues that *internal validity* is not applicable in studies with a descriptive or exploratory nature due to the absence of causality. As explained in section 3.3 on the type of research design, the purpose of this study incorporated multiple views (description, illustration, interpretation, exploration) with no predicted (prescriptive) and relational (if-then) answers to the research question.

c. Reliability and dependability. Repeating the case study with unchanged proceedings should lead to similar findings and conclusions thus reducing inaccuracies and bias (Yin 2009). Accordingly, Yin (2009) recommends a case study protocol and a case study database split in data and report to document the process for one's own and third party reiteration of the case. The case study database for this study included data based on field notes, audio records, transcripts and documentation (cf. **Appendix E: Case study database**) as well as results, findings and conclusions (cf. chapters 4, 5and 6). Additional measures to strengthen reliability are inter-rater coding and peer review (Miles & Hubermann 1994). However, given the nature of a DBA project with a tight timeframe and resources limited to one researcher, the study was dependent solely on the author and inter-coder reliability was not achievable.

d. Generalizability, transferability and external validity. The aim of qualitative research is not the generalization from sample to population, but to *analytically transfer* the outcome of the case study into the larger theory (Yin 2009). The results of the case study on understanding and practice of leadership will be *integrated in the parent theory of leadership* (cf. 6.3 and 6.4). As this is

a single-case study, once more the emphasis was put on transferability into theory not replication as in multiple-case studies, following a recommendation in the directions for further research (cf. 6.8) to strengthen external validity (Yin 2009). However, Lincoln and Guba (1985) comment that a complete declaration on external validity is common in quantitative research involving statistical quality measures, while qualitative studies offer propositions and tentative hypotheses based on rich description allowing others to determine the transferability (cf. 6.3). This view is endorsed by Merriam (2009) indicating that case studies create working hypotheses that assist in the organization of forthcoming research and evolve the body of knowledge while leaving the reader to decide on the transfer.

e. *Interview quality.* Saunders, Lewis and Thornhill (2009) describe three issues of data quality associated with semi-structured interviews namely minimal standardization and the challenge for other researchers to elicit the same information (reliability); bias emerging from the interviewer's behavior as well as informant bias; and the generalization of interview data. To strengthen credibility, methodological rigor and quality in the conduct of the interviews the following measures were taken in this study : careful preparation and appropriate use of the interview guide; pretest of the interview guide; profound knowledge of the interviewer about leadership and the case of UBS; consistent recruitment, information and consent process; location suitable for the interview participants; professional appearance and conduct of interview; audio recording of interview and note-taking using an interview protocol. Following the data quality considerations relevant for this study, the next section addresses the research ethics.

3.7   Ethical considerations

Ethical principles in research are represented with methodological soundness entailing transparency about the topic, research design, data collection and storage, analytical processes and reporting as well as responsibility and moral integrity towards the involved parties (Saunders, Lewis & Thornhill 2009). Accordingly, this section covers the ethical issues of establishing *guidelines* (paragraph a), ensuring *informed consent* (paragraph b), avoiding *potential harm* (paragraph c), confirming *secrecy* (paragraph d) that includes the respect of privacy as well as the guarantee of confidentiality and anonymity. The section is completed with *data protection* (paragraph e), as well as the disclosure of *affiliation and guidance* (paragraph f).

a. *Guidelines and approval.* The conduct of interviews with human participants required the prior approval of the Human Research Ethics Committee (HREC) of the University of Southern

Queensland (USQ) assessing the compliance with the requirements of the Australian National Statement on Ethical Conduct in Human Research (National Health and Medical Research Council, Australian Research Council & Australian Vice-Chancellors' Committee 2007). The ethics application entailed information on the project, the participants and their recruitment, risks and benefits for them, the consent process, the issues of debriefing and feedback as well as confidentiality, storage and privacy. The application was reviewed by the committee and approval granted (approval no. H13REA155). In addition to the proposal and planned conduct of the research, a yearly progress report and a final report had to be provided and approved.

b. *Informed consent*. The ethical issue of informed consent is subject to extensive debate among scientists requiring the provision of transparent and complete information about the research to the participants but it is challenging to provide them with the necessary information in full in advance (Bryman & Bell 2007). Furthermore, the Code of Ethical Conduct of the Academy of Management ('Academy of Management Code of Ethical Conduct' 2002) suggests achieving informed consent by clarifying the intention and character of the research, advising on potential harm and offering voluntary participation with the option of opting out. Given the UBS support letter with permission to interview UBS leaders as well as the assurance of voluntary consent, anonymity and confidentiality, the participant had various opportunities to express consent or dissent: during the informal contact, before the start and at the end of the interview, and when reviewing the transcribed interview. The consent form included the information and conditions related to the project (cf. ***Appendix B: Information sheet and consent form***) and was signed by all the informants.

c. *Potential harm*. It is not only physical harm that may be an effect of research, discomfort, inconvenience, stress or shame can potentially result from data collection, analysis and reporting (Bryman & Bell 2007; Saunders, Lewis & Thornhill 2009). With regard to this study, the interview participants were perceived as well-educated and experienced leaders who often act globally, are able to express themselves in German and English and are thus quite capable of dealing with a 1:1 interview situation. However, a guarantee of anonymity and confidentiality with no access for UBS to identifiable data was essential to establishing a setting within which the interview participants could answer the questions without any restrictions or concerns about reference to their person.

d. *Secrecy*. The intrusion into the informants' world, the usage of the gained data and the visibility of the involved parties are important ethical issues for the researcher, the participants and the

sponsors addressed (Miles & Hubermann 1994). The relevant technical terms are privacy as the preservation of access to information and informants; confidentiality as the agreement on restrictions of data usage; and anonymity as the avoidance of personal identification (Sieber & Tolich 2013).

The eliciting of information from the participants is grounded on informed consent as previously described. The waiving of privacy by the informant is related to the grade of informed consent (Bryman & Bell 2007). Apart from the questions on the participant's personal leadership training and career, most of the questions asked related to the understanding and practice of leadership, limiting the disclosure of opinion to a professional function. None of the informants used the option of refusing to answer due to a perceived invasion of privacy.

On the contrary, thanks to the guarantee of confidentiality, the informants were open, transparent and honest. Both the researcher and UBS guaranteed confidentiality to the informants, meaning that data at a personal level was treated as confidential by all parties involved. Information was only collected from interviews and documentation, no data was incorporated from any third party. Furthermore, no sensitive data (e.g. religion, opinion on politics) were included in the data collection. Primary data has only been used in relation to this dissertation (collection, analysis, reporting). However, the de-identified case description, findings and conclusion might be the foundation for further publications.

The anonymity of collected, stored and published information differs depending on the type of records. Field notes and interview protocols (scan / electronic file) as well as the audio recordings include personal information about the participants and their opinions on their understanding and practice of leadership, while the interview transcripts and analysis records (e.g. files of the analysis software ATLAS.ti) include re-identifiable / coded information. With regard to the reporting, personal information is not in the focus of the case study. However, if personal information was needed to describe the case, it was de-identified and it was ensured that no conclusion or reference about the organization or function of the interview participant could be performed. Furthermore, the only statements used in the report or publications excluded reference to a particular informant.

e. *Protection of data.* Bryman and Bell (2007) emphasize on the data protection principles for researchers in Europe including an analysis of data processing, data controlling and data implications. Saunders, Lewis and Thornhill (2009) summarize the treatment of personal data respecting fairness, law, purpose, relevance, accuracy and proper storage. The arrangements for data storage

during and after the study require that data is saved outside UBS, i.e. on a server at the researcher's private office. Accordingly, there is no direct access for UBS to primary data and UBS will only request aggregated and de-identified data. In addition, the data is encrypted and kept for five years. Upon withdrawal of consent, data collected from the person concerned would have been wiped from the researcher's data storage. However, this was not the case for any of the informants.

f. Affiliation and guidance. Bryman and Bell (2007) emphasize the issues of relationship and conflicts of interest in research which are linked to research funding and may impact the trustworthiness of the study; but on the other hand, research is seldom completely autonomous and mitigation measures are awareness and transparency. In this study, the funding was of minor importance, as the research was conducted in a part-time DBA program and without financial support to maintain independence. However, the researcher and interview participants were all working in the same institution (60,000 employees globally, 21,600 in Switzerland) albeit in different organizational units, i.e. Human Resources as a Corporate Center unit (researcher) versus Wealth Management as front units (interview participants). The size of UBS and the involvement of participants from various management levels and organizational units allowed the required level of independence and neutrality of each participant. Furthermore, the association of the researcher was disclosed to the interview participants as part of the consent process. The researcher's academic freedom, as well as confidentiality and anonymity for the informants were granted by UBS in writing with a letter of support.

The researcher as the interviewer and instrument of research is confronted with personal challenges regarding his own skills, participant reactions and their effects on the researcher (Flick 2009; Kvale & Brinkmann 2009; Patton 2002; Saunders, Lewis & Thornhill 2009). Patton (2002) therefore suggests actively seeking advice and debriefing. This support was offered by the dissertation supervisors and the assisting senior leadership expert of UBS. Following the ethical considerations for this study, the components relevant to guiding the research are integrated in the next section.

3.8   Design framework

All the steps taken to conduct the empirical research for this study as presented in the previous sections, together with guidance of the theoretical framework (cf. figure 2.7), are integrated in the *design framework* visualized in figure 3.6.

Figure 3.6: Design framework

(1) **Research question (RQ)**	RQ: Contemporary leadership understanding and practice			
(2) **Research sub-questions (SQ)**	SQ1: How do leaders understand leadership and what are their basic assumptions?	SQ2: How do leaders apply leadership?	SQ3: How does the financial industry transformation impact leaders' understanding and practice of leadership?	SQ4: How is leadership development informed by existing and potentially new approaches to leadership?
(3) **Research issues (RI)**	RI1a: Identify the basic assumptions of leaders toward an individual or a mutual notion of leadership and reveal further constituents. RI1b: Detect further elements that represent contemporary leadership understanding.	RI2a: Examine the application of traditional or heroic forms of leadership as well as advanced or postheroic forms of leadership. RI2b: Reveal potentially new approaches to leadership. RI2c: Describe contemporary leadership practice.	RI3: Identify the external influence on leadership understanding and practice emerging from the transformation in the Swiss financial industry.	RI4: Practices that assist leadership development in implementing existing and potentially new forms of leadership
(4) **Information need**	• Theoretical information (known knowledge, gaps, theories) • Contextual information (informant's setting and development, organizational environment and conditions) • Demographic information (recognition of the informant) • Perceptual information (informants opinions, answers for the research question)			
(5) **Data sources**	• Primary data (interview) ○ Identify the leadership understanding (individual / mutual notion) ○ Additional constituents • Secondary data (documents) ○ Corporate values, culture ○ Strategy and vision ○ Training material ○ Corporate principles	• Primary data (interview) ○ Identify postheroic forms ○ Detect potential new approaches to leadership ○ Investigate on leadership practice including heroic forms • Secondary data (documents) ○ Strategies and guidance ○ Training material	• Primary data (interview) ○ Identify external influencing factors (rating and opinion) • Secondary data (documents) ○ Management messages (communication) ○ Town hall recordings	• Primary data (interview) ○ Identify opinion on future leadership and leadership development (measures) • Secondary data (documents) ○ Strategies, frameworks, guidance ○ Surveys (senior leader feedback) ○ Training material
(6) **Methodology**	• Qualitative methodology • Single-case study (large Swiss bank UBS) • Embedded cases (two business units: Wealth Management Switzerland and international unit) • Management levels (managers of teams, managers of managers, managers of departments)	○ *Purpose:* understand UBS leaders opinions on leadership (leader mind-set, leader actions) ○ *Reality:* constructed by UBS leaders ○ *Viewpoint:* from the inside as perceived by UBS leaders ○ *Values:* the UBS leaders values influence the understanding and are taken into account ○ *Focus:* holistic view on the phenomenon ○ *Orientation:* discover, explore, interpret, describe and illustrate ○ *Data:* subjective as representing UBS leaders perceptions ○ *Instrumentation:* researcher as primary and human instrument of data collection ○ *Sampling:* purposeful, snow ball/chain ○ *Conditions:* naturalistic environment / natural setting ○ *Result:* rich and in-depth		
(7) **Data analysis and display**	• Data analysis preparation • Data structure (reduction ladder) • Eisenhardt template (within-case analysis, cross-case analysis) • Gioia template (findings) • Original contribution	○ Use of analytic software (Atlas.ti) ○ Coding/clustering/categorization (themes, categories, sub-categories, codes, descriptors, indicators) ○ Data display / reporting: interviews (clustering, rich description), documentation (description, comparison), network view (co-occurrences), outcome cross-case analysis, summary (integration, synthesis) ○ Qualities – concepts – aggregated dimensions ○ Tentative case framework, tentative case models, tentative propositions		
(8) **Data quality**	• Methodological rigor • Validity • Reliability and dependability • Generalizability, transferability and external validity • Interview quality	○ Appropriate sampling, systematic data collection and analysis, triangulation, clarity on bias ○ Construct validity (linking concepts, multiple sources), internal validity (causality not applied in this study) ○ Replication (case study database), inter-rater coding / peer-review (not applied in this study) ○ Analytical integration in parent theories, tentative propositions ○ Systematics in interview conduct, interviewer and informant bias, audio recording		
(9) **Ethics**	• Guidelines and approval • Informed consent • Harm potential • Secrecy, data protection and privacy • Confidentiality and anonymity • Affiliation • Guidance • Counseling	○ Pressure by sponsors, gatekeepers and stakeholders ○ Suitability of research ○ Quality in research ○ Transparency to stakeholders ○ Privacy and informed consent of informants, confidentiality and anonymity ○ Data protection	→ UBS' letter of support → DBA proposal process → Methodology, supervision → Continuous information → Ethical considerations and process, information and communication, consent form → External storage, restricted access, encryption	

Source: developed for this research

The construction of the design framework was informed by various authors (Bryman 2004; Dale Bloomberg & Volpe 2012; Eisenhardt 1989; Eisenhardt & Graebner 2007; Gioia, Corley & Hamilton 2012; Joubish et al. 2011; Lincoln & Guba 1985; Maxwell 2012; Sachs & Rühli 2011) It was built up on *nine* levels:

(1) – (3) The research questions (RQ) and the research sub-questions (SQ1-4) were founded in the literature review and operationalized with research issues / objectives (RI1-4). The literature review (cf. chapter 2) presented the need for theoretical information to assist in the assessment of known aspects, identification of gaps and relations to theories with regard to the research topic (Dale Bloomberg & Volpe 2012).

(4) Dale Bloomberg and Volpe (2012) describe other forms of information required to answer the research questions: First, contextual information explaining the surroundings (e.g. organization, structure, culture, values, policies) of the phenomenon collected from documentation and interviews; second, demographic information describing the informants and their background registered in a personal record prior to or following the interview (e.g. career development); third, perceptual information represents the participants opinion on the research topic and their experience with the phenomenon revealed by the interviewing. The information need that would be satisfied with the interview method was transferred into the interview guide (cf. table 3.2). (5) Each research issue was provided with the relevant sources of data and collecting methods (cf. 3.4).

(6) The applied qualitative methodology was founded on the research strategy (cf. 3.2) and design (cf. 3.3). Further, Joubish et al. (2011) propose specific characteristics to be assigned to the research project. (7) Data analysis and display was also applied to this study (cf. 3.5).

(8) Common criteria of research quality are reviewed (cf. 3.6). (9) The ethical issues associated with the research phases of proposal (research purpose, topic, question); study design (methodology, ethics approval, access request); data collection (interviews, documentation); and finally data analysis and display (processing, storage, publication) were mitigated with appropriate measures (Saunders, Lewis & Thornhill 2009). This includes contractual and technical measures; information and communication, together with anonymity and confidentiality for this study (cf. 3.7).

Having discussed all aspects of the methodology applicable for this study, we now conclude this chapter.

3.9   Conclusion

Chapter 3 developed the methodology and related procedures applicable for this research examining the phenomenon of the contemporary leadership understanding and practice of Wealth Management leaders in a major Swiss bank. The research strategy defines an inductive approach to theory with the purpose of exploring and describing the phenomenon under study whereby neither testing is applied nor causality examined. Interpretivism and constructionism form the philosophical foundation leading to a qualitative methodology for conducting the research. The research design, entailing a qualitative case study, was also justified. The case study method was also assessed, the major Swiss bank, UBS, scoped as the case and the Swiss and international units of Wealth Management defined as embedded cases.

The process of data collection was described in detail including the interviews and documentation. On the one hand, the interview method was assessed, a semi-structured form selected and the related interview guide explained. The purposeful sampling strategy comprises twelve interviews with leaders from both embedded cases and three management levels. The conduct of the interviews was described in detail. On the other hand, documentation as data source was similarly evaluated as well as selection and use defined.

The procedures for data analysis were presented based on the analytic strategy and design. An analytic framework provided guidance for the data analysis, the interpretation of data was informed by the 'ladder of data reduction and abstraction', while analytic templates ensured that everything proceeded within the acknowledged frame. Data preparation, analysis and display were described in detail. Data quality was discussed on the basis of questions regarding validity, reliability and generalization, and finally the ethical considerations for the interviewing in particular and this research in general elaborated. All information was integrated in a design framework.

In the previous chapters, the research background, questions and gaps, together with the parent theories and theoretical framework were presented. The methodology for conducting the data collection, analysis and reporting was described in this chapter. So far no outcome has been presented which will now be reported in chapters 4 and 5.
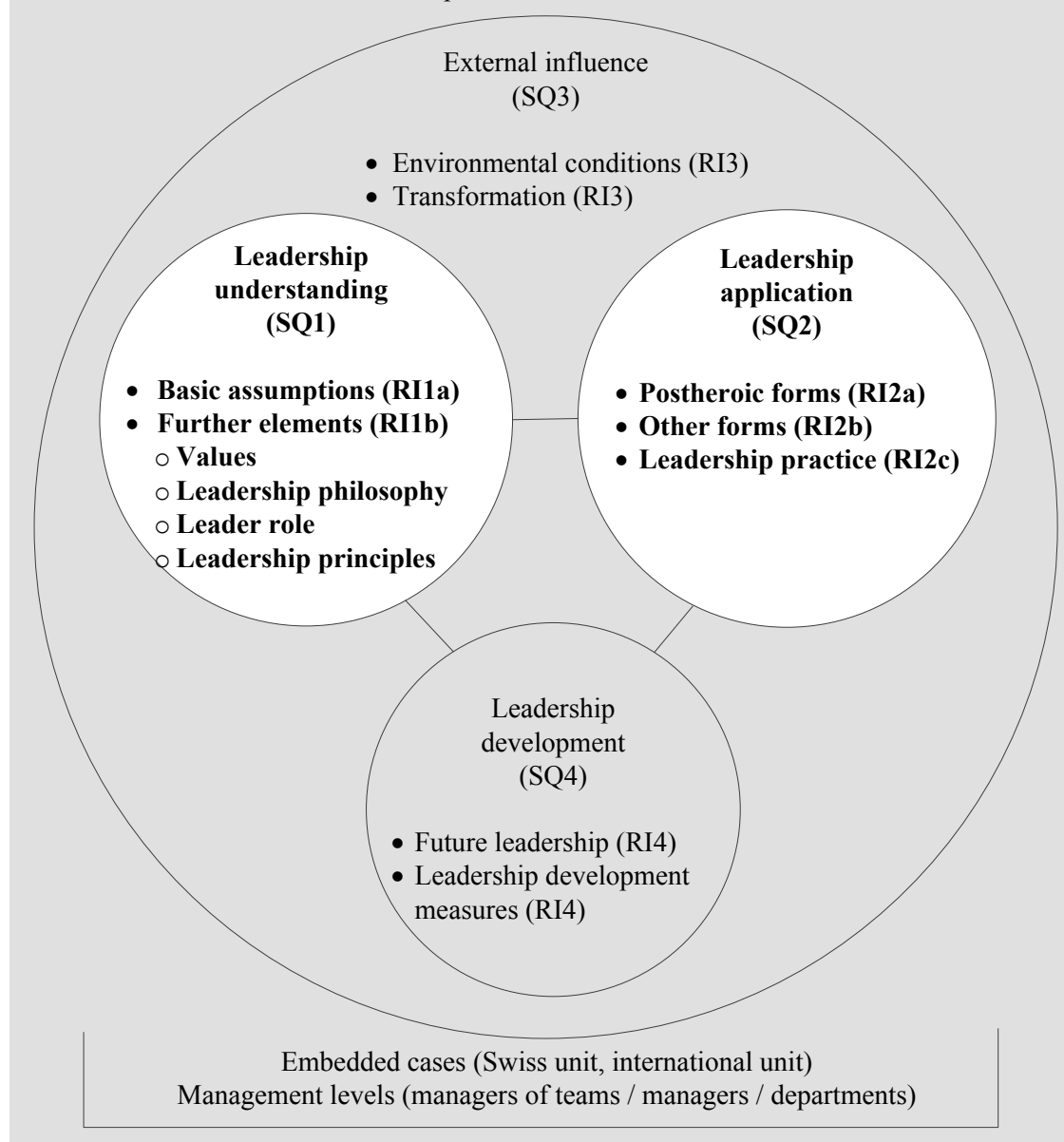
Chapter 1 Introduction

Chapter 2 Literature review

Chapter 3 Methodology

Chapter 4 Results – Part I

Chapter 5 Results – Part II

External influence
(SQ3)

- Environmental conditions (RI3)
- Transformation (RI3)

**Leadership
understanding
(SQ1)**

- **Basic assumptions (RI1a)**
- **Further elements (RI1b)**
  o **Values**
  o **Leadership philosophy**
  o **Leader role**
  o **Leadership principles**

**Leadership
application
(SQ2)**

- **Postheroic forms (RI2a)**
- **Other forms (RI2b)**
- **Leadership practice (RI2c)**

Leadership
development
(SQ4)

- Future leadership (RI4)
- Leadership development
  measures (RI4)

Embedded cases (Swiss unit, international unit)
Management levels (managers of teams / managers / departments)

Chapter 6 Discussion and conclusions

4 Chapter 4 Results – Part I

4.1 Introduction

In the previous chapter the methodology to be applied for this qualitative case study was defined. The purpose of this chapter is to report on part one of the results. The underlying case was introduced in sub-section 3.3.2 and the sampling determined in sub-section 3.4.2. Case and informants details for this case study are available in ***Appendix A: Case and informants details (sampling)***. The frame for the data analysis was defined in section 3.5. Figure 4.1 gives an overview of the research questions that form the foundation for the data analysis and presents the results of the first part.

Figure 4.1: Guiding questions for chapter 4
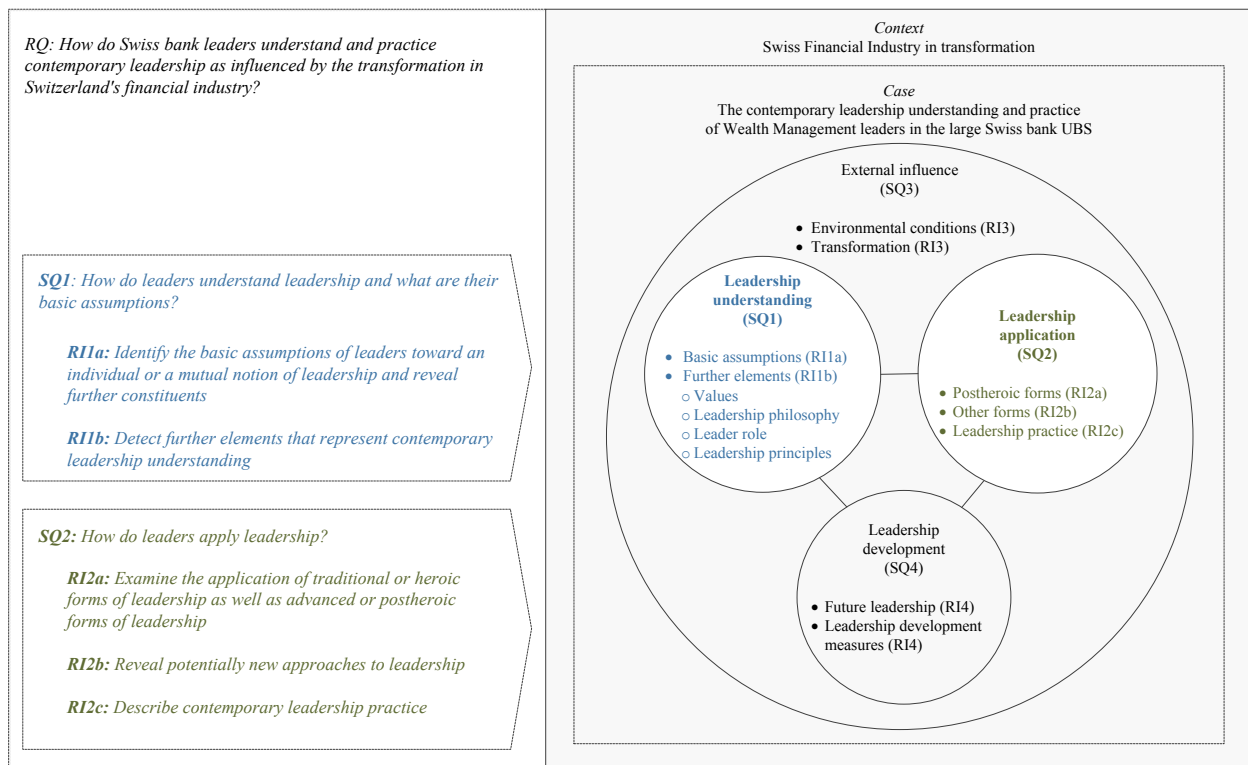
Source: developed for this research

This investigation of the understanding and practice of contemporary leadership (RQ) is addressed using four research sub-questions on leadership understanding (SQ1), leadership application (SQ2), external influence on leadership (SQ3) and leadership development (SQ4) operationalized with related research issues (RI). The results of the data analysis are presented in two parts: part one in chapter 4 describes the outcome of the within-case analysis regarding leadership understanding (SQ1) and leadership application (SQ2) whereas part two in chapter 5 covers the other two sub-questions on external influence (SQ3) and leadership development (SQ4) to-

gether with the cross-case analysis. The data collected from interviews with UBS leaders allow rich descriptions of the phenomenon and its constituents (cf. 3.4.2 in the methodology chapter). The leaders' view is contrasted with the corporate view obtained from documentation (cf. 3.4.3 in the methodology chapter). The data is displayed in tables and graphs to reduce descriptive data and illustrate emerging patterns. Figure 4.2 depicts the structure of chapter 4 which covers part one of the data analysis results.

Figure 4.2: Outline of chapter 4

Chapter 1 Introduction	4.1 Introduction
Chapter 2 Literature review	4.2 Results on leadership understanding (SQ1)

Chapter 3
Methodology
	4.2.1 Section outline
	      4.2.2 Basic assumptions of leadership (RI1a)
	      4.2.3 Values (RI1b)
	      4.2.4 Leadership philosophy (RI1b)

Chapter 4
Results – Part I
	4.2.5 Leader role (RI1b)
	      4.2.6 Leadership principles (RI1b)
	      4.2.7 Section summary

Chapter 5
Results – Part II
	4.3 Results on leadership application (SQ2)
	
	      4.3.1 Section outline
	      4.3.2 Post-heroic forms of leadership (RI2a)
	      4.3.3 Other forms of leadership (RI2b)
	      4.3.4 Leadership practice (RI2c)
	      4.3.5 Section summary

Chapter 6 Discussion and conclusions	4.4 Conclusion

Source: developed for this research

The introduction section (4.1) provides an overview of the fourth chapter's content. The results of part one are presented in separate sections on the two research sub-questions: SQ1 on leadership understanding (4.2) and SQ2 on leadership application (4.3). Sub-section 4.2.2 addresses the research issue of basic assumptions about leadership (RI1a), while sub-sections 4.2.3 to 4.2.6 describe further elements of leadership understanding (RI1b). The section is completed with a section summary in 4.2.7 (cf. figure 4.4 depicting the summary). The research issues related to leadership application (RI2a-RI2c) are then elaborated in sub-sections 4.3.2 to 4.3.4. The section is completed with a section summary in 4.3.5 (cf. figure 4.5 depicting the summary). Chapter 4 reporting part one of the results is concluded in section 4.4. The next section presents the outcome of the data analysis of the first research sub-question (SQ1).

4.2 Results on leadership understanding (SQ1)

4.2.1 Section outline

This section deals with the analysis of the data in terms of the first research sub-question on leadership understanding of leaders in the case of the large Swiss bank UBS, as representing the leader mind-set. This research sub-question asks:

SQ1: How do leaders understand leadership and what are their basic assumptions?

From the literature review and the coding and analysis procedures, the results of SQ1 appear to represent a theme termed as 'leadership understanding' in the displays showing the abbreviation 'LUN' in the code book (cf. ***Appendix F: Code book for data analysis***). The presentation of the results is structured on the two related research issues on basic assumptions of leadership (RI1a) and further elements of leadership understanding (RI1b):

4.2.2 Basic assumptions of leadership (RI1a)

4.2.3 Values (RI1b)

4.2.4 Leadership philosophy (RI1b)

4.2.5 Leader role (RI1b)

4.2.6 Leadership principles (RI1b)

The section concludes with a summary sub-section (4.2.7) on the outcome with regard to the leadership understanding (SQ1) and related research issues (RI1a/RI1b).

4.2.2 Basic assumptions of leadership (RI1a)

This sub-section presents the results of the analysis of research issue 1a on basic assumptions indicating beliefs about and attitudes towards business conduct as a foundation for leadership. The research issue thus seeks to:

RI1a: Identify the basic assumptions of leaders toward an individual or a mutual notion of leadership and reveal further constituents.

This research issue materializes as a category in the data analysis termed as 'basic assumption' in the display showing the abbreviation 'BAS' in the code book (cf. ***Appendix F: Code book for data analysis***). The outcome has been developed from the responses to the interview questions C1, C2 and D6 (details cf. ***Appendix C: Interview guide***) and documentation was used to bring in the corporate view. So the category of basic assumptions is grounded in data. This sub-section

is organized in two content paragraphs covering (a) *interview results* with rich descriptions about the UBS leaders' opinion on research issue 1a basic assumptions of leadership and (b) *network view* summarizing interview co-occurrence. The sub-section is completed with (c) a *conclusion*. The numbers in brackets after each statement provide reference to the data set including the interview and paragraph number. In case of direct citation, the indication 'ref.' is omitted.

a. Interview results. Two different perspectives emerged from the data analysis coded as *conjoint agency (sub-category I)* and *individual agency (sub-category II).* A further sub-category was developed from the analysis process describing *the world view (sub-category III)* of UBS leaders as an additional element of their basic assumptions. The interviews were analyzed to discover the attributes that define basic assumptions about leadership, whereby descriptors were used to condense and label the coded data. Indications then provide an impression of the meaning of these descriptors. To consider the coded and analyzed data against research issue 1a, table 4.1 lists these attributes with categorization and indicates the percentage of participants whose opinions related to the attributes. The percentages reflect the opinions of the small sample of interviewees, but are not statistically representative of all UBS leaders. However, a rich description of the phenomenon requires a revelation of all aspects of opinions even if expressed only once.

Table 4.1: Attributes of basic assumptions (RI1a)

Theme:	Leadership understanding (SQ1)			
Category:	Basic assumptions (RI1a)			
Sub-categories	Descriptors	*Indications*	SH	#R
(I) Conjoint agency (mutual notion, mutual understanding of leadership, mutual value creation)			33%	13
	• Collaboration	o *cooperation, working together, collegial connection and synergies*	33%	6
	• Tolerance	o *inner peace for it to actually work*	8%	1
	• Sharing and support (of followers)	o *mutuality (based on own motivation), i.e. being asked and ask*	17%	7
	• Acting in favor	o *overcome selfishness*	25%	5
	• Pre-conditions for conjoint agency	o *balance in stakes of leaders and followers*	17%	5
	– Team composition	o *really complementing each other in preferences and skills*	17%	2
		o *match of strengths and weaknesses to added value*		
	– Dependence/reliance	o *need each other*	8%	1
	– Bi-directional exchange	o *give and take*	8%	1
	– Stability/comfort	o *consistency, feel comfortable in a place, employees following the leader*	8%	1
(II) Individual agency (individual notion, individual understanding of leader-			42%	22
	• Leader characteristics (attributes, behavior)	o *being successful as leader who is liked by followers*	8%	6
		o *leader's education, experience, philosophy*		

Sub-categories	Descriptors		Indications		SH	#R
...ship)			*and ambitions*			
	• Direction		○	*individually accountable leader*	17%	3
			○	*leaders are required, people need leaders*		
	• Adherence to a particular view		○	*premature praise and trust*	17%	5
			○	*guiding measuring systems*		
			○	*money driven approach*		
			○	*target setting*		
			○	*orientation towards numbers defining leeway*		
	• Stakeholder disconnect		○	*selfishness, lonesome fighting, in-transparency, dishonesty, distrust and un-certainty*	17%	6
(III) World view					58%	21
	• People		○	*supports, care, give certain autonomy*	25%	7
	• Headship		○	*people want to have a leader and know who the boss is*	17%	3
	• Ethics		○	*stakeholders concerned by leader actions requiring responsible and exemplary business and leadership behavior*	33%	6
	• Diverse perspective		○	*long-term perspective (timing)*	8%	6
			○	*acknowledge contribution (participation)*		
			○	*versatility (balance)*		

SH = Share = percentage of informants for whom opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

Source: developed for this research based on case study data

The attributes in the table are not sorted primarily according to the number of respondents who refer to the attributes, but rather represent a meaningful account of the phenomenon based on the data analysis. The portrait of UBS leaders' basic assumptions of leadership as displayed in the table is subsequently described per sub-category starting with the qualities of conjoint agency.

(I) Conjoint agency. One third of this sample of UBS leaders gave similar responses in terms of the concepts of a mutual understanding of leadership. This concept is represented by the attributes of collaboration, tolerance, sharing and support as well as acting in favor of people and implies unselfish behavior. In addition, four preconditions enable conjoint agency: team composition, dependence / reliance, bi-directional exchange and stability / comfort.

The respondents seem to use similar expressions for *collaboration* namely cooperation, working together, collegial connection and synergies (ref. 2-145, 2-185, 3-72, 3-224, 5-179, 12-168). This view is represented by the following testimonial:

> *"[…] we are connected in a loyal way, as colleagues, which is equally or even more important. In our case, you might call this making use of synergies, we are stronger togeth-*

er than alone. […] You have to know each other very well, and you have to have this collegial connection, and you have to put every form of egoism in the background. That kills everything that might take the form of cooperation." (2-145)

Conjoint agency emerges from *tolerance* and inner peace (ref. 2-145). *Sharing, support* and care are further attributes that represent the concept of a mutual notion in leadership (2-149, 2-153, 2-157). Supporting followers and stakeholders on one's own motivation, when being asked, and asking them for assistance is reflected in the following statements (ref. 3-224, 3-228, 3-72, 3-240):

> *"I think my direct reports see the whole leadership topic in the sense of cooperation and mutual support.* (3-224) *It means that I go to him [direct report] with the things I'm weak at and ask for help. And he supports me, even though it wouldn't be his job. […] I also often approach him and ask for his opinion. When I know that he is good with something."* (3-228)
>
> *"If someone is stuck or wants to achieve something but can't do it on his own, I help him. This means I pick up the phone and call the client, to support my employee."* (3-72)

Moreover, leaders *acting in favor* of stakeholders which means not working against people and avoiding obstructing or stabbing somebody in the back, demonstrate a mutual mind-set in the view of the informants (ref. 3-224, 3-228, 3-240). Furthermore, they include the effort to overcome selfishness (ref 2-145), as *"you cannot be a boss who does not collaborate or only when you feel like it, or to your advantage, that is not possible"* (5-179).

Four *preconditions for conjoint agency* were recognized revealing a mutual notion in the basic assumptions of leaders: 1) The *team composition* whereby informants stressed the balance of personalities represented by the statements *"that my two superiors and I complement each other really well in our preferences and skills"* (2-145) and *"We complement each other so well. The strengths and weaknesses match so well that we generate added value."* (3-228). 2) *To depend and rely on each other meaning that: "They [followers] need me and I need them, otherwise I would become dispensable. We need each other; neither can do without the other. That's why I see it as cooperation."* (2-185). 3) There needs to be an *exchange in both directions* between leader and followers as *"it has to be give and take"* (3-240). 4) A *Certain stability and comfort* in the relationship is required to build and sustain a mutual notion of leadership. This is exemplified with a testimonial from an interviewed leader acknowledging the leadership situation of a peer leader: *"The people around him are also consistent. If you feel comfortable at a place,*

you'll also follow him. You would continue to work for him. It's like a small family. And when there's this feeling of being a family, you'll stay." (3-252).

(II) Individual agency. The expression of an individual notion in the basic assumptions of leaders was found in the responses of half the respondents. Four factors were identified to describe individual agency: 1) leader characteristics (leader attributes and behavior), 2) direction provided by individually accountable leaders, 3) determination to a specific view as well as 4) stakeholder disconnect and selfishness. First indications of individual focus are *leader characteristics* that represent attributes and behavior of a distinct leader such as being successful as leader who is liked by followers (ref. 149) together with the leader's own education, experience, philosophy and ambitions (ref. 5-115, 5-123, 5-127). A second aspect that exemplifies individual agency is the guidance or *direction* that a leader provides based on individual accountability (ref. 1-181). Moreover, two informants stated that leaders are vital, or in other words that people need leaders, which indicates a sustained orientation towards an individual (ref. 1-181, 10-140). Thirdly, *adherence to a particular view* fosters individual agency which is revealed by too much premature praise and trust (ref. 2-145), measuring systems that guide (ref. 3-84), a money-driven approach (ref. 3-92), target setting (ref. 3-96) and orientation towards numbers (ref. 3-112). Finally, *stakeholder disconnect* of leaders showing pure individual agency results in selfishness, non-transparency, dishonesty, distrust and uncertainty that prevent any form of sharing and collaboration (ref. 2-145, 3-84, 3-92, 3-96, 3-276, 3-317).

(III) World view. By explaining their world view, more than half of the informants offered valuable insights about their basic assumptions, i.e. how to conduct business and drive leadership. The world view as expressed by the interviewed leaders entails a fundamental belief that a leader needs to like people, which goes beyond the dichotomy of individual and mutual perspectives. In addition, ethics has to be part of leadership behavior. Furthermore, the leaders' scope shall be enhanced, which means that the leader is expected to think long-term, acknowledge the contributions of all stakeholders and be versatile in business as well as in a private environment. However, a leader should be willing to lead and be respected as a superior which again indicates an individual understanding of leadership.

A primary foundation of UBS leaders is their acknowledgement of being involved in a *people* business when acting as a leader. This means liking people, concretely working with people and developing them (ref. 8-48, 10-100, 10-112, 4-113). Furthermore, the leader supports and cares, gives a certain degree of autonomy and motivates (ref. 8-180, 4-113, 11-176).

The following quotes summarize the 'people aspect':

> *"My foundation – to come back to your question – is that I like people. I like working with people. This is one of my core principles, it is the core of the foundation: I like people. And I believe this is important for the whole understanding of leadership. I try to develop people, to collaborate, to achieve something, and this is also what gives me back the biggest dividend."* (8-48)

> *"But I believe the most important aspect, if you want to be a leader, is to like working with people. For me this is my most important credo. And the motivation behind it is the satisfaction you get when you were able to enable an employee to achieve something. For me, I would say, this is the greatest satisfaction in everyday life. For a client advisor, it might be getting nice business. It is the same for me, somehow, but I draw the most power for exerting my leadership when I see that I was able to develop an employee. […] But you have to like people."* (10-112)

On the other hand, two respondents stated an unambiguous claim to *headship* (ref. 6-140) whereby followers *"[…] want to have a boss and they [followers] like being in direct contact with him [leader]"* (8-196). Moreover, an individualistic view of being a leader was expressed as: *"That it shouldn't be about leadership for its own sake. But they [followers] should nevertheless know who the boss is."* (6-188).

It is not only followers who are affected by a leader's actions but also other stakeholders, namely clients, partners or society who may be involved and require responsible, exemplary business and leadership behavior (ref. 6-72, 9-52, 11-44, 12-72, 12-124). *Ethics* is thus also a foundation for leadership:

> *"You have to pay attention to what you are doing as a manager because it does not affect just your employees but your clients and society."* (9-52)
> *"I lead like I would like to be led. So I often ask myself whether what I am doing would also be ok if I was standing on the other side."* (11-44)

Having a narrow perspective, for instance on the financials that dominate the way Wealth Management leaders conduct business and drive leadership, is challenged (ref. 12-132, 12-160). The following statement represents this issue:

> *"And maybe also not to focus uniquely on the financial aspects. It troubled me for a long time when I joined WM. I have the feeling that it is really very pecuniary. In IB it is prob-*

ably even more pecuniary. For me, there are also other values. Of course money is important and makes life easier and we are in a P&L oriented environment. But for me, money is not everything." (12-132)

Instead, *diverse perspectives* involving the three aspects timing, participation and balance are taken by the informants. Firstly, the long-term orientation of the business: *"Thus the world view is relatively long term…everything dealing with capital markets and the financial industry is business on a rather long-term basis. […] I can establish a longer relationship with employees, with leaders, with clients."* (9-40). Secondly, a fair acknowledgment of contribution in the organization: *"I also pay a lot of attention to the middle - back office area, because I have the feeling that the front is always a bit of 'the dream child'. But they can only be as good as the support they get from the back office."* (12-72) *"This is very important to me. That they also get recognition and have their place in the whole organization."* (12-76). Thirdly, versatility in a leader's life that extends their horizon and goes beyond pure bank leadership. The following quote summarizes the idea of a 'diverse perspective':

> *"And I believe it also needs something more than just being a leader. A leader needs a life outside. People who are just bankers, people who are just managers, people who are just industry, people who are just scientists, these people are in the long run…or the short term…it doesn't work in the long run […] They need other interests. That's what makes things more authentic. We were not born to work. […] You need to have something else. If I can only talk with you about the bank, even though it might be very authentic, it becomes boring or whatever at some point. You need to have something else as well."* (9-97).

b. Network view. The presentation of the results on research issue 1a, basic assumptions of leadership continues with the co-occurrence analysis of the interviews. A network diagram visualizing relevant relations between the attributes of basic assumptions and other codes of the data analysis is provided as an example at the end of this paragraph in figure 4.3 as well as in **Appendix G1: Network view of basic assumptions (RI1a)**. All the other network diagrams developed in the upcoming results sections are only available in the appendices. In the data, the idea of *conjoint agency / mutual notion (sub-category I)* is intensively associated with the *requirements for post-heroic* forms of leadership, whereby the descriptors partnership, synergies and steadiness all match equally (ref. 2-145, 3-228, 3-240, 3-252). Furthermore, the respective *obstacles* indicate a challenge on how to position individual goals in cooperation with others (ref. 2-145). The *sup-*

port of post-heroic forms (cf. 2.4 and 4.3.2) is also linked, entailing value generation through collegial connection and balance of capabilities (ref. 2-145, 3-228). This shows a similar association with a *complementary composition* of leaders ascribed by the respondents to the *leader role* (cf. 4.2.5) echoing a combination of skills and preferences as well as a balance of strength and weaknesses which nurtures the appreciation of conjoint agency (ref. 2-145, 3-228). Specific values such as trust, honesty, collaboration and transparency provide a foundation for the concept of a mutual understanding of leadership (ref. 3-72, 3-240, 3-252). Similar linkages to conjoint agency are revealed with the *leadership principles (cf. 4.2.6) of role modelling and supporting* with regard to collaboration, whereas *directing and result orientation* enable a shared objective. Further, *people leadership* reiterates collaboration (ref. 2-28, 3-72) while the *leadership practice of accompanying people* includes care and assistance (ref. 3-240). On the other hand, *individual agency / individual notion (sub-category II)* is related to the *leader role* and in particular its *importance,* because the leader is essential to achieving targets, implementing transformation, modelling the way and incorporating personal leadership characteristics (ref. 5-115, 5-123, 5-127, 10-140). Specific aspects involved in the *leader role function* such as headship, success, perception and the role model provided by a single leader tend to support the concept of an individual approach (ref. 1-148, 1-180). Furthermore, the lack of an *interactive leadership practice* with no exchange among leaders and absence of team spirit strengthens individual agency (ref. 3-276, 3-317). *Environmental conditions* such as performance systems, for example targets and measurements (ref. 3-96), impact leadership practice and indicate the concept of an individual understanding of leadership. Another leadership practice that impacts *followers* is a dependency on a single leader which links to the concept of individual agency (ref. 5-115). The UBS leaders seem to argue that it is desirable to establish leadership goals for future performance measurement in order to mitigate negative aspects of individual agency (ref. 3-276). Similarly, the representation of the UBS leader's *world view (sub-category III)* is closely related to the leadership principles (ref. 4-113, 9-88) and obviously, the principle of people leadership is in focus here: *"It all depends on how you deal with people."* (4-113). Again, the link to the *leadership* part of the leadership philosophy (cf. 4.2.4) involving leading people and building relationships supports the informants' expression of their world view (ref. 8-48, 8-180). Further, the *principle of direction* is associated with the interviewees' fundamental view of headship (ref. 4-113). The idea voiced by informants is that *giving followers autonomy* enables them 'to go the extra mile' and at the same time *motivates the leader* by increasing the leader's expectations of their followers (ref. 4-113). Also certain values (cf. 4.2.3) such as authenticity, fairness, follow-through, honesty, loyalty, predictability and trust are connected with the UBS leaders' world view on providing founda-

tion for leadership (ref. 8-48, 11-68, 12-72, 12-124). In figure 4.3 a network diagram displays the relevant connections between the attributes of basic assumptions of leadership (RI1a) and other codes of the data analysis.

Figure 4.3: Network view of basic assumptions of leadership (RI1a)

Values (VAL) Trust
Values (VAL) Honesty
Values (VAL) Collaboration
Values (VAL) Transparency
Values (VAL) Authenticity
Values (VAL) Fairness
Values (VAL) Follow-through
Values (VAL) Loyalty
Values (VAL) Predictability

Principles (PRI) Role model
Principles (PRI) Support
Principles (PRI) Direction
Principles (PRI) Result orientation
Principles (PRI) People (leadership)
Principles (PRI) Autonomy (for foll)

- Building foundation
- Foster collaboration
- Enable shared objective
- Collaborate with people
- Way to deal with people
- Enabling the extra mile
- Headship

Conjoint agency (mutual notion)
Individual agency (individual notion)
World view

Leadership practice (PRA) Accompany people
- Offer assistance
- Take care

Leadership practice (PRA) Lack of Interaction
- No exchange in leadership team
- Absence of team spirit

Leadership practice (PRA) Conditional impact
- Environmental conditions of performance systems, e.g. targets and measurements

Leadership practice (PRA) Leader impact on followers
- Dependence on a single leader

Postheroic forms of leadership (POS) Requirements
- Partnership
- Synergies
- Steadiness

Postheroic forms of leadership (POS) Obstacles
- Challenge with positioning of individual goals in cooperation

Postheroic forms of leadership (POS) Supported
- Generating added value
- Collegial connection
- Balance of capabilites

Future leadership (FUT) Leadership goals
- Establishing leadership goals in future performance measurement

Leadership philosophy (PHI) Leadership
- Leading of people
- Building of relationship

Leader role (ROL) Balance
- Complementary composition
- Combination of skills and preferences
- Balance of strength and weaknesses

Leader role (ROL) Motivation (of ld)
- Followers exceed expectations

Leader role (ROL) Function
- Headship
- Success
- Perception, role model

Leader role (ROL) Importance
- Success factor for target achievement, transformation implementation, directing
- Introduction of personal characteristics

Source: developed for this research based on case study data

It should once more be noted, that all the other network diagrams are available in the ***appendices G2 to G7***.

c. Conclusion. The outcome of the analysis of research issue 1a, on the basic assumptions of UBS leaders about leadership, indicates the presence of both concepts, a mutual as well as an individual understanding of leadership.

Firstly, conjoint agency (sub-category I) was identified in the basic assumptions of the UBS leaders interviewed. Such a mutual notion entails a mind-set that involves collaboration, being tolerant, sharing, supporting and acting favorably. Furthermore, the co-occurrence analysis revealed a belief in the values of trust, honesty, collaboration and transparency as a foundation to

build on in conjoint agency (cf. 4.2.3). A mutual understanding of leadership underlies the leadership principles (cf. 4.2.6). Particular links between the codes were identified in the data: to be a role model and to support fosters collaboration, while giving direction and applying result orientation enables a shared objective. The leadership practice of accompanying a follower, meaning taking care of and ~~to~~ assisting them, reveals a mutual understanding of leadership.

Secondly, individual agency (sub-category II) was spotted in the data. Such an individual notion includes a mind-set related to a single leader's personal characteristics, for example experience and ambitions. Furthermore, assuming individual accountability for decisions as a leader is an important aspect of this concept. Finally, it entails the risk of a reduction in sharing and collaboration when leaders adhere to a dominant stakeholder, for example the shareholder, or a specific objective, for instance the financial results. This is also reflected in selfishness and the exclusion of other stakeholders. Co-occurrence analysis showed that belief in the leader function of headship and the importance of the leader role for achieving objectives sustain individual agency. The current leadership practice of isolated leader activity and follower dependence on a single leader, as well as the UBS approach of measuring individual performance sustain the concept of an individual understanding of leadership. Lastly, the co-occurrence analysis identifies individual agency as an obstacle to be overcome by post-heroic leadership (cf. figure 4.3).

Thirdly, an additional concept was identified in the basic assumptions of the UBS leaders interviewed. The leaders' world views (sub-category III) influence their mind-set due to various ideas: namely taking care for people, a claim to headship, being aware of ethical leadership behavior and applying a diverse perspective as a leader that goes beyond pure bank leadership. The foundation for the world view of the UBS leaders interviewed is built on the co-occurring values of trust, authenticity, fairness, follow-through, loyalty and predictability (cf. 4.2.3). The attributes of the leaders' world view reflect the leadership principle of giving direction, i.e. headship (cf. 4.2.6), but also people and autonomy for followers, which occur simultaneously (cf. 4.2.4).

The integration of these concepts on basic assumptions of leadership (RI1a) into the context of the first research sub-question on leadership understanding (SQ1) is presented in sub-section 4.2.7. Further elements of contemporary leadership understanding were investigated and the outcome is presented in the following sub-sections.

4.2.3 Values (RI1b)

A second research issue involved with the leadership understanding of UBS´ leaders (SQ1) seeks to:

RI1b: Detect further elements that represent contemporary leadership understanding.

Four categories were developed from the data response to research issue 1b. They are labelled (including abbreviations in the code book) as *values (VAL), leadership philosophy (PHI), leader role (ROL) and leadership principles (PRI)* organized into four sub-sections (4.2.3 to 4.2.6). These sub-sections are structured in paragraphs reporting on the <u>*interview results (paragraph a)*</u> with rich description of the UBS leaders' opinion on research issue 1b; <u>*document analysis*</u> (paragraph b) including the corporate view on further elements of leadership understanding; and a <u>*network view*</u> (paragraph c) summarizing interview co-occurrence. Each sub-section is completed with a <u>*conclusion*</u> (paragraph d). The last sub-section (cf. 4.2.7) integrates all these aspects. The numbers in brackets after each statement provide reference to the data set including the interview and paragraph number or the document number. In case of direct quotation, the indication 'ref.' is omitted. The presentation of the further elements of leadership starts with values.

Values emerged as the first additional element and category of leadership understanding (R1b) representing a common set of basic beliefs. The responses in the interviews revealed a first sub-category of *leader values* developed from the responses to the interview question C3 (details cf. ***Appendix C: Interview guide***). A second sub-category on the other hand entails *corporate values* derived from documentation (cf. secondary data in ***Appendix E: Case study database*** referenced as DOC). The values category is thus grounded in data.

a. <u>Interview results</u>. The interviews were analyzed to identify the attributes that linked to *leader values (sub-category I)* as a further element in leadership understanding. Codes represent the condensed and labelled data. Indications provide an impression of the meaning of these codes. Table 4.2 lists the attributes explaining leader values, indicating the percentage of participants addressing a specific value. The percentages reflect the opinions of the small sample of interviewees and are not statistically representative of all UBS leaders. However, a rich description of the phenomenon requires a revelation of all aspects of opinions even if expressed only once.

Table 4.2: Attributes of leader values (RI1b)

Theme:	Leadership understanding (SQ1)
Category:	Values as further element (RI1b)
Sub-category:	I) Leader values / behaviors

Codes / descriptors	Indications	SH.	#R
• Honesty	○ Trust ○ Not being deceived ○ Avoid selfishness ○ No overcharge of stakeholders ○ Transparency ○ Communicate appropriately ○ Feedback of followers (not hiding anything, allow transparency) ○ Overcome self-protection ○ Personal understanding (of leader) ○ Walk the talk	66%	12
• Trust	○ Give and take ○ Handshake counts ○ Autonomy - compliance - control ○ Care ○ Backup (for followers) ○ Know your followers: conversation, acquaintance ○ Familiarize with leader ○ Dialog ○ Awareness	50%	14
• Transparency	○ Expectations ○ Evaluation ○ Challenge ○ Communication ○ Self-protection ○ Familiarize with leader	50%	10
• Fairness	○ Treatment of followers: in advance, retrospective ○ Communication ○ Correct behavior (among each other)	42%	6
• Integrity	○ "Play by the rules ○ Avoid conflicting messages	33%	6
• Authenticity	○ Genuineness ○ Reliability ○ Role understanding ○ Perception	33%	6
• Openness	○ Allow familiarization with leader ○ Mental flexibility	33%	6
• Follow-through	○ Consistency	25%	4
• Credibility	○ Expertise ○ Professional behavior	17%	4
• Passion	○ Inner conviction ○ Continuity	17%	3
• Predictability	○ Familiarization with leader ○ Consistency	17%	3
• Collaboration	○ Stakeholder support	8%	1

SH = Share = percentage of informants for whom opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

Source: developed for this research based on case study data

The attributes of UBS leaders' values as presented in table 4.2 are then coded starting with the value code of honesty.

Honesty: Almost all the interviewed leaders emphasized the value of honesty as a foundation of leadership. It relates to the aspect of trust, so leaders can rely on stakeholders and vice versa. A

positive approach is emphasized, for example with the statement that *"one's heart is in the right place"* (6-88). On the other hand, the leaders interviewed do not want to be deceived which requires loyalty on both sides: *"I also ask of my people that they don't fool me"* (8-48) and leaders do not *"only look out for themselves"* (3-96), hence *"a stakeholder group has to feel that we won't rip them off, that we know our business, that we are honest"* (2-177). This requires reciprocal transparency meaning that *"it's important to me [as a leader] that people talk to each other honestly and that they are transparent"* (4-117). The leader has the responsibility of communicating appropriately and in a timely manner (ref. 4-117, 9-72). At the same time, the leader wants honest feedback from followers: *"I prefer they come to me and ask for help than trying on their own and making a mess"* (3-240) *"because it will be uncovered anyway. People have not yet understood that everything is becoming more and more transparent."* (9-72). Furthermore, if leaders can overcome self-protection they enable cooperation (ref. 11-96). In addition to honesty in a relationship, the leaders' personal understanding is crucial: *"The topic of honesty is to be regarded highly at all levels. It goes all the way to the philosophy of how you are yourself."* (9-72) including *"the fact that what one says, one also thinks"* (5-51). Accordingly, honest leadership consists of mutual trust and comprehension.

Trust: Strong emphasis was placed on the value of trust. The leader has to trust followers, but they have to earn it as it is a *"give and take"* (3-240) and in stronger words: *"A handshake. This is important for me. A handshake counts."* (12-124). This means that the leader grants autonomy to a follower or stakeholder but expects their adherence to the set standards and the relevant control checks by the leader (ref. 8-88). Moreover, followers need to feel cared for and supported to build up trust, which implies in practical terms *"that someone is here for them and they can also come to me and show weakness"* (3-240). Both, leader and followers should be able to rely on mutual support (ref. 3-240, 4-184). Confidence is also enhanced through conversations and acquaintance (*know your followers*) meaning that *"you have to know each other, there has to be a basis for trust"* (8-152) and *"I have full confidence in them to do their job, because I know how they function"* (4-184). But, followers should also *familiarize* themselves with the leader: *"The employees have to know you and trust you"* (8-152) and *"I've started a new job. I tried to invest a certain amount of time in getting to know the people and to start building mutual trust. So that people get to know me."* (8-156). Two examples demonstrate these sources for building trust. Firstly, with regard to *dialog*: *"We had a very intense conversation with several phases – we had several conversation steps. And somehow, he needed this in order to feel understood. I really do understand him better now. And maybe I do certain things differently with him now. And he*

knows that we've built trust in these intense conversations." (8-156). Secondly, highlighting awareness: *"This means that I try to be extremely open about who I am and how I work, what I like and don't like. [...]. It actually leads to a very high level of trust between me and my people, I think. They know exactly how [the leader] would decide, if he were in their place. And they know exactly what they can decide themselves, even when it's actually beyond their authority."* (4-105). Trusted leadership thus allows autonomy for followers that is carefully managed and based on a mutual understanding.

Transparency: Again 50 percent of the respondents addressed the value of transparency. It is closely linked to the achievement of results which entails different perspectives. The leader expresses his *expectations,* for example *"to be frank about what's expected"* (1-68) and the leader gives feedback on how the expectations have been met (ref. 3-72, 6-108). However, there is a *challenge* involved in being transparent, as not all leaders or followers are prepared to face direct and honest feedback (3-333, 9-72). On the other hand, the leaders interviewed believe that their followers *need to know* about future developments in the organization and the potential implications for them (4-117). Hence, the issue of *self-protection* involves transparency, expressed by the statement that *"everybody wants to protect him or herself [...] So people protect themselves towards the top."* (3-337). Hence it is important for leaders to appreciate their followers and *"it also takes time to develop an understanding of why something like this [self-protection] happens"* (3-333). Moreover, it is crucial that stakeholders know that the leaders are enabled to act (ref. 1-68, 4-105). In summary, transparent leadership aims at bringing clarity to the stakeholder relationship through mutual knowledge of people, objectives, the actual situation and the future development of the organization.

Fairness: The value of fairness was discussed, regarding the treatment of followers on issues such as *"to get a fair chance to do certain things"* (3-333) and also retrospectively when *"a mistake has happened, but we still have to stay fair and behave properly"* (3-333). Further, the approaches *"to behave correctly with each other"* (5-51) and *"communicating in a fair manner"* (1-269) were highlighted. In this way, fair leadership requires unbiased and appropriate leader behavior.

Integrity: One third of the interview population referred to integrity as a leadership value. It has close associations with honesty, loyalty and credibility. However, one specific aspect related to integrity as "*play by the rules*" (4-152, ref. 1-269). This is reflected in the leader behavior at all levels whereby related message and behavior should not be conflicting. For example an interviewed leader described the following situation:

"when half of the bank was on hold because the cost pressure was so high and you start remodeling a garage… I'm not sure if this sends out the right signal. And then someone else says, well you should try to have integrity – these two things really clash" (8-76)

Integrity in leadership therefore means living up to the established rules.

Authenticity: Being authentic as a leader was articulated by a quarter of the interview sample. Authenticity involves *genuineness* represented by the following clear statement: *"Don't try to be something you aren't. Be yourself. Then it is sustainable in the medium and long term."* (2-41). This position denotes *reliable* leader behavior as *"it has to be in a way I normally function too."* (6-56). Further, it is grounded in *"a certain understanding of a role"* (9-97). A bank leader *"can't step onto the court and say I am Wawrinka. That's not possible."* (9-97). Accordingly, perception is an aspect of authenticity meaning that *"You [as a leader] have to develop perception, you have to work on it over the years, and it can also disappear really quickly. Perception is a killer argument."* (2-41). Authentic leadership displays realism and stability within the interplay of personal ambition, common convention and stakeholder opinion.

Openness: One third of the interviewees voiced two different perspectives on the value of openness. Firstly, knowledge about a leader as *"people have to know you [...] people know what someone is like"* (1-68) to increase mutual understanding (ref. 4-105). Secondly, progress in thinking (mental flexibility) of all the stakeholders involved is important, in the sense of a certain *"flexibility that one has to have today"* as *"today nothing is more permanent than change, we don't know how our bank will develop in one year, we did not know one year ago how it would be today."* (6-92). So, openness in leadership involves followers who familiarize themselves with the leader and stakeholders who are *"open to new ideas and to change"* (4-121).

Follow-through: Bringing projects to completion was perceived as a leadership value by a quarter of the interview population. This was expressed in statements such as *"I just carry it through"* and *"the rhythm in leading is needed"* (5-119) point to the enforcement factor of leadership entailing a certain rigor as *"it has to be done consistently"* (1-68). With follow-through, leadership is practiced consistently.

Credibility: Two respondents touched on credibility being grounded in *expertise* and seeing the leader as *"someone who really knows what he is talking about"* (11-32). Moreover, professional behavior is required, implying a leader should contribute in the same way as expected from followers. A clear statement echoes this notion: *leadership doesn't work if you preach water and drink wine, or vice versa."* (2-41). Correspondingly, credible leadership is ascribed to the leader

knowing what to do and acting in an exemplary manner.

Passion: Two interviewees emphasized that passion is a value that drives leadership by demonstrating *"an inner conviction that the things you do are fun."* (3-68). Moreover, a certain *continuity* is involved and stated with the following words: *"You have to be passionate about what you do on a daily basis. If you are not, then better do something else. You really have to feel the passion."* (6-92). However, that requires confidence in being a leader, expressed by one leader with a clear statement: *"I always say that today you can't simply be receiving a salary, you have to be convinced about what you are doing."* (6-88). Thus, passionate leadership is demonstrated by enthusiasm and honest commitment.

Predictability: Also mentioned by two respondents was predictability, whereby the precondition is that stakeholders *know about the leader* meaning that *"it gets bad if people think you are one way and you are actually another" (1-69).* This involves aspects of authenticity and transparency. On the other hand, consistent behavior increases confidence as the leader becomes predictable to followers (ref. 11-68). Predictable leadership thus strengthens the certainty of stakeholders due to a leader's familiar and consistent behavior.

Collaboration: Collaboration means supporting the stakeholders with concrete leader activity that improves the situation of the follower, for example picking up the phone and calling the client when required and appropriate (ref. 3-72). Hence, collaborative leadership assists followers with measures appropriate to fostering goal achievement.

b. Document analysis. The organizational view of UBS on values was examined using internal documentation. *The corporate values (sub-category II)* are referenced in the 'Principles and Behaviors initiative' with particular focus on the aspects of integrity, collaboration and challenge. They are supplemented with the aspects of risk awareness together with leadership values as defined by the chairman of the board and the Group CEO as the most senior leaders of UBS.

Integrity is one of the three core behaviors that UBS as an organization has established, involving responsibility, diligence and walking the talk (ref. DOC16, 19, 20, 22, 23). *Collaboration* is another core behavior involving unselfish service, interdisciplinary work and a respect for diversity (ref. DOC01, 02, 07, 16, 19, 20, 23). Two interview participants mentioned collaboration in relation to values. *Challenge* is the third core behavior, which requires questioning the status quo, adapting to events and pointing out nonconformities (ref. DOC19, 20, 22, 23, 32, 33). One informant touched on challenge as a value. A further UBS value is *risk awareness* and its appropriate management. UBS experienced negative implications for its reputation, had to solve lega-

cy issues and has to take risks as a business requiring constant risk debate. This debate cannot occur on an organizational level alone, but has to be part of each leader's and follower's accountability and attitude. It implies to surmount individual responsibility by acting as custodian of the bank's reputation (ref. DOC31).

In addition to the UBS behaviors (integrity, collaboration, challenge), the chairman of UBS appreciates the *values of openness and honesty* as a basis for leadership to be also encouraged between teams (ref. DOC33). Further, the chairman emphasizes the value of *trust,* whereby leaders create an environment where followers can address their concerns and will be heard (ref. DOC33). The comparison between leader values (sub-category I) and corporate values (sub-category II) shows that the values honesty, trust and openness as identified in interviews and documents emerged as equally essential to both leaders and the organization, while sustaining other elements of leadership understanding and practice.

c. Network view. The presentation of values as a further element of leadership understanding (RI1b) continues with the co-occurrence analysis of the interviews. A network diagram visualizing the relevant relations between values and other codes of the data analysis is available in ***Appendix G2: Co-occurrence of values (RI1b).*** The outcome shows that several values are associated with each other. Some are linked quite intensively and others are not so closely connected. The values honesty, trust, transparency and openness are closely associated, they are either mentioned together or named as prerequisites by informants. The values honesty, trust and transparency are not only the basis for other values, but also a foundation for the UBS leaders' basic assumptions (cf. 4.2.2) and leadership principles (cf. 4.2.6) for example, people leadership and leader acting as role models together with several leadership practices (cf. 4.3.4). In addition, honesty and trust relate to the aspects of autonomy and responsibility in the leadership role (cf. 4.2.5) as essential requirements.

d. Conclusion. A first outcome of the analysis of research issue 1b on further elements that represent the contemporary leadership understanding of the UBS leaders interviewed are twelve values forming the foundation for leadership namely honesty, trust, transparency, fairness, integrity, authenticity, openness, follow-through, credibility, passion, predictability and collaboration. The corporate values, on the other hand, are grounded in the 'Principles & Behaviors' initiative of UBS forming a common set of basic beliefs that entails integrity, collaboration and challenge. They are supplemented with risk awareness and complemented by the values of openness, honesty and trust as the basis for leadership. *Consequently,* these values represent a driving force for

leadership behavior. The values **honesty, trust and openness** as identified in the interviews and the documents emerged as equally essential to the leaders and the organization, as well as underpinning other elements of leadership understanding and practice. The examination of further elements representing a contemporary understanding of leadership is continued with a demonstration of the informants' leadership philosophy.

4.2.4 Leadership philosophy (RI1b)

The leadership philosophy was developed from the data set representing a second category and new element of leadership understanding (R1b) unfolding in the UBS leader's thinking about leadership. The responses of the interviewees determined three sub-categories namely (*I) culture, (II) providing vision* and (III) the perspective on *leadership and management* as being essential new elements of their leadership philosophy. These results are derived from interview questions C1, C7, C8 as well as insights and cross-references from the questions of part D in the interview guide (details cf. ***Appendix C: Interview guide***). Documentation was used to provide the corporate view (cf. secondary data in ***Appendix E: Case study database*** referenced as DOC). The category of leadership philosophy is thus founded on data.

a. Interview results. The analysis of the interviews provided insights about attributes that shape *culture (sub-category I), vision (sub-category II) and the perspective on leadership and management (sub-category III)* representing elements of leadership philosophy. Descriptors were used to condense and label the coded data. Indications provide an impression of the meaning of these descriptors. Table 4.3 lists the attributes of leadership philosophy and indicates the percentage of participants for whom their opinions relate to the attributes. The percentages reflect the opinions of the small sample of interviewees, but are not statistically representative of all UBS leaders. However, a rich description of the phenomenon requires a revelation of all aspects of opinions even if expressed only once.

Table 4.3: Attributes of leadership philosophy (RI1b)

Theme:	Leadership understanding (SQ1)				
Category:	Leadership philosophy as a further element (RI1b)				
Sub-categories	Codes	Descriptors	*Indications*	SH.	#R
(I) Culture				66%	17
	Cultural foundation			25%	6
		• Basis for leadership	○ *common understanding to build on leadership* ○ *influence of the corporate culture on leadership acknowledged* ○ *necessity for leadership to be in line with the culture*	8%	4
		• UBS behaviors	○ *common values as important element of culture*	17%	2

Theme:	Leadership understanding (SQ1)				
Category:	Leadership philosophy as a further element (RI1b)				

Sub-categories	Codes	Descriptors	Indications	SH.	#R
	Cultural gap			50%	11
		• Lack of consistent leadership philosophy	o *common understanding missing* o *no common ground to build on leadership exists*	33%	7
		• Guidance and visibility	o *senior management absorbed with activities other than providing guidance* o *no physical presence and personal involvement*	8%	2
		• Leader hesitance	o *fear of self-exposure and its negative impact* o *leading to a lack of ownership*	17%	2
(II) Providing vision				25%	3
		• Direction	o *knowing what the right thing to do is* o *having and setting direction*	17%	2
		• Communicate and explain	o *meaning (application) for smallest unit*	17%	3
		• Allowing guided independence of followers	o *when based on direction and applied to small scale* o *people can run themselves because of knowing vision and direction*	8%	1
(III) Leadership and management				92%	65
	Leadership (leading people)			58%	20
		• People aspect	o *genuine interest in people* o *like people and working with them* o *understand and accept people* o *good relationships and solid foundation for trust*	17%	4
		• Way of working	o *enabling, supporting, being humane and available*	25%	4
		• Leading (ability to lead)	o *bundling, aligning, guiding, implementing* o *providing vision and defining autonomy*	8%	3
		• Pull effect	o *Motivate* o *appropriate leader behavior*	16%	2
		• Drivers	o *passion, enthusiasm and joy*	8%	2
		• Development	o *open opportunities, foster strength, work on weaknesses, coach followers towards the development goals*	17%	4
	Management (techniques)			50%	18
		• Technique, craft	o *technical aspect of leadership, craft*	17%	3
		• Structured process	o *transformation of strategy and objectives into concrete results* o *Influenced by risk, cost pressure, change, complexity, financial crisis, compliance, ambitious goals, numbers, profit as well as performance*	41%	9
		• Activities	o *analyzing, planning, deciding, taking minutes, administrating, structuring the day, implementing, monitoring, controlling*	33%	6
	Leadership-management-balance			92%	27
		• General view	o *both elements required*	50%	9
		• Situation dependent (conflicting view)	o *complex = focus on management and simple = focus on leadership* o *contrasted with the need for leadership in a complex world*	41%	9
		• Appropriate balance	o *sustainability* o *suitability*	33%	6

SH = Share = percentage of informants for whom opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

Source: developed for this research based on case study data

The attributes of UBS leaders' leadership philosophy as displayed in the table are described next per sub-category and code starting with the qualities of the cultural aspect.

A quarter of the interview participants referred to *culture (sub-category I)* as the *foundation of leadership* meaning having a common understanding of how to build on leadership (ref. 1-40, 1-48), acknowledging the influence of the corporate culture on leadership (ref. 1-120) and the necessity for leadership to be in line with that culture (ref. 1-120). More than one third of the interviewed leaders indicate issues with the cultural foundation at UBS leading to a *cultural gap*. This includes their concern about a *lack of consistent leadership philosophy,* whereby a common understanding is missing and thus no common ground exists to build leadership (ref. 1-36, 1-40, 2-181, 3-268, 8-204, 3-276, 3-176). The following statements represent this view:

> *"We don't have a consistent leadership philosophy in the bank which we teach and which we pursue."* (1-36)
>
> *"I always say that there is no culture anymore today. We don't have one. We used to, previously, but not anymore. Nobody cares."* (3-176)

In addition, more *guidance and visibility* from top management was expected, in particular when the financial crisis peaked, however, the responding leader did acknowledge that the attention of senior management was taken up by other activities which led to less physical presence and personal involvement at the lower levels of the organization, i.e. the branches and desks (ref. 5-59, 5-67). A further issue involved with cultural development at UBS appeared to be the *leaders' hesitance* due to a fear of exposing themselves and the negative impact it might have, resulting in a lack of ownership (ref. 3-333, 4-168).

One quarter of the interviewees indicated that *providing vision (sub-category II)* is required as this represents the leadership philosophy of knowing what the right thing to do is as well as having and setting a direction (ref. 4-105, 6-72). The following quotes stand for this notion:

> *"I believe a leader must have a vision. Otherwise I'm flying blind."* (4-105)
>
> *"In contrast, it should be about doing exactly the right thing. To do the right thing, I have to have a vision, I need to know the direction. Like a compass. A leader must have a compass. If I know in which direction to go, and not just in the short and medium term, but when I know what the bank should look like in the year 2020 or 2040, I can start to go in this direction today, with everything I do."* (4-105)

However, it is important to communicate this vision explaining what it means, down to the smallest unit (ref. 4-105, 8-128). This is stated by a leader as follows:

> *"If I have such a vision and link it with emotions, the people around me also feel this. And I never miss an opportunity to tell people what my vision is. How it should be and what this means for us. Not just for the bank, but specifically for us. I look at my risk team and say, this means this and that for you. I look at my sales people and say, for you this means this and this."* (4-105)

In consequence, providing a vision that gives direction and is applied at the small scale creates independence for followers, whereby leader guidance is still evident (ref. 4-105). The aforementioned leader adds to this with the following testimonial:

> *"On top of that, I would like my people to run by themselves. Because they know the vision, they know the direction, and if they know what is important to me, they don't even need to ask me."* (4-105)

Leadership and management (sub-category III) emerged as topics in the discussion with the informants about leadership philosophy (category of leadership understanding). More than half the interviewed leaders elaborated on *leadership (code)* as part of it. In their view, the basis for leadership is that a leader has a genuine interest in *people* meaning that the leader likes people and working with them (ref. 8-48, 8-156). The leader also aims at understanding followers in business situations as well as in a private context (ref. 8-156). Furthermore, the leader respects their personality, which means *"accepting people for who they are"* (3-216). The willingness to establish good relationships with people together with a solid foundation for trust are further preconditions specified (ref. 8-156, 11-92). A second element of leadership is the *way* a leader works with followers in the sense of enabling, supporting, being humane and available (ref. 2-97. 3-52, 8-108, 8-180). A third characteristic of leadership is the ability to *lead* which is *"about getting people to do things"* (1-64). This implies achieving goals jointly by bundling knowhow, talent and skills, aligning people, setting guidelines and implementing (ref. 2-28, 2-45, 2-97, 3-100, 8-112). Providing a vision and defining followers' autonomy are also aspects of leading (ref. 2-164). Fourthly, leadership focuses on the *pull* effect of guiding people in the desired direction meaning the intention of motivating rather than forcing followers (ref. 2-32) and demonstrating appropriate leadership behavior (ref. 1-64). The fifth aspect denotes passion, enthusiasm and joy as *drivers* for leadership (ref. 2-32, 2-45). Finally, two UBS leaders mentioned *development* as an important function of leadership meaning creating opportunities, fostering strength, working

on weaknesses and coaching their followers towards the development of goals (ref. 3-216, 8-148, 8-108, 8-112).

More than half the sample provided their perspective on *management (code)* as part of the leadership philosophy. In general, they see management as a *technique* or even a craft (ref. 1-64, 2-45, 2-49). In particular, management is viewed by them as a *structured process* to transform strategy and objectives into concrete results – *"You can be a very charismatic leader, but if the stuff at the bottom isn't working well…"* (1-64) – influenced by change, complexity, risk, financial crisis, compliance, ambitious goals, cost pressure, profit, performance as well as numbers (ref. 1-64, 2-45, 2-93, 3-52, 3-136, 5-111, 12-164, 12-168). This view is represented by the following quote:

> *"When the quarterlies arrive, you have to analyze the numbers, the composition, you have to deduct a strategy from it, you have coaching and conversations with your team, assessments and performance talks, and so on. At this moment, the management side is needed, because it is about numbers."* (2-45)

Various activities to be applied consistently in a structured process were suggested by a third of the interview partners namely analyzing, planning, deciding, taking minutes, administrating, structuring the day, implementing, monitoring, controlling (ref. 1-64, 3-136, 5-39, 5-111, 5-119, 6-72).

When talking about leadership philosophy with regard to leadership and management, almost all the informants addressed the relationship between the two aspects, which results in a *leadership-management balance*. The UBS leaders interviewed are of the opinion that in *general both* are required and should be applied (ref. 2-45, 3-40, 3-44, 3-308, 6-144, 6-148, 8-208, 10-100, 11-208). A more specific opinion about emphasizing either leadership or management is linked to the *situation* (ref. 2-45, 2-89, 6-148). The management part is prevalent in a complex situation with economic tension emerging, for example, from margin-cost pressure (ref. 3-44, 3-52, 3-156, 6-148, 7-180, 12-164). While emphasis is put on leadership in a phase of 'easy business' (ref. 3-44, 12-164). The following statement summarizes the 'balanced approach':

> *"I believe in a crisis, when the UBS isn't doing ok, it is more about management. You have to make sure that the risks are more or less under control, that the money loss isn't too big. So in this situation you probably also set more specific goals. And in a phase where things are running smoothly, you can focus on the vision and probably give your employees on all levels more space as well."* (12-164)

However, this notion was not unanimously shared as one leader also mentioned the need for leadership in a complex world (ref. 2-97):

> *"The world has become more complex, more demanding, and client advisors need leadership and support. You also notice that co-workers appreciate close accompanying quite highly - in the sense of leadership, not management - in moments when the environment is becoming more difficult. The more insecure the environment is, be it regulatory or in terms of products or in terms of top management, be it a crisis… The more difficult it is, the more leadership is appreciated. If employees feel abandoned, it is a clear indicator that there is not enough leadership." (2-97)*

Finally, for a third of the interview participants it is vital to find an *appropriate balance* between leadership and management, which reflects contemporary business development (ref. 2-165, 3-280, 4-81). This means, that a focus only on management could not be *sustainable* and results in a loss of followers' long-term support (ref. 2-32, 2-197): *"In management, you can apply pressure and generate results as well, as long as you are present. But as soon as you turn your back..."* (2-32). Despite a difficult situation and the resulting need for management, leadership has to be *applied suitably* (ref. 6-148).

b. *Document analysis.* The perspective on leadership from an organizational standpoint was examined using internal documentation. The insights about *culture (sub-category I), vision (sub-category II) and leadership / management perspective* (sub-category *III)* offer the opportunity to identify similarities and differences in the thinking about leadership being denominated as leadership philosophy.

The corporate view on *culture (sub-category I)* starts with the *cultural foundation,* whereby the UBS behaviors (integrity, challenge, collaboration) were established in 2013 by the UBS Group CEO as *common values* and seen by the organization as an important element of a culture for building the foundation for leadership (ref. DOC01, 02, 03, 09). Cultural elements are pride, competitive advantage, collaboration, employee commitment and sharing the same culture (ref. DOC01, 03, 30). The principles and behaviors have thus to be translated into daily operations by leaders and followers, as well as be executed in a long-term plan (ref. DOC20, 22). That, however, cannot be created top-down but requires buy-in and the support of leaders and employees (ref. DOC01). Further, the 'UBS house view on leadership', as introduced in fall 2014, echoes the aspirations of the Group CEO towards a winning culture and recognizes leadership as a critical factor in achieving it (ref. DOC46). Leadership matters and a shared understanding of leadership,

common leadership qualities to be demonstrated and explicit expectations regarding great leadership have therefore been incorporated in the respective documentation (ref. DOC46). The values of integrity, challenge, collaboration, termed as UBS behaviors, were shared by interviewed leaders at the time of the interviews but not particularly emphasized compared to senior leadership. As already mentioned, the corporate view on culture includes particular aspirations being relevant for leadership, while such an active approach was proposed by only one interviewed leader. On the other hand, leaders (a third of the interviewees) and the organization note the need for a common understanding of leadership (ref. DOC34). The UBS view on leadership is aimed at alleviating this situation (cf. 4.2.6, b. document analysis).

The issue of *vision (sub-category II)* is also of corporate concern. From the organizational perspective as formulated by the UBS Group CEOs Oswald Grübel post-financial crisis and later by Sergio Ermotti, the vision for UBS has developed considerably over time (ref. DOC01, 06, 20, 22, 30). Five years after the financial crisis, the UBS vision acknowledges the financial industry in its transformed frame while aspiring to be the world's leading wealth manager and the leading universal bank in Switzerland (ref. DOC01, 20). This means that UBS should continue with growing, improving and developing people, products and services as well as establishing a winning culture (cf. cultural foundation) that creates superior value for UBS' clients, shareholders and employees (ref. DOC01, 06). With that a direction was set to be executed by leaders and followers (ref. DOC06). However, knowing what to do and setting direction was echoed by only a minority of the interviewed leaders (17%).

The leadership / management perspective (sub-category III) is a topic at the level of the business units (cf. **Appendix A: Case and informants details (sampling)**. In Wealth Management Switzerland, *leadership* particularly denotes the people aspects (relationship building), ways of working; motivating, leading (vision, strategic direction, alignment) and development to the philosophy of leadership (ref. DOC24). In addition, corporate leadership training puts emphasis on the aspects of coaching for team leaders (ref. DOC08) and on facilitating change, developing and communicating vision as well as stakeholder collaboration for managers of managers (ref. DOC07). The desk head as leader of a client advisor team is expected to motivate, engage and reward the team, support them with information, technology and resources, influence climate (collaboration and culture) and lead through transformational changes while managing conflicts (ref. DOC28). The comparison of documentation and interview data showed a great degree of overlap regarding the attributes ascribed to leadership (cf. table 4.3). With regard to *management,* in the leadership training of first line managers (manager of teams / followers / client advi-

sors) the organization focuses on *technical aspects* of leadership (ref. DOC10) with the training of *managerial skills,* in particular resource, task and workload management as well as related *activities* such as delegation (ref. DOC10, 08). Furthermore, the business area of Wealth Management Switzerland confirms, as applicable to all levels, the technical view of management and related activities such as analyzing, planning, task assigning and delegating, controlling and measuring as well as managing risks (ref. DOC24). When comparing the documentation and interview data, similar attributes describing management appeared.

c. Network view. The description of the components of leadership philosophy as part (RI1b) of leadership understanding (SQ1) entails the co-occurrence analysis of the interviews. A network diagram visualizing relevant relations between two components of leadership philosophy, namely culture (sub-category I) against leadership and management (sub-category III) and other codes of the data analysis is available in ***Appendix G3: Network view of leadership philosophy (RI1b)***. The co-occurrences of *culture (sub-category I)* relate the creation of *foundation* as part of *leadership development* to *cultural gap* (ref. 1-40) confirming the necessity of working on the corporate leadership philosophy (ref. 1-36, 1-40) and providing leaders, particularly novices, with the required methods and tools (ref. 1-40). Moreover, a *gap in leadership* and a lack of senior management involvement during the financial crises had to be covered by the leadership practice of team leads and desk heads who are at the lowest managerial level (ref. 5-59). Furthermore, the *implications of the financial crisis* fostered hesitancy (ref. 4-168) and because expectations with regard to leadership were not communicated clearly or early enough, the development appeared to be out of control during crisis (ref. 6-204). Also the *transformed internal environment* (e.g. cost situation) influenced the culture by leading to a perceived gap in trust, support and care (ref. 3-176) and again hesitancy and lack of ownership (ref. 4-168). *Leadership and management (sub-category III)* also entail co-occurrences. *Leadership* is associated with the enabling, coaching and supporting *function of the leader role* as defined by the informants reiterating the core elements of leadership (ref. 2-28, 4-21, 8-100, 8-180). Obviously, the leadership-management balance co-occurs with the single elements of *leadership* and *management* echoing the ambiguity that lies in applying and combining them (ref. 1-64, 2-28, 2-32, 2-45, 2-97, 3-52, 6-72, 8-108, 12-164). *Transformational impact on leaders* also means balancing the leadership approach between stakeholders (ref. 2-181), level of complexity (ref. 4-81) and a swinging pendulum triggered by the economic situation and regulatory frame (3-52, 3-156, 7-148).

d. Conclusion. A second outcome of the analysis of research issue 1b, on further elements that represent contemporary leadership understanding, is the category of leadership philosophy being what the informants think about leadership. *Culture* is commonly seen as the essential foundation and driving force for leadership building on conjoint values and corporate principles and behaviors. A perceived gap in consistency, guidance and ownership is mitigated by corporate initiatives such as the 'UBS House view on leadership'. The actual state of leadership philosophy entails *providing vision,* which requires the leader to know about corporate direction and translate it into specific follower activities. In the view of the informants and the organization, *leadership and management* are distinct and a differentiation is made between people leadership and the technical part of management. However, a proper balance needs to be found, with an appreciation of the situation which links back to the traditional or heroic approach to leadership. Following the presentation of leadership philosophy*,* the aspect of UBS leaders' comprehension of the leader role is explained next.

4.2.5   Leader role (RI1b)

The leader role was the third category in the data set and an additional element of leadership understanding (R1b) when profiling the job of a leader. The interview answers provided several codes to describe the leader role, based on the interview questions C7 and C8, as well as inspiration and cross-reference from questions in part D of the interview guide (details cf. ***Appendix C: Interview guide***). The category of leadership philosophy is thus founded on data. When establishing the corporate view, documentation was considered, where available, for the codes related to leader role (cf. secondary data in ***Appendix E: Case study database*** referenced as DOC).

a. Interview results. The interview analysis provided seven codes that support the profiling of the leader role, whereby descriptors were used to condense and label the coded data. Indications then provide an impression of the meaning of these descriptors. Table 4.4 lists the attributes of the leader role according to codes and indicates the percentage of participants whose opinion related to the attributes. The percentages reflect the opinions of the small sample of interviewees, but are not statistically representative of all UBS leaders. However, a rich description of the phenomenon requires a revelation of all aspects of the opinions even if expressed only once.

Table 4.4: Attribute of the leader role (RI1b)

Theme:	Leadership understanding (SQ1)			
Category:	Leader role as a further element (RI1b)			

Codes*	Descriptors	Indications	SH.	#R
(1) Function			58%	13
	• Enabler	○ provide frame and conditions ○ facilitate decision process ○ influence and empowerment	33%	4
	• Coach	○ guide towards objectives ○ ensure direction	33%	4
	• Supporter	○ take care and assist in progress ○ defend followers	8%	3
	• Evaluator	○ assess performance and initiate measures ○ monitor compliance and apply control framework	17%	2
(2) Importance			58%	18
	• Necessity	○ providing framework ○ giving direction, influencing ○ advising and supporting	25%	4
	• Fundamental	○ acknowledgment as vital role ○ decisive and framing ○ dependent on recognizing and implementing change ○ makes a difference	42%	8
	• Exerting influence (direct and indirect)	○ transforming strategy into action ○ setting the framework	25%	4
(3) Change (advancement of role)			42%	15
	• Profile and positioning	○ dedicated and comprehensive role for leadership	17%	2
	• Qualification	○ increased regulations ○ complexity of business ○ new skill set ○ understanding of processes ○ change management capability	25%	4
	• Mind-set	○ disappearance of laisser-faire attitude (lack of leadership, long leash for followers) ○ rigor (enforcement, follow-through, pressure, consequence)	25%	6
	• Active leader role	○ change of business model and operations	25%	3
(4) Responsibility			42%	9
	• Completeness	○ internal (for leader and followers) ○ external (meet societal expectations and live social responsibility)	17%	2
	• Accountability	○ take ownership ○ make decision	25%	3
	• Hesitancy	○ anxiety of exposure and negative experience with criticism ○ leading to a lack of courage and reluctance of accepting ownership	8%	4
(5) Autonomy			50%	11
	• Sufficient leeway	○ enjoy enough autonomy	42%	7
	• Limitations	○ regulations, UBS culture, strategic guidance	17%	2
	• Result delivery	○ better result - larger scope ○ lesser performance - higher restrictions	17%	2
(6) Balance			33%	8
	• Complementary composition	○ matching of skills needed and individual preferences	25%	4
	• Development	○ weaknesses are balanced out, gaps filled and deficiencies covered ○ strengths are fostered	25%	4
(7) Motivation			17%	6
	• Prerequisites	○ inspiring environment, supporting team ○ challenging objectives, diversity in tasks ○ certain autonomy	8%	3
	• Drivers	○ fun and enjoyment	17%	2

Theme:	Leadership understanding (SQ1)			
Category:	Leader role as a further element (RI1b)			
Codes*	Descriptors	*Indications*	SH.	#R
	• Energy balance	○ *return on leader effort*	8%	1

SH = Share = percentage of informants whose opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

* Codes (1) to (7) are leader- not follower-related

Source: developed for this research based on case study data

The attributes in the table are not primarily sorted according to the number of respondents who refer to the attributes, but rather represent a meaningful account of the phenomenon based on the data analysis. The extraction of attributes of the leader role, as shown in the table, is subsequently detailed per code starting with the qualities of the leader role function.

(1) Function: Three quarters of the respondents associate the leader role with four main functions namely enabling (to facilitate, bundle, authorize, allow, empower, influence), coaching (to train, teach, instruct, guide), supporting (to sponsor, advocate, guard, sustain, care), and evaluating (to assess, monitor, control). Firstly, the *enabler* provides the frame and ensures beneficial conditions allowing followers to perform (ref. 2-28, 8-180) and thereby facilitating the decision process (ref. 11-168). The enabler integrates the stakeholders and convinces them to contribute (ref. 4-21). Secondly, the *coach* guides the followers towards the objectives (ref. 8-100, 6-72, 10-76) and ensures the direction (ref. 7-40). Thirdly, the *supporter* takes care of the followers assisting them in their progress (ref. 8-100, 8-180) and defends them where required (ref. 8-128). Fourthly, the *evaluator* assesses the follower's performance holistically and initiates the required measures (ref. 8-136). The evaluator also monitors the follower's compliance with the regulations and applies the controlling framework appropriately (ref. 10-76).

(2) Importance: The majority of the leaders emphasized the importance of the leader role. Firstly, a leader is *needed* to provide a framework, give direction, influence, advise and support (ref. 7-36, 10-140, 10-148, 12-284). The following statement summarizes this notion:

> *"the crisis has made it evident that people need a boss. […] Therefore I'm really convinced that a large part of people want a boss, need a boss. If there's trust, you will also get this feedback. When I see today how my employees come to ask my advice, be it for a client or other business issues, or anything, even personal, you just realize that leadership is needed on every level."* (10-140)

Secondly, the leader is perceived as *vital* (ref. 6-76, 6-128, 10-140) which means that the leader role is decisive and framing (ref. 1-76, 11-104). Furthermore, organizational development is de-

pendent on the leader's ability to recognize and implement change (ref. 5-115, 11-104). Accordingly, the leader can make a difference (ref. 1-76). Thirdly, the leader exerts direct and indirect *influence* on followers by transforming strategy into action (ref. 1-76, 10-140) and setting the framework (ref. 10-144).

(3) Change (advancement of role): In the opinion of more than one third of responding leaders, the role of a leader in the Wealth Management business has changed dramatically. It developed from assigning the best client advisor with leadership tasks to a dedicated and comprehensive role for leadership leading to clarity in *profile and positioning* (ref. 1-100, 2-16). This role split and the separation of advising clients and leading client advisors is based on an increase in regulations and the complexity of business, requiring a new skills set, the understanding of processes and the ability to adjust a unit to new situations, considerably altering the *qualification* for a leader role (ref. 2-16, 2-28, 4-57, 10-52).

The advancement of the leader role is summarized in the following testimonial:

> *"If you were a reasonably talented client advisor or if you were successful at the front desk, with the clients, they also gave you leadership responsibilities. For a long time, you had to drive in parallel, meaning that you had a client base of your own and in addition to it leadership responsibilities for a small group. A bit like this. It was developed in a parallel way. At some point, the time came when management sent the message that we won't do both anymore. That it's not possible anymore, because very different dispositions and skills are needed for the two things. And also different ambitions. They said we should either be on the management track or on the advisory track."* (2-16)

Implying a *laisser-faire attitude*, the previous leader role is characterized by a lack of leadership that entails a 'long leash' for followers and no price to pay for 'freehand' leader actions (ref. 1-92, 1-114, 1-120, 4-65). Today, on the other hand, the necessity for realignment and changing direction leads to enforcement, follow-through, pressure and consequence (ref. 1-120, 4-65, *7-56*). This development has fundamentally reformed the *mind-set* and the understanding of the leader role. The statement below represents the move to a 'stronger hand':

> *"The senior manager who leads them today must follow them more or less with the whip, so they make the necessary mind change and also place the whole thing proactively in the portfolios. […] In the past, they have been left in peace, more or less, and now suddenly they are not left alone anymore. This means when I say, look, today's world works this way, I expect a certain behavior from you. If you don't monitor and control this, it*

doesn't happen. And this is exactly what's happening at the moment. The client advisors and the desk heads complain that they are being micromanaged and monitored. But this has to do with the fact that we want to change direction. It is not possible to realign without a certain amount of pressure." (4-65)

This also means that a passive approach to leadership has been replaced by an *active leader role* grounded in a change of business model and operations from growth mode (inflow of clients, net new money, revenues and positive figures) with no need for specific follower activity and leader action to the contrary (ref. 1-92, 2-93, 4-65).

(4) Responsibility: More than one third of the interviewees discussed the aspect of responsibility that is involved in the leader role, describing its comprehensiveness and accountability while being negatively impacted by the financial crisis, leading to hesitancy. A first element is the *completeness* of responsibility which means that the leader is not only responsible for him or herself but also for the followers, having to take a clear position as well as protecting and supporting them (ref. 8-128). In addition to this internal view, comprehensive responsibility similarly includes exemplary leader behavior outside the firm; for example, engaging in outside activities while being aware of one's own impact. This also implies meeting societal expectations and demonstrating social responsibility (ref. 9-60). In the active part of a leader role, responsibility requires taking ownership (ref. 4-152) and deciding (ref. 11-168) which at the same time means being *accountable* for one's own leadership activity:

> *"Being the boss I also need to be the boss. But I also have to work it out myself. I should not want to be the boss without taking full responsibility. I have to take responsibility for good as well as bad performances."* (6-116)

On the other hand, one leader indicated *hesitancy* as a negative effect of the financial crisis on the responsible leader role. Leaders experienced anxiety about exposing themselves and experiencing the negative consequences of criticism (ref. 4-168, 4-172) resulting in a lack of courage and finally a reluctance for taking ownership (ref. 4-152, 4-168).

(5) Autonomy: Half of the interview population expressed their opinion on the leader's autonomy. Primarily, they enjoy enough autonomy within their area of responsibility (ref. 2-133, 2-137, 6-116, 11-48, 12-172). This opinion is represented by the following quotes:

> *"There's quite a lot of leeway, in my view."* (2-133) *"So there are limits, there's a framework, but within that framework, I feel really free. I define my own philosophy, I*

define the intervals of leadership, I decide on priorities. I feel that I enjoy a lot of free-dom in my little garden" (2-137)

The regulations, UBS culture and strategic guidance have to be respected and limit the scope of the leader role (ref. 2-133, 4-145). Further impact on the autonomy of the leader role is generated by delivering the required results (ref. 7-104, 11-48). Two leaders state unambiguously:

"However it also has to work. If it doesn't work out you won't have any freedom any-more. So, the better the result the larger the scope." (7-104)
"The less you perform the more you are restricted." (11-48)

Co-occurring with autonomy for the leader is the value of *trust* involving responsibility, compli-ance, back-up and knowing each other (ref. 4-152, 8-88:92). This circumstance leads to *motiva-tion* of the leader by allowing a broad range of leadership activities (ref. 3-104, 4-113). Enjoying autonomy as a leader also makes it possible to offer autonomy to followers (ref. 4-113, 8-88). However, this is linked to a *world view* that enables leeway for direct reports and followers (ref. 4-113, 4-129).

(6) Balance: One third of the leaders interviewed emphasized the need for balance in the leader role. Leaders should be *complementary,* arranged as if in a package that matches the skills need-ed and the individual preferences (ref. 2-145, 3-188, 3-228, 4-220). Like this, weaknesses are balanced out, gaps are filled and covered (ref. 1-240, 3-188, 4-220) which is the active part of the leader role. On the other hand, strengths are fostered (ref. 3-228) while having diverse leaders opens opportunities for progress in the organization (ref. 3-192).

(7) Motivation: The leader role involves motivational aspects that have been addressed by two interview partners. Prerequisites for motivation are an inspiring environment, supportive team, challenging objectives, diversity in tasks and a certain degree of autonomy (ref. 3-6, 3-100, 3-104). This leads to fun and enjoyment, which are viewed by the respondents as a driver for moti-vation (ref. 3-60, 4-121). Finally, achieving a balance in energy is linked to motivation, meaning to get a return on the effort invested from the organization including peers, direct reports and followers (ref. 4-160).

b. Document analysis. The view of the leader role is supported by internal documentation for the codes of the leader role function (code #1) and the leader role responsibility (code #4) whereby UBS as a company expresses its corporate expectations of its leaders. From these codes, similari-ties and differences about the understanding of the leader role can be demonstrated. The corpo-

rate view on the *function (code #1)* of the leader role is multifaceted. The leader as decision maker as well as performance, quality and risk manager delivers sustainable results. Further, being a role model, talent developer, motivator and coach ensures that followers are developed and talents engaged. Acting as a cross-business collaborator, vision provider, change agent and relationship manager drives business collaboration (ref. DOC08). A key role in Wealth Management is the desk head leading a team of client advisors. The main functions here are sales manager, team developer and risk manager (ref. DOC27). The organization expects a leader to execute a variety of functions that match, to a great extent, the descriptors from the leader view (cf. table 4.4). *Responsibility (code #4)* is emphasized in the wake of the financial crisis; a list of leadership accountabilities was developed in late 2010 to ensure that leaders at all levels have the commensurate leadership skills for leading UBS forward (ref. DOC21). Further, the corporate principles of good supervision require the responsible leader to run a business prudently and in compliance with laws and regulations (ref. DOC08). Accountability and ownership were also acknowledged as important by the interviewed leaders, whereas the negative effect of leader hesitancy on the subject of responsibility was voiced by only one informant.

c. Network view. The description of the leader role as part (RI1b) of leadership understanding (SQ1) includes the co-occurrence analysis of the interview coding. A network diagram visualizing the relevant relations between the coding of the leader role category and other codes of the data analysis is available in ***Appendix G4: Network view of leader role (RI1b).***

(1) Function: The functions of enabler, coach and supporter are reflected in the philosophy of *leadership* as people leadership and building relations to form a strong and purposeful basis (ref. 2-28, 4-21, 8-100, 8-180). Further, the *practical impact of leaders* on followers co-occurs with the functional leader roles as the intention to advance people (ref. 4-21, 8-100). Enabling and evaluation also include the leaders' accountability for the initiated activities, therefore in the leader role's *responsibility* is associated with the leader role function (ref. 8-128, 11-168).

(2) Importance: Leader activity influences the followers considerably so the importance of the leader role co-occurs with the *practical leader impact* (ref. 5-115, 6-56, 8-100). Informants also linked the importance of the leader with *individual agency* entailing the notion of being dependent on the leader and the leader's ability to implement (ref. 5-115, 5-123, 5-127, 10-140).

(3) Change (advancement of role): The development of the leader role is similarly reflected in co-occurring codes such as a practical *gap in leadership* as previously leadership and follow-through, in particular, were not necessary with economic growth. The absolute opposite is true

today (ref. 1-92, 1-116, 1-120). Moreover, aspects such as the transformation in the financial industry with its *impact on leaders* reflect a completely different business situation, leadership role and behavior when compared to before the crisis (ref. 1-92, 1-100, 4-65, 10-52). Further, the data reveals a complex environment involving, for example, more regulations, risks, and processes (ref. 2-27, 4-57). Given this, more emphasis is put on the principle of direction and making the necessary decisions (ref. 2-28, 7-56).

(4) Responsibility: Leader responsibility co-occurs with the *leader role function* as the enabler and supporter, incorporating ownership and implementation, but also securing followers (ref. 8-128, 11-168). Responsibility is linked to the value of *integrity* as both codes entail playing by the rules (ref. 4-152). The aspect of hesitancy in responsible leaders is associated with several codes covering this issue, such as cultural gap, practical leadership gap and internal transformation influence, whereby anxiety appeared to be an implication of the financial crisis (ref. 4-168. 4-172).

(5) Autonomy: Co-occurring with autonomy for the leader is the value of *trust* involving responsibility, compliance, back-up and knowing each other (ref. 4-152, 8-88:92). This leads to leader *motivation* by allowing a broad range of leadership activities (ref. 3-104, 4-113). Enjoying autonomy as a leader also makes it possible to offer autonomy to followers (ref. 4-113, 8-88). However, this is linked to a *world view* (cf. 4.2.2) that allows leeway for direct reports and followers (ref. 4-113, 4-129).

(6) Balance: Balance in the leadership team is closely related to *conjoint agency,* implying the fostering of a mutual understanding of leadership, which is a *pre-requisite* for post-heroic forms of leadership. The focus on a single leader is thus moderated (ref. 2-145, 3-228). This also requires the leaders to *practice self-reflection* and to know their own capabilities and preferences (ref. 4-220).

(7) Motivation: Motivation involved with the leader role co-occurs with the leadership principle of *autonomy for followers* and the leader role's *autonomy* as providing a positive team environment and encouraging the leader (ref. 3-104, 4-113). Likewise associated are the leadership principles of *people* and *direction* where the leader can empower and guide but does not need to dictate (ref. 4-113).

d. Conclusion. A third outcome of the analysis of research issue 1b on further elements that represent the contemporary leadership understanding is the comprehension of the leader role of the UBS leaders' interviewed, enhanced by the corporate perspective. The current state emphasizes

the importance of the leader role for organization and stakeholders as the leader has considerable influence and power to implement. Co-occurrence with individual agency is revealed in the single leader position and follower dependence. Such individual leader focus is moderated and a mutual understanding fostered through a balanced leadership team that unlocks the full leadership capability of leaders. Furthermore, the leader role has developed remarkably, and appears to be quite different and more complex today as compared to before the financial crisis; leaders are under pressure to be active and present rather than hesitant or absent in order to overcome a perceived gap in culture and leadership practice. Moreover, leaders are required to demonstrate responsible behavior which requires the value of integrity. The appreciation of the leader role as category and a further element of leadership understanding is now complemented with leadership principles.

4.2.6 Leadership principles (RI1b)

The leadership principles were created from the data set and represent the fourth category and new element of leadership understanding (R1b). They describe the basic rules of the UBS leaders interviewed on how leadership is to be exerted, meaning how to influence followers. As the informants found it difficult to express their views on leadership understanding directly, asking for their leadership principles turned out to be more successful. These leadership principles are follower-oriented and include both first-line level (e.g. individual client advisors) and second line level (e.g. team leads or direct reports of department managers). Moreover, the data collected corroborates the leadership principles as a sound element of understanding leadership in UBS. It was extracted from the responses to the specific interview question C1 and supporting question E1 representing *the leader principles (sub-category I),* while the analyzed documentation (cf. secondary data in ***Appendix E: Case study database*** referenced as DOC) provided *the corporate leadership principles (sub-category II)*. The category of leadership principles is thus founded on data.

a. Interview results. The UBS leaders' responses were examined to identify the attributes that determine *the leader principles (sub-category I)* as further element of the leadership understanding, whereby descriptors were used to condense and label the coded data. Indications then provide an impression of the meaning of these descriptors. Table 4.5 lists the attributes explaining the seven leader principles, and gives the percentage of participants who touched on a specific principle. The percentages reflect the opinions of the small sample of interviewees, but are not statistically representative of all UBS managers. However, a rich description of the phenomenon

requires a revelation of all aspects of the opinions even if expressed only once.

Table 4.5: Attributes of leadership principles (RI1b)

Theme:	Leadership understanding (SQ1)			
Category:	Leadership principles as further element (RI1b)			
Sub-category:	I) Leader principles			

Codes	Descriptors	*Indications*	SH.	#R
(1) People			66%	3
	• Human aspect	○ *dealing with people*	17%	2
	• Empathy	○ *involve, listen, understand, care, value*	33%	5
	• Human relation orientation	○ *motivate, stimulate, coach* ○ *emotions and fun*	33%	7
(2) Result orientation			50%	11
	• Targeted activities	○ *conjoint, operationalized and audience related objectives, commitment and execution*	50%	8
	• Expectations	○ *demanding, meritocratic*	25%	3
(3) Role model / example			50%	6
	• Role model function	○ *know what to talk about,*	17%	2
	• Lead by example	○ *preach and drink water* ○ *set an example for expectations*	25%	3
(4) Direction			50%	12
	• Model the way	○ *explain, provide rationale, convince, stimulate, give right direction, enable*	25%	7
	• Exertion of influence	○ *be in charge, guidelines, decide, correct / adjust*	25%	4
(5) Support			33%	7
	• Assistance	○ *recognize progress* ○ *offer conceptual and material aid*	25%	4
	• Reachability and responsiveness	○ *open door policy* ○ *listen, take time*	17%	2
	• Provide resources	○ *making resources required for goal achievement available*	8%	1
(6) Autonomy			33%	4
	• Enablement	○ *freedom, liberties, long leash* ○ *courage to create space*	33%	4
	• Boundaries	○ *set limits* ○ *monitor*	25%	3
(7) Know your employee KYEE			17%	3
	• Transparency	○ *be close, build trust, comprehend* ○ *pre-requisite for influencing*	17%	3
	• Rhythm	○ *take time* ○ *standardize* ○ *be steady*	17%	3

SH = Share = percentage of informants whose opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

Source: developed for this research based on case study data

The attributes in the table are not primarily sorted according to the number of respondents who refer to the attributes, but rather represent a meaningful account of the phenomenon based on the data analysis. The *leader principles (sub-category I)* as presented in the table are subsequently described per code, starting with the principle of people.

(1) People (leadership): A strong view reported by two third of the respondents is the principle of people: *"This is a principle for me, the people."* (3-72) or *"It all depends on how you deal with people."* (4-113). It was confirmed that *empathy* is involved in leadership: *"You have to open up and show them that you care about them and that you value them."* (8-152). This means in other words: *"I really try to get involved, in the sense of listening to people and discussing their worries and problems."* (10-88). A need to appreciate and understand people was formulated (ref. 4-113, 8-44, 9-36). Further, the *human relation* orientation is revealed by a leader who motivates, stimulates and coaches (ref. 7-56, 11-32): *"to animate competitiveness in a good, positive way, to stimulate and excite the team 'to do an extra lap'."* (6-48). The leading individuals include emotions and fun in the way they relate to the team (ref. 3-68, 3-72, 6-48). In summary, a first principle of UBS leadership as seen by interviewed leaders is to *work with people and care about them.*

(2) Result orientation: Half the interview population included the outcome of tasks and assignments in their leadership principles. The activities have to be targeted and result-oriented, requiring conjoint objectives that are operationalized as well as audience-related which requires an individual, team and organizational context and ultimately leads to commitment and execution (ref. 2-28, 3-68, 5-48, 6-44, 6-52, 6-76, 8-44, 9-36). This testimonial reflects this view:

> *"One of my bosses always said to me that it is only worth meeting when we really encapsulate something. We can draw hundreds of slides together and discuss hundreds of things but when it does not come to a result it is absolutely useless."* (6-44)

Moreover, expectations are high and *demanding,* grounded in a meritocratic approach (ref. 6-108, 8-44): *"I also expect a lot from them [followers]"* (3-72). As a result, the leader is responsible for *achieving results* with the activities initiated, representative of a second principle of UBS leadership.

(3) Role model / example: Half the respondents called for leaders to demonstrate exemplary behavior towards their followers. Such leader conduct is expressed in two terms: (1) the role model function (ref. 9-36, 11-32) and (2) leading by example (ref. 1-64, 3-72, 8-72, 10-88), which means to know what to talk about, to preach *and* drink water so as to set an example for what is expected from followers. It is essential for a UBS leader *to act as a role model and lead by example.* This is a third contemporary leadership principle.

(4) Direction: Again, for 50 percent of the interviewed leaders, the exertion of influence together with modelling the way forms an essential leadership principle. This is represented by the following testimonial:

> *"I take a team of people, no matter how big it is, 20 or 50 or 100, it doesn't matter, I take their inclinations, skills, experiences, talent, knowhow and bundle them, align them, set certain guidelines and try to implement all this in order to achieve measurable results."* (2-28)

Influencing and directing, mean that people have to understand the rationale behind a particular guidance, so that they are enabled, convinced and committed to the common objective (ref. 8-44). Leaders have to *"explain to people why you [the leader] do something".* (6-56) and provide *"a good story of which he [the client advisor] can himself, for himself, make use of it, to see something in it, and to internalize it so that he tells the story to his clients in his own way."* (6-56). Moreover, the leader should give the *"client advisors a kind of impulse"* (6-72).

On the other hand, it is clear to the leaders that they are the persons in charge and have to decide: *"[...] it's completely clear who the boss is. It is crystal clear that I'm the boss."* (8-184). Furthermore, it was reported that followers require certain guidance from their leaders (ref. 8-204): *"And often they [followers] simply needed a decision. They wanted to be guided in a much more authoritarian way than I had planned."* (7-56). Finally, directing also means correcting a wrong development as in *"say hey, forget it"* (11-96). The fourth leadership principle is thus to *give direction.*

(5) Support: A third of the sample addressed the necessity of assisting followers, which requires *"having an understanding of leadership focused on the supportive aspects"* (8-184). In concrete terms, this means *"to support my employee."* (3-72) and to ensure that followers *"are supported in their matters"* (10-96) or in other words *"when it comes to daily business, I support them accordingly."* (10-88). Moreover, the leader acknowledges progress in work and offers conceptual and material aid. Leaders should be reachable and responsive which is associated with listening to followers and taking the time for their concerns (ref. 12-380, 10-88). It also implies making resources for goal achievement available: *"I try to push all the resources to the front and lead my office very efficiently in the background."* (8-220). The fifth leadership principle is thus that the leader *provides support.*

(6) Autonomy (for followers): Another 25 percent of the respondents acknowledged the direct reports' and followers' need for flexibility and freedom within certain boundaries (ref. 4-113, 5-139, 8-88 12-72). The following statement summarizes this notion:

> *"As a basic principle, I assume that I have adult leadership personalities with self-responsibility who look for a certain autonomy, which they also get from me. I'm not the kind of person who prescribes everything in detail. I prefer the long leash. But if something doesn't go according to plan, I accompany it very closely and lead very closely. Then I'm also rather tough when it comes to implementing things, when the performance isn't right. So I give a lot of space, a lot of autonomy, and if it doesn't work out, I come very close and don't hesitate to make some changes, when I feel it doesn't work."* (12-72)

Defining the scope enables followers to act, but at the same time sets the limits. The sixth leadership principle is thus that the leader *allows autonomy for the direct reports or employees.*

(7) Know your employee KYEE: Finally, with knowing your customer (KYC) a principle was referenced that is common in the financial industry and often used in a compliance context. It is, however, also applicable to the leadership situation. Leaders should spend enough time with their people to get to know them and vice versa, so they better comprehend each other and their actions (ref. 8-152, 8-204, 10-96). This testimonial expresses this opinion:

> *"[...] you have to know each other, there has to be a basis for trust, otherwise you couldn't maintain such a leadership style at all. You also need a certain amount of time with people. Every time I've started a new job I tried to invest a certain amount of time to get to know the people and to start building mutual trust. So that people get to know me."* (8-152)

The benefits of mutual understanding are, in view of the informants, gaining transparency in the situation and being able to exert targeted influence (ref. 8-152, 8-204, 10-96). Again, knowing the followers allows the leader to exert influence in a timely manner and to give appropriate *direction* (ref. 8-204). The seventh leadership principle is to *know your employees and their activities.*

b. Document analysis. The insight into *corporate leadership principles (sub-category II)* was gathered from the internal documentation collected and allowed the identification of similarities and differences in the basic rules on how leadership should be exerted. The review of the firm's perspective is taken from four perspectives starting with (i) one of the international units of

Wealth Management (2007) followed by (ii) the Swiss approach (2012) and then (iii) the development of the global definition at Group level with leadership accountabilities (2010-2013) and finally (iv) the most recent comprehensive 'UBS House view of leadership' (2014/2015). The documentation analysis is completed with a summary presentation of these corporate leadership principles as well a comparison with the leader view in table 4.6 at the end of this paragraph.

(i) Global Emerging Markets leadership principles: In one of the Wealth Management business areas with an international orientation, the leadership principle is summarized as 'a spirit of partnership performing at the speed of trust' (ref. DOC45). It is described in seven points: (1) change, to periodically challenge and proactively adapt; (2) altruism, to put the common good of company before personal considerations; (3) debate, to base decision on open and constructive communication; (4) solidarity, to communicate and execute decisions rapidly and consistently; (5) empowerment, to delegate decisions while holding accountable; (6) staff proximity, to maintain intimacy and familiarity with staff and their challenges; and finally (7) teamwork and mutual support, to leverage individual strength for collective performance (ref. DOC45).

(ii) Wealth Management Switzerland leadership model: The Swiss-oriented Wealth Management unit in its leadership principles of 2012 focuses on the different management layers. It requires desk heads (leader of teams, first line managers) to manage followers by properly defining and adequately staffing individual positions, as well as by performance measurement and management. Second-line leaders (managers of managers) connect and integrate while selecting and coaching first-line managers. At the department level, the leader runs a business by clearly defining and executing business strategy as well as providing the appropriate resources (ref. DOC24).

(iii) Leadership accountabilities: Following the financial crisis, leadership accountabilities were developed at a corporate level in late 2010 to ensure that all leaders in UBS have the leadership skills required to further develop the company (ref. DOC21). They were applied until the end of 2013 and then replaced by the 'UBS House view on leadership'. The 12 principles in three areas derive from the 2010 strategic principles namely reputation, execution and integration (ref. DOC21):

- Rebuilding reputation based on accountability, performance measurement and management, appropriate reward, consistent high-quality delivery and the prudent management of risks;
- to engage and develop talent implying role model leadership and authenticity, talent cycle (hire, develop, retain) respecting diversity as well as inspiring, open and honest communication accompanied by constructive feedback; and
- driving business collaboration to foster integration including a client-oriented attitude, to

develop vision and priorities, align and drive change as well as building high-trust relationship.

(iv) UBS House view on leadership: The aim of establishing a shared understanding of leadership at UBS that is comprehensive, sets expectations about good leadership and defines common leader qualities was developed in 2014 by a cross-business group of senior leaders and external experts representing the organizational perspective (ref. DOC35, 46). Senior management acknowledged the importance of leadership, as leadership matters and drives corporate culture while that culture drives performance (ref. DOC39, 46). The house view on leadership includes the following three principles (ref. DOC39):

- People leadership – be an inspiring role model, which means to inspire others to follow the strategy and live the UBS principles (client focus, excellence, sustainable performance) and behaviors (integrity, collaboration, challenge). Moreover, additional principles are to provide effective feedback and to coach (enabling, empowering and developing others).

- Client leadership – create long-term client value, keep the client in mind from start to end, simplify business for the clients, provide a holistic corporate delivery to the client.

- Change and results leadership – take ownership and deliver, which requires timely decisions and implementation accountability, effective use and alignment of resources and risk as well as prioritization. Ensure that people, processes and structures are fit for the future by driving change and innovation.

The organization expects that leaders are exemplary in all these principles as they are believed to be vital for the success of the bank, hence the 'UBS House view on leadership' is a powerful tool for successful leadership (ref. DOC46). It helps individuals to strengthen their own leadership capabilities and team performance (ref. DOC46, 47). However, with the expectations of *"great leaders"* (ref. DOC46) and emphasis on single leader's competences, the main emphasis is on the individual leader, which represents a **heroic approach to leadership.** The 'UBS House view on leadership' is embedded in the talent development framework as the key driver of all UBS assessments, training and development programs. The corporate perspective enhances the leadership principles with client and business-oriented aspects.

These four perspectives on corporate leadership principles extracted from the collected internal documents and covering the international and the Swiss unit as well as the group level are integrated in table 4.6. Each attribute (bullet points) is coded with the condensed leader principles (1) to (7) that were developed from the interview data (cf. table 4.5). The code frequency is given at the bottom of the table (square bracket).

Table 4.6: Similarities and differences in leadership principles

(i) Global Emerging Markets leadership principles *International unit, 2007*	(ii) Wealth Management Switzerland leadership model *Swiss unit, 2012*	(iii) Leadership accountabilities *Group level, 2010-2013*	(iv) UBS House view on leadership *Group level, since 2014/2015*
Change (B) • Periodically challenge • Proactively adapt Altruism • Common good before personal interest (3) Debate • Informed decision (transparency, constructive communication) (4) Solidarity • Rapid and consistent communication and decision execution (4) Empowerment • Delegation (6) • Accountability (4) Staff proximity • KYEE / closeness (7) • Support/care (5) Team work / mutual support • Leverage individual strength for collective performance (7)	Select appropriately (2) Manage properly (3) Coach (1) and measure / manage performance (3) Connect and integrate (1) Provide direction (4) and resources (5)	Rebuild reputation • Accountability (3) • Culture building (3) • Appropriate reward (2) • Consistent delivery (2) • Prudent risk management (D) Engage and develop talents • Role model leadership (3) • Authenticity (3) • Talent cycle (D) • Communication (D) • Constructive feedback (1) Drive business collaboration • Foster integration (1) • Promote cross-business collaboration (C) • Client oriented attitude (A) • Develop vision and priorities (4) • Align and drive change (B) • Building high trust relationship (1)	People leadership • Inspiring role model (follow strategy, live Principles & Behaviors)(3) • Provide effective feedback (1) • Coach (enable, empower, develop) (1) • Ownership (2) • Reward appropriately (2) • Foster Diversity (D) Client leadership (A) • Long term client value creation • Simplified client business • Holistic delivery • Integrity and trust (3) Change and result leadership • Ownership (2) • Deliver (2) • Timely decisions (4) • Accountability (4) • Aligned and effective resource use (5) • Prioritization (4) • Reduce bureaucracy (D)

Notes:

Commonalities (# of leader principle matching with a corporate principle) [code frequency of joint principles]:
(1) People [IIII III], (2) Result orientation [IIII III], (3) Role model / example [IIII IIII I], (4) Direction [IIII III], (5) Support [III], (6) Autonomy [I], (7) Know your employee KYEE [II]

Differences (corporate principles without reference to a leader principle) [code frequency of exclusive corporate principles]:
(A) Client leadership [ii], (B) Change management [ii] , (C) Business collaboration [i], (D) other functional objectives [iiiii]

Source: developed for this research based on case study data

In conclusion, the holistic view on corporate leadership principles (sub-category II) displays convergence with the leader principles (sub-category I) extracted from the interview data to a great extent (high number of code frequency). However, principles related to client leadership (A), change management (B) and business collaboration (C) go beyond the informants' perspectives which focus on the leader-follower relationship, whereas the corporate view includes stakeholder, strategic and functional objectives (D).

c. Network view. The description of the constituents of *leader principles (sub-category I)* as further element (RI1b) of leadership understanding (SQ1) entails the co-occurrence analysis of the

interview responses. A network diagram visualizing the relevant relations between the seven codes of leader principles and other codes of the data analysis is available in ***Appendix G5: Network view of leader principles (RI1b).***

(1) People (leadership): People leadership in the view of the informants is also linked to *result orientation* since, despite all their empathy with followers, UBS objectives have to be shared and achieved, requiring targeted relational coaching (ref. 3-68, 6-52, 8-44, 9-36). Obviously, the principle of support is associated with people leadership, incorporating the notion of empathy and relation-building (ref. 10-88). People leadership requires *exemplary* leadership (ref. 3-72, 10-88) and the underlying values of *honesty, transparency and trust* to be demonstrated and shared equally by leader and followers (ref. 3-68, 3-72, 8-152, 11-32).

(2) Result orientation: Result orientation co-occurs with the leadership principle of *people* since in the view of one third of the UBS leaders interviewed, even with a meritocratic approach, a certain degree of empathy is involved (ref. 8-44, 9-36) and motivational as well as people-oriented leader behavior is needed (ref. 3-68, 6-52). The value of *transparency* is also closely associating with result orientation (ref. 3-68, 6-108).

(3) Role model / example: The informants expect exemplary behavior from a leader and this is reflected in the co-occurring principles of *support* and *people* leadership (ref. 3-72, 10-88). Moreover, this entails a *mutual notion* with regard to basic assumptions (ref. 3-72) and values enabling *collaboration* (ref. 3-72) as well as *credibility* through professional behavior (ref. 11-32).

(4) Direction: The principle of direction co-occurs with the principles of autonomy (for followers) as a prerequisite for defining the scope (ref. 4-113, 5-139). Furthermore, the leader has to *know the followers* in order to guide appropriately (ref. 8-240). The leader role has *changed* and requires the leader to lead the way to goal achievement (ref. 2-28, 7-56). With the positive result of this guidance, the leaders can maintain their own *motivation* (ref. 4-113).

(5) Support: Support co-occurs with *exemplary* leadership with regard to *collaboration* as a value (ref. 8-220) and follower assistance (ref. 3-72, 10-88) requiring the ability to work with *people* (ref. 10-88).

(6) Autonomy (for followers): Autonomy co-occurs with the principle of *direction,* defining the scope and allowing a certain degree of freedom to followers (ref. 4-113, 5-139). Further, the positive outcome of followers' autonomy in the view of one informant favorably associates with leader motivation (ref. 4-113). However, a prerequisite is that the *leaders enjoy autonomy* them-

selves in order to be able to empower followers (ref. 4-113, 8-88).

(7) Know your employee KYEE: To be familiar with each other requires *trust* as an underlying value (ref. 8-152). From a practical leadership perspective, understanding their followers enables leaders to *lead people individually* (ref. 10-96).

d. <u>Conclusion</u>. The fourth and concluding outcome of the analysis of research issue 1b on further elements that represent the new contemporary leadership understanding are seven leadership principles that emerged from the interview data. They represent UBS leaders' opinion of the current state of how to exert influence, namely: *people leadership; result orientation; role model/example; direction; support; autonomy and know your employee (KYEE).* The values of trust, honesty and collaboration and credibility, together with a mutual notion provide the foundation for these principles. At the level of the Group, the principles of leadership developed over time into a more comprehensive framework in the 'UBS House view on leadership' which display convergence with the interviewed leaders' responses to a great extent.

Following the four new elements of understanding leadership presented in sub-sections 4.2.3 to 4.2.6, the integration with the concepts describing the basic assumptions of leadership as reported in sub-section 4.2.2 is now presented.

4.2.7   Section summary – new insights

The outcome of the analysis with regard to the **research sub-question on how leaders understand leadership and what their basic assumptions are (SQ1)** is integrated in this section summary. The investigation of the leadership understanding using interview and documentation data and the procedure of within-case analysis provided results on the opinions of UBS leaders' (interviews, rich description), organizational perspective (documents) and the network view (co-occurrence). Figure 4.4 combines, categorizes and depicts the attributes describing the interviewed UBS leaders' understanding of leadership enhanced with the corporate view where it was available from documentation. The figure indicated the importance of these attributes by showing the percentage of leaders who addressed the issue, but is not statistically representative of all UBS leaders. Below the chart, a summary of the two research issues (RI1a/RI1b) addressing the first sub-research question on leadership understanding (SQ1) and representing a theme in the data structure is provided. A comprehensive overview of the developed data structure is available in ***Appendix I: Data structure***.

Figure 4.4: Attributes of leadership understanding (SQ1)

Theme (SQ)	Leadership understanding (SQ1)			
Category (RI)	Basic assumptions of leadership (SQ1/RI1a) (Driving force)	Further elements (RI1b)		
		Values	Leadership philosophy	Leader role (State)	Leadership principles
Sub-category Code • Descriptor	**(I) Conjoint agency / mutual notion [33%]** • Collaboration [33%] • Tolerance [8%] • Sharing and support (of followers) [17%] • Acting in favor [25%] • Pre-conditions for conjoint agency: team composition, dependence/reliance, bi-directional exchange, stability/comfort [17%] **(II) Individual notion / individual agency [42%]** • Leader characteristics (attributes, behavior) [8%] • Direction [17%] • Adherence to a particular view [17%] • Stakeholder disconnect [17%] **(III) World view [58%]** • People [25%] • Headship [17%] • Ethics [33%] • Diverse perspective [8%]	**(I) Leader values** (Driving force) • Honesty [66%] • Trust [50%] • Transparency [50%] • Fairness [42%] • Integrity [33%] • Authenticity [33%] • Openness [33%] • Follow-through [25%] • Credibility [17%] • Passion [17%] • Predictability [17%] • Collaboration [8%] **(II) Corporate values** (Response) • Integrity • Collaboration • Challenge • Risk awareness • Openness • Honesty • Trust **(III) Common values** (Driving force) • Honesty • Trust • Openness	**(I) Culture [66%]** (Driving force) *Cultural foundation [25%]* • Basis for leadership • UBS behaviors *Cultural gap [50%]* • Lack of consistent leadership philosophy • Guidance and visibility • Leader hesitance **(II) Providing vision [25%]** (State) • Direction [17%] • Communicate and explain [17%] • Allowing guided independence of followers [8%] **(III) Leadership and management [92%]** (State) *Leadership (leading people) [58%]* • People aspect • Way of working • Leading (ability to lead) • Pull effect • Drivers • Development *Management (techniques) [50%]* • Technique, craft • Structured process • Activities *Leadership-management-balance [92%]* • General view • Situation dependent (conflicting view) • Appropriate balance	*Function [58%]* • Enabler [33%] • Coach [33%] • Supporter [8%] • Evaluator [17%] *Importance [58%]* • Necessity [25%] • Fundamental [42%] • Exerting influence (direct and indirect) [25%] *Change (advancement of role) [42%]* • Profile and positioning [17%] • Qualification [25%] • Mind-set [25%] • Active leader role [25%] *Responsibility [42%]* • Completeness [17%] • Accountability [25%] • Hesitancy [8%] *Autonomy [50%]* • Sufficient leeway [42%] • Limitations [17%] • Result delivery [17%] *Balance [33%]* • Complementary composition [25%] • Development [25%] *Motivation [17%]* • Prerequisites (environment, challenge, autonomy) [8%] • Drivers (fun, enjoyment) [17%] • Energy balance [8%]	**(I) Leader principles** (State) *People [66%]* • Human aspect • Empathy • Human relation orientation *Result orientation [50%]* • Targeted activities • Expectations *Role model / example [50%]* • Role model function • Lead by example *Direction [50%]* • Model the way • Exertion of influence *Support [33%]* • Assistance • Reachability and responsiveness • Provide resources *Autonomy [33%]* • Enablement • Boundaries *Know your employee KYEE [17%]* • Transparency • Rhythm **(II) Addtional corporate leadership principles** (Response) • *Client leadership* • *Change management* • *Business collaboration* • *Functional objectives (diversity, talent, risk, efficiency)*

[%] = share of informants addressing the attribute (N = 12 = 100%)

Source: developed for this research based on case study data

One, the outcome of the analysis with regard to **research issue 1a on the basic assumptions of UBS leaders toward an individual or mutual notion of leadership and the disclosure of further constituents** as part of their leadership understanding (SQ1) is summarized in three accounts. *Firstly,* the category of basic assumptions of the UBS leaders interviewed includes indications for a mutual understanding of leadership *(sub-category I on mutual notion / conjoint agency)*. The concept of conjoint agency is represented by the attributes of collaboration, tolerance, sharing, supporting and acting favorably as a leader. This particular mind-set enables a mutual understanding of leadership and assists in overcoming selfishness. In addition, specific pre-conditions support the concept: 1) a complementary composition of the leadership team that matches preferences and skills to create added value; 2) the acknowledgement of leaders and

followers that they depend on each other; 3) bi-directional exchange based on 'give and take'; and 4) a stable relationship between leaders and followers. Further, the values of trust, honesty, collaboration and transparency emerging from the analysis of co-occurrence with other codes (cf. 4.2.3) form a foundation for conjoint agency. Similar connections to a mutual understanding of leadership were identified in the codes on leadership principles (cf. 4.2.6). These links include care for people and support, as well as being a role model to foster collaboration, as a key element of conjoint agency. In addition, giving direction and applying result orientation enable a shared objective. *Thus* a mutual understanding of leadership as a basic assumption signifies an attitude of collaboration and sharing as well as a constructive mind-set with the aim of jointly creating value. This approach represents a driving force for post-heroic forms of leadership as developed in the network analysis.

Secondly, the basic assumptions of the UBS leaders interviewed include indications for an individual understanding of leadership *(sub-category II on individual notion / individual agency).* The concept of individual agency is thereby represented by the characteristics of a single leader, for example, education, experience, leadership philosophy, ambitions and success. A further sign of an individual approach to leadership was the opinion that an individual leader is required in the sense that the leader gives direction and is accountable for decisions taken. Another aspect of individual agency is adherence to a particular view. This implies the focus of a leader on a prevailing stakeholder (e.g. the manager, the shareholder) or a specific topic / objective (e.g. numbers, financial results). Selfishness, dishonesty and the exclusion of other stakeholders (e.g. followers, peer leaders) also result in individual agency in the sense of driving them away from sharing and collaboration. Individual agency is linked to other codes too, namely the importance of the leader role in achieving objectives and the function of headship, together with the approach of measuring performance individually. Lastly, the co-occurrence analysis identified individual agency as an obstacle to overcome when applying post-heroic leadership.

Thirdly and finally, an additional concept was identified in the basic assumptions of the UBS leaders interviewed. The leaders' *world view (sub-category III)* influences their mind-set and hence their understanding of leadership. It consists of four qualities: 1) the leader's care for people, 2) the leader's claim for headship, 3) the leader's awareness of ethical behavior, and 4) the leader's various perspectives, including long-term orientation and multiple interests, going beyond pure bank leadership. This concept is reflected in the identified values (cf. 4.2.3), leadership philosophy (cf. 4.2.4) and leadership principles (cf. 4.2.6).

Thus it was not only the concepts of mutual and individual agency which were identified in the

basic assumptions of the UBS leaders interviewed, but also the concept of a leader's world view expanding the leader's mind-set. Moreover, these three concepts represent a driving force for the understanding of leadership.

Two, the analysis of **research issue 1b on further elements that represent contemporary leadership understanding** identified four new aspects or categories in the interview and documentation data namely values, leadership philosophy, leader role and leadership principles. *Values* are a first element or category forming the foundation and are a driving force for leadership. The outcome of the data analysis reveals twelve *leader values (sub-category I)* addressed by the UBS leaders interviewed that are: honesty, trust, transparency, fairness, integrity, authenticity, openness, follow-through, credibility, passion, predictability and collaboration. Further, seven *corporate values (sub-category II)* were identified in documentation data these being: integrity, collaboration, challenge, risk awareness, openness, honesty and trust. The values honesty, trust and openness emerged as equally essential for leaders and the organization to build a common set of basic beliefs *(sub-category III on common values)*, sustain other elements of leadership understanding and practice, as well as representing a driving force for leadership.

Leadership philosophy is a second element or category entailing the leaders' and organizations' current state of thinking about leadership. This leadership philosophy is described by three aspects or sub-categories namely: culture, providing vision and the perspective on leadership and management. *Culture (sub-category I)* forms a foundation for leadership representing a crucial driving force for the understanding of leadership. Indications of a cultural gap in this leadership foundation were identified meaning a need for consistency, guidance and ownership were revealed. UBS is responding with development measures for corporate culture (e.g. 'UBS Principles & Behaviors') as well as leadership culture (e.g. 'UBS House view on leadership') to mitigate these issues. *Providing vision (sub-category II)* is another element of leadership philosophy expressing the expectation that leaders know about corporate direction and translate it into follower guidance. This then allows a certain degree of autonomy for direct reports. *Leadership and management (sub-category III)* have distinct attributes that were noted in the interview and documentation data. Leadership is seen as people-related and management is seen as consisting of the technical aspects. However, both the interviewees and UBS emphasized the importance of an appropriate balance between leadership and management.

The understanding of leadership involves the appreciation of the current state of a leader's job. The *leader role* profile as the third element or category is thus described by seven attributes: (1)

the leaders' importance due to their considerable influence on stakeholders, power to implement and crucial role in change management; (2) the required responsible leader behavior; (3) the specific leader functions of enabler, coach, supporter and evaluator noted in interview data which to a great extent also matches the corporate view; (4) a balanced leadership team to unfold full leader capability, moderating single leader focus and promoting a mutual understanding of leadership within the leadership team; (5) an environment allowing autonomy that fosters (6) the motivation of leaders; finally, (7) the acknowledgement of considerable changes that have occurred in the leader role with a development from passive to active leadership and greater complexity today as compared to before the financial crisis. However, these attributes of the leader role relate to a single leader, thus cultivating individual agency. On the other hand, in order to unfold full leadership capability, moderate single leader focus and support conjoint agency, the leadership team should be arranged in a balanced way. This means matching preferences and skills (cf. pre-conditions for conjoint agency in table 4.1). Furthermore, the value of trust allows targeted autonomy for leaders and followers that motivates leaders in their role.

The basic rules of exerting leadership and influencing stakeholders were précised in the *leadership principles* representing a fourth element or category of the current state of leadership understanding at UBS. Seven attributes are shared by the leaders interviewed and the organization namely: people, results, role model/example, direction, support, autonomy, knowing the followers. The organizational response complements this approach with four attributes that integrate client, change, business and other relevant topics, i.e. client leadership, change management, business collaboration, functional objectives.

In conclusion, this section has identified the concepts of a mutual understanding (conjoint agency) and an individual understanding (individual agency) of leadership in the basic assumptions of the UBS leaders interviewed. These basic assumptions on leadership were enhanced with the concept of the leader's thinking about their world views which form a foundation for leadership. Together with the new further elements of values, leadership philosophy, leader role and leadership principles, the leadership understanding (SQ1) of the interviewed UBS leaders was clarified. The corporate view on these aspects from the documentation data was integrated. The network view from the co-occurrence analysis of coded data visualized the relations between the attributes. The next section covers the second research sub-question on the application of leadership (SQ2).

4.3   Results on leadership application (SQ2)

4.3.1   Section outline

Section 4.3 covers the analysis of the data set against the second research sub-question on leadership application in the case of the major Swiss bank, UBS as representing leader action. Accordingly, this research sub-question examines:

> *SQ2: How do leaders apply leadership?*

The literature review and the coding and analysis procedures suggest the results of SQ2 represent a theme which is termed as 'leadership application' in the displays showing the abbreviation 'APP' in the code book§ (cf. ***Appendix F: Code book for data analysis***). The investigation of the three related research issues is structured in the following sub-sections:

4.3.2 Post-heroic forms of leadership (RI2a),

4.3.3 Other forms of leadership (RI2b) and

4.3.4 Leadership practice (RI2c).

The section concludes with a summary sub-section (4.3.5) on the outcome regarding leadership application (SQ2).

4.3.2   Post-heroic forms of leadership (RI2a)

This sub-section presents the results of the analysis of research issue 2a on the application of advanced or post-heroic forms of leadership described as distributed, shared, collective or plural in the literature. Accordingly, the research issue seeks to:

> *RI2a: Examine the application of traditional or heroic forms of leadership as well as advanced or post-heroic forms of leadership.*

This research issue appears as a category in the data set labelled 'post-heroic forms' of leadership in the display showing the abbreviation 'POS' in the code book (cf. ***Appendix F: Code book for data analysis***). The outcome has been developed from the responses to the interview questions D4, D6 and D7 (details cf. ***Appendix C: Interview guide***). The category of basic assumptions is thus founded on data. This sub-section is organized into two content paragraphs covering (*a*) *interview results* with rich description of the UBS leaders' opinion on research issue 2a covering post-heroic forms of leadership and (*b*) a *network view* summarizing interview co-occurrence. The sub-section finishes with a *conclusion* in paragraph (c). The numbers in brackets

after each statement provide reference to the data set including the interview and paragraph number. In case of direct quotation, the indication 'ref.' is omitted.

a. Interview results. The UBS leaders interviewed did not distinguish between the different forms of post-heroic leadership as already explained in the literature review (cf. 2.4). Rather, they argued *for* as in supportive (sub-category I), or *against* as in rejecting (sub-category II) such forms in general as well as indicating obstacles (sub-category III) which have to be overcome together with prerequisites (sub-category IV) that in their view are necessary to establish post-heroic forms of leadership. The interview data collected was analyzed specifically to identify attributes describing post-heroic forms of leadership, whereby descriptors were used to condense and label the coded data. Indications provide an impression of the meaning of these descriptors. Table 4.7 lists the attributes explaining post-heroic forms of leadership, indicating the percentage of participants who refer to the sub-categories *I) supportive / affirmation, II) rejection, III) obstacles and IV) requirements.* The percentages reflect the opinions of the small sample of interviewees, but are not statistically representative of all UBS managers. However, a rich description of the phenomenon requires the revelation of all aspects of opinions even if expressed only once.

Table 4.7: Attributes of post-heroic forms (RI2a)

Theme: Category:	Leadership application (SQ2) Post-heroic forms (RI2a)			
Sub-categories	Descriptors	*Indications*	SH	#R
(I) Supportive (affirmation)			42%	13
	• Acknowledgement	o *feasible, useful*	42%	6
		o *positively experienced*		
	• Shared leadership	o *sharing among leaders*	25%	3
	• Added value	o *combining strength of two leaders*	25%	4
		o *stronger together than alone*		
		o *mutual challenging and advising*		
(II) Rejecting			83%	23
	• Statement of denial	o *disbelief in success, refusal to apply*	67%	16
		o *working in theory not practice*		
		o *no picture, no or negative experience*		
	• Individual accountability	o *system holding an individual as accountable for leadership actions*	33%	4
		o *individual leader with aim of entire responsibility*		
	• Industry culture	o *status (leader function, rank) weakened through sharing*	25%	3
		o *hesitancy to share due to extroverted behavior and disregard of others*		
		o *traditional view (of doing business)*		
(III) Obstacles			83%	22
	• Leader personality	o *dominating, dictating, not sharing*	33%	6

Theme:	Leadership application (SQ2)			
Category:	Post-heroic forms (RI2a)			

Sub-categories	Descriptors	*Indications*	SH	#R
	/ behavior	o *egoism, neglecting benefit of cooperation* o *different opinion, blocking*		
	• Additional coordi- nation effort	o *leadership alignment* o *doubling of work*	25%	4
	• Inconsistency	o *contradicting leader activities* o *lack of leader visibility* o *follower arbitrage* o *deceptive leader message, ambiguity, confusion* o *imbalanced performance assessment*	50%	8
	• Performance sys- tem design	o *individual achievement, client book, isolated work*	17%	2
	• Misleading imple- mentation	o *different responsibilities, task split*	8%	1
	• Emergency man- agement	o *unclear handling in case of crisis*	8%	1
(IV) Require- ments			50%	24
	• Partnership	o *strong relationship, trust, loyalty, open communication* o *tolerance, experience, hard work, time to develop a colle- gial association* o *mutuality, give and take, openness to conjoint agency*	33%	10
	• Synergies	o *skills and preferences complement each other, match of strength and weaknesses* o *team performance, mutual added value*	25%	5
	• Steadiness	o *active and frequent exchange* o *certain level of comfort*	8%	3
	• Alignment	o *consistent message, avoidance of contradiction and confu- sion, preventing uncertainty and arbitrage*	8%	2
	• Enabling environ- ment	o *supporting organizational structure* o *culture regarding accountability and performance incor- porating groups and informal leaders*	25%	4

SH = Share = percentage of informants whose opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

Source: developed for this research based on case study data

The tabulated attributes of post-heroic forms of leadership are subsequently described in the four sub-categories starting with a supportive notion. *Firstly,* one quarter of the interviewees *affirmed (sub-category I)* the application of post-heroic forms of leadership. They *acknowledge* that such forms are feasible and useful as well as being positively experienced (ref. 2-145, 3-228, 5-147, 10-152, 10-156, 11-156). Practice of post-heroic leadership at UBS seems to be limited to shared leadership as no other form was mentioned in the interviews. This means that leaders only share amongst themselves in the leadership team, followers are not involved in sharing leadership (ref. 5-147, 10-152, 11-156). This testimonial reflects this view:

> *"Actually quite positively. Provided that the two bosses get along very well and com- municate very openly, if it is a shared leadership for example."* (10-152).

One leader indicated the combination of two leaders mutually challenging and advising as a specific advantage of post-heroic forms which provides added value, from which followers too can benefit (ref. 10-152, 10-160). This leader states this as follows:

> *"there's an advantage – today, nobody expects the boss to know everything and to do everything better anymore. So the field is naturally much broader for the employees with two bosses. This can be an advantage."* (10-160).

Secondly, a strong view was expressed by more than three-quarters of the UBS leaders interviewed with regard to the *rejection (sub-category II)* of post-heroic forms of leadership. They stated their disbelief in its success and even a refusal to apply it (ref. 1-172, 1-164, 7-148, 8-184, 8-200, 9-105, 11-156, 12-292, 12-308). They are of the opinion that it works only in theory, but not in practice (ref. 1-180, 2-145, 9-105). Moreover, they cannot create an image of it, have had no experience of it or even negative ones (ref. 1-172, 1-176, 6-136, 9-101). This view is expressed in the following statement:

> *"Maybe one day there will be a possibility for it to actually work, but I just can't picture it. And also I don't know a good one, I mean, it has never actually worked. We've never had this in this bank. They had it very often in the CS, but I don't believe it has worked well there"* (1-172)

In their view, the main reason for refusing such a form is that in business someone specific has to be accountable for leadership actions (ref. 1-180, 4-180). In addition, the respondents simply do not want to share as they are the boss aiming at complete responsibility (ref. 8-184, 9-105). Moreover, one leader explained the reluctance regarding post-heroic forms of leadership as originating in the culture of the financial industry (ref. 10-164). This means that having a leadership function or being awarded a higher rank as a follower (e.g. director, executive director, managing director) provide a certain status in the system that could be weakened through sharing. In addition, followers acting as client advisors are perceived as less open to peer leadership because of their extroverted behavior and disregard of others. The testimonial below summarizes this notion:

> *"[…] but a typical private banker has a rather extroverted personality. Which means that they don't listen very much to people from the same level. Maybe if it is based on friendship, if there's a good relationship or if they accept that the other is more experienced and has a better training and more success – then they might accept him as a point of orientation and ask his advice. […]"* (10-164)

Lastly, a traditional view of leadership obstructs the application of post-heroic leadership, implying it to be naïve and ignoring the reality of the industry and daily business (ref. 9-105, 8-200*).*

Thirdly, more than three-quarters of the interviewed leaders elaborated on the *obstacles (sub-category III)* involved with post-heroic forms of leadership. The informants indicated that a leader personality is a challenge for implementing post-heroic forms (ref. 1-168, 1-172), as ´alphas´ do not share but head in a specific direction (ref. 4-180). Moreover, egomaniacs do not see any benefit in cooperating (ref. 2-145) or simply have different opinions and block each other (ref. 4-224, 12-312). In the respondents view, another hurdle is the additional effort required for coordination (ref. 1-168) to achieve aligned leadership (ref. 7-152) and to avoid doubling of work for leaders and followers (ref. 7-152, 10-160). Furthermore, the respondents see the lack of consistency in leader activities and leader visibility as a barrier (ref. 5-151, 6-140). They were also concerned about follower arbitrage (ref. 10-160, 5-155) or conversely, deceptive leader messages, ambiguity and confusion in general (ref. 7-152, 9-105, 11-156). One leader expressed the opinion that followers like to have one leader, also in terms of a fair performance assessment (ref. 10-160). The following statement adds to the list of obstacles:

> *"On the other hand it is important at my level to be constantly present and to be a role model by using the same messages that are important to oneself – thus not from my side today and tomorrow in another manner. Something that would dilute or not be fully convincing. If something is important then you have to bring it back up over and over again. To iterate and to speak about it again and again. Only then do people understand that it is really important and serious. If you don't do it people will notice and will begin to do less and so on. That's why I believe shared leadership in the position of desk head is not really workable."* (6-140)

Some leaders argue that the performance system does not even support post-heroic forms as it is currently focused on individual achievement. This is particularly true for client advisors with their own client book, who have to perform to individual targets and work in segregation (ref. 5-159, 10-172). In addition, misleading implementation should be avoided, as two leaders with the same function (e.g. CO-CEO) but different responsibilities and task split are not applying a post-heroic leadership form (ref. 1-172). A last factor was linked to emergency situations where, in the view of one respondent, the handling involved in a post-heroic approach is unclear (ref. 9-109): *"The question I always respond with is: What do you do in a crisis? What does the team do in a crisis?"* (9-109).

Fourthly, half the interviewees indicated specific *requirements (sub-category IV)* for the application of post-heroic forms of leadership. A first success factor is a partnership approach entailing a strong relationship based on trust, loyalty and open communication (ref. 2-145, 3-240, 10-152). This factor needs a high level of tolerance, experience, hard work and time to develop a collegial association in order to avoid unpleasant surprises (ref. 2-145, 3-240, 10-152). This requires mutuality as *"it has to be give and take"* (3-240) whereby one leader characteristic required is the openness to conjoint agency (ref. 3-244, 3-228, 5-155). A second requirement is that synergies exist, which means that skills and preferences should complement each other, i.e. provide a match of strengths and weaknesses (ref. 2-145, 3-228, 10-152). In the view of the respondents, this will lead to a strong team performance and mutual added value when compared to individual contribution (ref. 2-145, 3-228). A third aspect is steadiness, in the sense of an active and frequent exchange over time that is necessary to build an environment allowing post-heroic forms of leadership (ref. 3-317, 3-240). A certain level of comfort emerging from consistency seems to be an enabling factor (ref. 3-252*)*. Alignment is a fourth element that fosters post-heroic forms while mitigating difficulties. Alignment, which implies providing a consistent message and avoiding contradiction and confusion (ref. 5-151, 5-155), is vital to preventing uncertainty and arbitrage. Finally, an enabling environment is needed to allow post-heroic forms. This means, that organizational structures are sought to foster rather than constrain post-heroic forms (ref. 5-147). Finally, accountability or performance should not be linked exclusively to an individual or a positional leader, and a group or informal leader should also be acceptable (ref. 7-156, 12-296, 12-304).

b. Network view. The presentation of the results on research issue 2a post-heroic forms of leadership continues with the co-occurrence analysis of the interviews. A network diagram visualizing the relevant relations between post-heroic forms of leadership and other codes of the data analysis is available in ***Appendix G6: Network view of post-heroic forms of leadership (RI2a)***. In the data, the *affirmation* of post-heroic forms (sub-category I) co-occurs with *conjoint agency* representing a mutual notion as a basic assumption of the creation of common value by complementing and supporting each other together with combining strength (ref. 2-145, 3-228). Moreover, there is a link with a *balanced* leader role as a complementary composition of leaders that fosters post-heroic forms by using synergies of skills and preferences (ref. 2-145, 3-228). The affirmative view is also linked to *obstacles* as they can be surmounted over time (ref. 2-145, 3-228, 5-151) and similarly applicable to *requirements* which can be fulfilled if a positive attitude is taken (ref. 2-145, 3-228, 5-151, 19-152).

Conversely, the *rejection* of post-heroic forms *(sub-category II)* is associated with *obstacles* that could not be removed (ref. 9-109, 11-156). A less intensive connection exists with the principle of *direction*, as in the view of one informant, leadership is exerted by a specific leader modeling the way and leaving no doubt about *"who the boss is"* (8-184). The blocking aspects or *obstacles (sub-category III)* co-occur with the *requirements* as they can be seen as obstacles for post-heroic forms when not met (ref. 2-145, 5-151). Even when *supported*, certain obstacles such as coordination and making arrangements had to be overcome (ref. 5-151). Also, a group of obstacles are linked with a *rejecting* view (ref. 9-109, 11-156). Practical *visibility* meaning the presence of a distinct leader and reiteration of the same message is associated with obstacles (ref. 6-140). Further, the absence of *conjoint agency* as well as the occurrence of *individual agency* could turn out to be obstacles for post-heroic forms (ref. 2-145).

Finally, the *requirements* for post-heroic forms of leadership (sub-category IV) co-occur with *conjoint agency* and a mutual notion as basic assumptions displaying a willingness to share and collaborate (ref. 2-145, 3-228, 3-240, 3-252). This similarly implies overcoming pure *individual agency* which erases any form of cooperation (ref. 2-145). Furthermore, the association of requirements with *balance* in the leader role emphasizes the benefits of a complementary composition of the leader team for post-heroic forms matching qualities and preferences and thus providing synergies (ref. 2-145, 3-228). Another link is established to the *supportive* view for these forms when the intention is to meet the requirements (ref. 5-151, 10-152) and overcome the *obstacles* (ref. 2-145, 5-151). *Trust* and *honesty* are the values most related to the requirements for post-heroic form as they enable collaboration by the activity of 'give and take' (ref. 3-240, 3-252). And finally, two leadership practices are involved in the requirements for post-heroic forms of leadership, namely the need for *interaction* with stakeholders (ref. 3-317) and the approach of *accompanying people* which foster collaboration (ref. 3-240).

c. Conclusion. The UBS leaders' view on advanced or post-heroic forms of leadership (RI2a) was examined in this sub-section. It was revealed that affirmative arguments for post-heroic forms of leadership were identified in the UBS leaders' opinion as adding value for stakeholders. However, the scope of any progress reflected in the interview data is limited to the form of shared leadership among peer leaders. There is co-occurrence with conjoint agency, as a mutual understanding of leadership tends to support such a form. Links were identified with the code of 'balanced leader role', whereby a complementary composition of the leadership team similarly fosters a post-heroic approach to leadership. On the other hand, implementing post-heroic forms of leadership was strongly rejected by the majority of the informants (83%). This rejection co-

occurs with the direction of a specific leader being individually accountable. Moreover, a pre-dominant individual agency and an absence of conjoint agency result in les cooperation. A number of obstacles that could not be removed were also mentioned. These obstacles were seen as diminishing the value of plural leadership. The need for collaboration appears to be a high hurdle when not met. Nevertheless, the informant's opinions show that it is possible to surmount obstacles over time and to fulfill requirements with a positive attitude.

Having elaborated on advanced or post-heroic forms of leadership, the following sub-section continues with leadership application (SQ2) focusing on potential new forms of leadership.

4.3.3   Other forms of leadership (RI2b)

This sub-section describes the results of the investigation of research question 2b on potential new forms of leadership. The research issue is thus to:

> *RI2b: Reveal potentially new approaches to leadership.*

No genuinely new approaches to leadership could be identified in the data set of the UBS leaders interviewed. However, certain aspects were identified that at least display new and unanticipated factors. They represent a category in the data set termed ´other forms´ in the display with the abbreviation 'OTH' in the code book (cf. ***Appendix F: Code book for data analysis***). The result has been acquired uniquely from the interview questions D8 and D9 (details cf. ***Appendix C: Interview guide***). This sub-section is organized in one content paragraph covering (a) <u>interview results</u> with rich description of the UBS leaders' opinion on research issue 2b addressing other forms of leadership. The sub-section ends with a <u>conclusion</u> in paragraph (b). The numbers in brackets after each statement provide reference to the data set including the interview and paragraph number. In case of direct quotation, the indication 'ref.' is omitted.

a. <u>Interview results</u>. The responses in the interviews revealed three new or other forms namely *a holistic view (sub-category I), an evolutionary approach (sub-category II) and the military leadership (sub-category III).* These forms view the implementation of leadership from completely different angles. The interviews were analyzed to discover the attributes that describe these other forms of leadership, whereby descriptors were used to condense and label the coded data. Indications then provide an impression of the meaning of these descriptors. With regard to coded data from the investigation of research issue 2b, the attributes of these other forms are listed in table 4.8, and the percentage of participants who refer to one of these other forms is given. The percentages reflect the opinions of the small sample of interviewees, but are not statistically repre-

sentative of all UBS leaders. However, a rich description of the phenomenon requires a revelation of all aspects of opinions even if expressed only once.

Table 4.8: Attributes of other forms of leadership (RI2b)

Theme: Category:	Leadership application (SQ2) Other forms (RI2b)			
Sub-categories	**Descriptors**	*Indications*	**SH**	**#R**
(I) Holistic view			*33%*	*6*
	• Acknowledge new realities	○ *holistic breadth of understanding*	*33%*	*4*
	• Cover various dimensions	○ *complexity, uncertainty, intensity and frequency* ○ *goal break-down, process oversight, cover whole value chain*	*17%*	*2*
(II) Evolutionary approach			*8%*	*1*
	• Follower autonomy	○ *develop client book like own business*	*8%*	*1*
	• Enhanced leadership	○ *cope with increased follower autonomy*	*8%*	*1*
(III) Military leadership			*17%*	*6*
	• Leadership in tough times	○ *closeness* ○ *support* ○ *motivation*	*8%*	*1*
	• Early responsibility	○ *follower feedback, reflection*	*8%*	*1*
	• Structured problem solving	○ *tool, methodological skills*	*8%*	*1*
	• Development benefit	○ *individual progress* ○ *becoming and developing as business leader*	*8%*	*1*

SH = Share = percentage of informants whose opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

Source: developed for this research based on case study data

The appearance of other forms of leadership and their attributes noted in the table are not primarily sorted according to the quantity of informants who refer to the attributes, but rather represent meaningful accounts of the phenomenon based on the data analysis. The other forms identified are described in detail below starting with the holistic view.

One third of the UBS leaders interviewed stated that a *holistic view of leadership (sub-category I)* is required to be able to lead in the new bank and to cope with the new realities in the financial industry (ref. 4-53, 7-180, 8-216, 10-196). This view is summarized as follows:

> *"They [leaders] still lead in a way that's very strongly oriented towards numbers, sales, also a little bit towards risk management. But not all of them have the holistic breadth actually necessary to understand it in order to be able to lead within the new bank, in the new world. They start to notice it, the longer, the more so. And they are catching up. But you can see that it's not easy for them."* (4-53)

Different dimensions have to be covered by the leader here, i.e. handling the environmental and transformational impacts such as complexity, uncertainty, intensity and frequency. It also means the break-down of goals into operational business in a balanced way. This implies the use of the people and the management part of leadership together with an overview of the various processes involved to cover the whole value chain (ref. 4-53, 10-196).

One leader broached the idea of an *evolutionary approach (sub-category II)* to leadership (ref. 8-212). This means allowing followers as much autonomy as they need to act as an entrepreneur. Client advisors would then be able to develop their client book as though it were their own business. Followers then start to think more like entrepreneurs which requires different leadership skills to handle increased follower autonomy or 'a group of small companies'.

Two leaders touched on their experience as military leaders in the Swiss army (militia officers) suggesting a transfer of *military leadership (sub-category III)* into the business context (ref. 5-23, 10-280). One of these leaders criticizes how superficial leadership is in business, while coping with followers in a more extreme environment – i.e. out in nature when it is cold and wet – helps to understand how people could be closely supported and motivated in tough times, for example during an economic crisis or in the face of corporate business challenges (e.g. reorganization, cost cutting). Another leader mentioned the opportunity it offers of assuming responsibility at an early stage of a leadership career. He stated that during military service as well as receiving immediate feedback from followers the environment fosters reflective skills (ref. 10-280). Solving problems in a structured way is another aspect that was mentioned as coming from military training (ref. 5-39). Finally, one of these leaders revealing his experience of military leadership, emphasized the personal benefit it offered for becoming and developing as a business leader (ref. 10-280).

b. Conclusion. In this sub-section, other forms of leadership (RI2b) of new and unpredicted character were detected in the data, but *no* genuinely new approaches to leadership could be identified. A first form that emerged requires the leader to adopt a *holistic view,* as current business reality is complex and leadership activities have to be aligned. A second form allows for more follower autonomy to develop business which corresponds to an *evolutionary approach.* It also involves enhanced leadership to cope with 'entrepreneurial followers'. A third form refers to the transfer of *military leadership* into a business context providing enriched experience and methodological skills for leaders. The next sub-section explains the opinions of individual UBS leaders on leadership practice (RI2c) connecting and exemplifying the current state of heroic forms

of leadership (RI2a).

4.3.4 Leadership practice (RI2c)

This sub-section describes the results of the analysis of research issue 2c investigating tangible leader activity. The research issue seeks to:

RI2c: Describe contemporary leadership practice.

The outcome gives the impression that traditional forms of leadership are implemented. This research issue appears as a category in the data set. It was labelled 'leadership practice' in the display with the abbreviation 'PRA' in the code book (cf. ***Appendix F: Code book for data analysis***). The results have been developed from the responses to the interview question D1, supported by the questions D2, D3, D5 and D6 (details cf. ***Appendix C: Interview guide***). This sub-section is organized into a content paragraph covering (a) *interview results* with rich description of the UBS leaders' practices of leadership (RI2c). It also has a *conclusion* in paragraph (b). The numbers in brackets after each statement provide reference to the data set including the interview and paragraph number. In case of direct quotation, the indication 'ref.' is omitted.

a. Interview results. Fifteen different practices were detected in the data set. Descriptors were used to condense and label the coded data. Indications then provide an impression of the meaning of these descriptors. Table 4.9 lists the attributes of contemporary leadership practice according to codes and indicates the percentage of participants whose opinions are related to the attributes. The percentages reflect the opinions of the small sample of interviewees, but are not statistically representative of all UBS leaders. However, a rich description of the phenomenon requires a revelation of all aspects of the opinions even if expressed only once.

Table 4.9: Attributes of leadership practices (RI2c)

Theme:	Leadership application (SQ2)			
Category:	Leadership practice (RI2c)			
Codes	**Descriptors**	*Indications*	**SH**	**R**
(1) Accompany people			33%	9
	• Direct and frequent support	o *required by followers, irrespective of level*	17%	2
	• Provides security	o *uncertain and complex business environment*	17%	2
	• Appreciation by followers	o *building mutual trust*	8%	1
	• Various forms and varying intensity	o *join challenging client meeting, help with workload, be available* o *be in contact, exchange*	25%	
	• Individual character	o *cf. leading people individually*		
(2) Agenda setting			58%	15
	• Give direction	o *introducing specific topic and aligning followers*	25%	4

	Theme:	Leadership application (SQ2)			
	Category:	Leadership practice (RI2c)			

Codes	Descriptors		*Indications*	SH	R
	•	Pressure and follow-through	o *provide and enforce decision*	17%	3
	•	Motivation for followers	o *allow leeway within frame*	33%	5
(3) Conditional impact	(Practice assessment / adjustment)		o *leadership practice needs to be assessed and adjusted to the environmental conditions*	25%	12
	•	External environment	o *development outside the company*	8%	1
	•	Dynamic or stable	o *time for reaction*	8%	1
	•	People / personal aspects	o *individuality, conviction, motivation, mind-set / mind-change*	17%	4
	•	Values and culture	o *e.g. trust, honesty, transparency*	17%	3
	•	Information technology	o *i.e. processing information*	8%	1
	•	Performance system	o *targets and measurements*	8%	1
	•	Corporate strategy	o *e.g. understanding and application / re-alignment*	8%	1
(4) Close controlling				100%	46
	•	Know your followers (KYEE)	o *personality, portfolio, behavior (what they are doing)*	33%	4
	•	Related activities (cycle)	o *monitoring , controlling on high level and in detail, influencing, correcting*	17%	3
	•	Appropriate implementation	o *assisting managerial instrument, not self-perpetuating*	8%	2
	•	Clear instructions	o *assignment and objectives clear and understood by followers*	8%	1
	•	Technique (management)	o *managerial tasks, frequency, structured*	25%	3
	•	Follow-through	o *ensure work is done, goals are achieved, activities are committed* o *consequences*	58%	10
	•	Experience (qualitative)	o *level of comfort, individual* o *new/less = more control* o *trust, proof = less control*	17%	8
	•	Framework (quantitative)	o *general, frequent, structured* o *increased systematic controls*	33%	5
	•	Issue related	o *Events (financial crisis)* o *Internal and external environment (regulations, cost pressure)*	42%	7
	•	Transparency	o *assessment and action*	8%	1
	•	Challenging	o *questioning, reflecting, reviewing, judging impact*	8%	1
	•	Technology	o *content available quickly and extensive, simplified controls*	8%	1
(5) Delegation				8%	1
	•	Institutional task re-assignment	o *regular and systematic execution*	8%	1
(6) Direct message				50%	18
	•	Lowest level of organization	o *bypassing the cascade* o *correct and genuine content of communications* o *understand and can ask question*	8%	6
	•	Visibility	o *town hall events or onsite visits* o *not sufficiently established*	8%	4
	•	Walk the floor	o *being in touch with followers* o *hear their message* o *place, repeat and anchor the leaders view*	8%	3
	•	Open door	o *accessibility* o *strengthen the ex-change of direct message*	17%	4
	•	Technology usage	o *dispersed or virtual organization*	8%	1

Theme:	Leadership application (SQ2)			
Category:	Leadership practice (RI2c)			

Codes	Descriptors	*Indications*		SH	R
(7) Feedback				33%	11
	• Follower, superior and other stakeholders feedback	o	*receive, accept* *reflect and follow up*	33%	8
	• Various targets	o	*leaders themselves, direct reports or an issue*	25%	3
(8) Information management and communication				33%	11
	• Filter information	o o	*protect the followers from information overflow* *irrelevant or unhelpful information, distracting from set priorities*	8%	6
	• Full transparency	o o	*provides understanding of the situation* *increases level of comfort*	8%	2
	• Guided mode	o o	*offer relevant answers* *avoids uncertainty*	8%	2
	• Frequently and standardized	o	*team meetings and bilateral discussions*	8%	1
(9) Interaction / exchange / conversation				33%	10
	• Overcome distance	o	*embedded in the leadership rhythm*	8%	1
	• Direction	o o	*enables transparency, allows clear message, avoids misinterpretation, increases security* *inspiring, motivating, understand view and direction*	25%	4
	• Frequency and platforms	o	*provide positive experience and foster collaboration*	33%	5
(10) Issue addressing				25%	7
	• Straight talk	o o o	*address issues directly* *correct wrong development immediately* *provides transparency, avoids mistakes, minimizes risks, sets impulse*	17%	2
	• Timely intervention	o	*appreciated by followers*	8%	1
(11) Lead people individually				92%	52
	• Different needs (i)	o o o o o o o	*highly developed business, complex tasks and relationships* *followers want to be treated individually* *leeway connected to responsibility and performance* *issue-related* *strengthens trust, recognition, being taken seriously, receiving support* *communicate diversity of people, implying various measures, avoid misinterpretation and feeling of unfair treatment* *leaders desire to be led individually by superiors*	42%	8
	• Leader experience (ii)	o o o o	*level of comfort with follower (personality, behavior, performance)* *get feeling and picture (personality, e.g. strength, weaknesses, and behavior, e.g. trustworthiness and reliability)* *more individual focus (new follower, concerns, problems)* *more autonomy and less observation (sustainable positive experience, e.g. responsibility, performance, professionalism, operations knowledge)*	50%	13
	• Qualification (iii)	o o	*profiles (e.g. training, junior, senior), followers´ skills, experience* *personality*	8%	3

Theme:	Leadership application (SQ2)			
Category:	Leadership practice (RI2c)			

Codes	Descriptors	*Indications*	SH	R
		o *performance*		
	• Situation and setting (iv)	o *specific situation, an upcoming issue* o *setting (e.g. organizational structure, topic focus)*	25%	6
	• Methods (v)	o *leadership rhythm (formal, informal, frequently, occasionally, agenda, notes, update, conversation)* o *technology support (e.g. video conferencing)* o *support, sparring* o *specific goals follow-up*	42%	7
	• Standards (vi)	o *financial goals, regulatory aspects, certain controls* o *compliance and fairness* o *entire organization averting individual treatment* o *adult leadership personality and self-responsibility*	25%	7
	• Volume and effort (vii)	o *reduced appetite for leading individually (number of followers or direct reports, amount of interactions)* o *return on effort*	17%	2
	• Replacement (viii)	o *leading people individually limited* o *not performing despite being coached, huge shortfalls, unable to execute a job, needs constant support, on bad terms with the leader*	17%	6
(12) Leader impact			58%	8
	• Culture	o *different culture, different leadership experience* o *similar culture, multiplication of specific leadership*	17%	2
	• Leader personality	o *leader defining leadership style*	8%	1
	• Service provider function	o *coach and support towards goal*	8%	1
	• Client leadership	o *how client advisors treat clients*	176%	2
	• Indirect influencing	o *convince non-direct reports*	8%	1
	• Change manager	o *align mind-set and behavior of followers with new strategy*	8%	1
(13) Leading in times of crisis (crisis leadership)			33%	12
	• Atypical form of leadership	o *compared to running business*	8%	1
	• Direction	o *clear objectives, short intervals, lowest hierarchical level* o *autonomous implementation when missing senior management guidance*	17%	4
	• Close and frequent exchange	o *update, answer question, increase comfort* o *picture of situation, analysis, measures*	17%	3
	• Involve and care	o *followers feel sup-ported* o *conscious mode of leading* o *coaching instruments*	33%	4
(14) Reflections			25%	9
	• Strategic reflection	o *assess direction, adjust long-term orientation* o *internal and external environment analyses, priorities review, repeat continuous or induce refined measures*	17%	6
	• Self-reflection	o *situation analysis (SWOT)* o *work on gaps*	17%	3

Theme:	Leadership application (SQ2)			
Category:	Leadership practice (RI2c)			
Codes	Descriptors	*Indications*	SH	R
(15) Visibility			67%	16
	• Presence	○ *involved and see positive development as well as upcoming challenges* ○ *message repeated, misunderstandings mitigated* ○ *additional effort in dispersed structures required*	33%	8
	• Exchange	○ *apply forms or regular exchange (town halls, conventions, visits, walk the floor)* ○ *senior guidance in times of crisis*	42%	7
	• Technology	○ *visibility in various forms*	8%	1

SH = Share = percentage of informants whose opinion can be ascribed to attribute (N=12); R = number of references (not cumulative)

Source: own table based on case study data

The attributes as presented in the table are in alphabetic order starting with the explanation of the practice of accompanying people.

(1) Accompany people: One quarter of those interviewed are of the view that leaders should offer more *direct and frequent support* to followers when required ~~and~~ irrespective of the management layer (ref. 2-97, 8-112). This *provides security* in an uncertain and complex business environment (ref. 2-97, 3-240). Furthermore, they think that such leadership is appreciated by followers and builds mutual trust (ref. 2-97). Accompanying followers can take *different forms,* for example joining a challenging client meeting, helping with the workload, being available, being in contact and exchange with them; as well as in varying *intensity* (ref. 2-105, 3-240, 8-112, 8-228:232). The *individual character* of followers is to be taken into account (cf. leading people individually and leadership principles).

(2) Agenda setting: More than half the interviewees emphasized agenda setting as an important leader activity (ref. 3-188, 4-65, 4-105). This is a form of *giving direction* by introducing topics that will become relevant and aligning followers to a new strategy evolving from changes in the environment (ref. 3-188, 4-65, 4-105, 6-104). Furthermore, it is required to provide and enforce decisions entailing a certain degree of *pressure* and *follow-through* by the leader (ref. 4-65, 4-105, 7-40). However, a clear track and ambitious goals are seen as motivational for followers, allowing them leeway within the frame (ref. 4-105, 4-184, 5-127, 8-108, 11-68).

(3) Conditional impact: One quarter of the leaders interviewed are convinced that leadership practice should be constantly assessed and adjusted to the environmental conditions, which include various factors such as the external environment (ref. 1-160); a dynamic or stable situation, e.g. time for reaction (ref. 1-160); people and personal aspects, e.g. individuality, conviction,

motivation, mind-set / mind-change (ref. 1-160, 1-196, 4-21, 4-65); corporate values and culture, e.g. trust, honesty, transparency (ref. 1-160, 3-96, 3-176); information technology, i.e. processing information (ref. 1-196); performance system, e.g. targets and measurements (ref. 3-96); as well as the corporate strategy, e.g. understanding and application / re-alignment (ref. 4-65). No "recipe" was provided for these environmental factors individually, but leaders´ awareness and sensitivity to the influencing conditions were emphasized.

(4) Close controlling: All the leaders interviewed mentioned the activity of close control as a leadership practice. This concept incorporates various qualities. The general idea is to profoundly *know your followers (KYEE)* and direct reports, their personality and work portfolio as well as what they are doing, in particular when a leader has to cover multiple units / locations (ref. 1-220, 2-113, 6-44, 8-112). Leaders are thus involved in *related activities (cycles)* which means on the one hand monitoring and controlling at a high level and in detail, and on the other influencing and correcting (ref. 6-44, 1-220, 1-224). But controlling has to be *implemented appropriately,* as it is a managerial instrument that assists the leader but not one that should become self-perpetuating (ref. 10-76, 10-80). This means that the assignments and objectives should be clear and understood by the followers. Hence, the leader has to *instruct* properly before controlling can start (ref. 6-48). Controlling is also seen as a technical aspect of leadership (technique, management) representing managerial tasks that are applied frequently in a structured way and signifying a craft that each leader needs to master (ref. 1-64, 6-44, 12-88). Controlling allows the *follow-through* to ensure that the work is done, goals are achieved and activities carried out (ref. 1-64, 1-140, 3-136, 4-65, 5-79, 6-48, 6-52, 6-76). At the same time it involves judging and defining consequences that are also enforced (ref. 9-92, 12-72). The intensity of controlling is related to the *experience* or a desired level of comfort that the leader has with each individual follower emerging from a *qualitative view* (ref. 1-128, 1-140, 12-84, 12-88). With new followers, where the leader has less experience, control is more intense, in the form, for example, of frequent meetings, controls, communication and repetition (ref. 1-128, 1-132, 12-80). On the other hand, when the leader has reached a certain level of experience and understands the followers and there is mutual trust, control is moderate (ref. 1-136). However, certain aspects of controlling are general and not individual, are applied frequently in a structured manner, based on a *quantitative perspective* and as part of a controlling *framework* (ref. 2-113, 5-87). The intensity of such systematic controls has increased compared to the past in the opinion of the respondents (ref. 3-144, 3-148, 5-87). Controlling can also be *issue-based*, for example to cover specific risks (ref. 1-220, 1-140). More emphasis was put on control following the financial crisis (ref. 2-83:85, 3-136).

The external (e.g. regulatory frameworks and mechanisms, market development) and internal environments (e.g. margin and cost pressure) influence leaders' controlling practices considerably (ref. 4-65, 11-60, 11-80). Controlling also allows the *transparency* that is required to assess a situation and take suitable measures (ref. 6-104). Furthermore, controlling allows challenging and questioning to foster reflection and reviews, resulting in improved judgment of the potential impact (7-108). Finally, improvement in *technology* has led to increased transparency and the development of controlling methods, whereby content is available quickly and more extensively which simplifies control activities (ref. 10-76).

(5) Delegation: One leader mentioned that with the leadership practice of delegation, certain management tasks can be institutionally re-assigned to achieve regular and systematic execution (ref. 1-64).

(6) Direct message: Half the respondents indicated the benefits of a leader providing messages directly to the lower levels of the organization while bypassing the management cascade (ref. 1-224, 1-252). This ensures that followers receive the correct and genuine content of the communication (ref. 1-224, 1-252). Furthermore, it helps them understand its meaning and enables them to address questions to the senior leader (ref. 1-224, 1-252). Followers are thus better enabled to act in accordance with the guidelines provided. Such *visibility* can be achieved, for example, with town hall events or onsite visits (ref. 4-172, 4-176). Although, apparently not sufficiently established in all areas, as the informants acknowledged (ref. 4-172, 4-176). Also *walk the floor* allows leaders to be in touch with followers, to hear their concerns while placing, repeating and anchoring the leader's view (ref. 3-124). A further aspect that strengthens the exchange of direct messages is the leader's *open door* meaning they are accessible (ref. 7-96, 8-112). One leader also recommended making use of technology, even if it is only e-mail to distribute direct messages, in particular when leading a dispersed or virtual organization (ref. 6-84).

(7) Feedback: One third of the interviewees emphasized the importance of a leader receiving, accepting, reflecting upon and following up on feedback from followers, superiors and other stakeholders (ref. 1-224, 3-96, 7-96, 10-104). The response could concern the leaders themselves, direct reports or a specific issue that needs the leader's attention (ref. 1-224, 3-96, 10-104).

(8) Information management and communication: One third of the interviewed leaders talked about the practical leadership issue of information management and communication. However, what a leader should communicate to followers was subject to controversy and debate. One lead-

er argued that an *information filter* is needed to protect followers from an overflow of information that appears to be irrelevant, unhelpful or even distracting from the set priorities (ref. 1-240, 1-244, 1-246). In contrast, another leader stressed the importance of providing *full transparency* with the information that is available thus giving followers an understanding of the situation and increasing their level of comfort (ref. 4-117). However, a third leader thinks that the imparting of information has to take place in a *guided* manner, including relevant answers to followers´ questions, with the aim of avoiding uncertainty (ref. 5-39). Finally, a fourth leader focused on a *frequent* exchange of information using *standard platforms* such as team meetings and bilateral discussions (ref. 7-96).

(9) Interaction / exchange / conversation: One third of the responding leaders noted the importance of actively and regularly interacting with followers and stakeholders irrespective of location and hierarchy. One leader particularly mentioned the challenge of *overcoming the distance* to other teams, as interaction could be forgotten when not embedded in the leadership rhythm (ref. 3-256). Also an interest in virtual interactions were raised, as onsite exchange was seen as being easy and fruitful (ref. 3-256). Another advantage of interaction was indicated with regard to its benefits in *directing* followers. Accordingly, cultivating a dialog with followers allows transparency and a clear message which avoids misinterpretation and thus increases security (ref. 3-256, 4-117, 7-96). Conversations can also be inspiring and motivating as followers get to understand the leader's view and the way forward (ref. 4-176). Again, exchanges require *frequency and platforms* (e.g. bilateral conversations, team meetings) to provide a positive experience and foster collaboration (ref. 3-256, 3-313, 4-176, 5-119, 7-96).

(10) Issue addressing: One quarter of the interviewees expect leaders to use straight talk, i.e. to address issues directly and correct wrong developments immediately in order to provide transparency, avoid mistakes, minimize risks and set impulses (ref. 5-79, 6-80). One leader particularly is of the opinion that followers appreciate a timely intervention by the leader (ref. 4-113).

(11) Lead people individually: Almost all interviewed the leaders referred to the requirement of leading people individually as an important leadership practice: *"My main creed is actually individuality."* (1-24). The eight specific aspects (i to viii) here describe this leader activity in detail. *Different needs (i)* – One of the main idea is that followers have different needs (ref. 2-105) which emerge from a highly developed business, whereby complex tasks and relationships are involved (ref. 2-129). This means that followers want to be treated individually (ref. 1-196, 2-105) and get a certain degree of leeway that, in the leaders´ view, is closely linked to responsibility and performance (ref. 2-137). Individuality can also be issue-based (ref. 11-96). It also

strengthens trust as followers recognize that they are taken seriously and receive the required support (ref. 3-192). However, to avoid misinterpretation and the feeling of unfair treatment it is beneficial for the leader to communicate that people have different views leading to a variety, not a standardization of measures and treatments (ref. 3-192). It is to be noted that leaders too desire to be led individually by their superiors (ref. 10-104).

Furthermore, the issue of leading people individually is dependent on three factors. *Leader experience (ii)* – Firstly, the experience or level of comfort a leader has with a follower, e.g. personality, behavior, performance (ref. 1-124, 1-128, 3-192, 12-84). This means that a leader needs to get a feeling for the follower and a complete picture, including personality, e.g. strengths, weaknesses and behavior, e.g. trustworthiness and reliability (ref. 8-96, 10-96, 12-88). The newer a follower is, or when concerns and problems exist, the more attention that individual is paid (ref. 1-128, 4-160, 12-80). With sustained positive experience, e.g. responsibility, performance, professionalism, knowledge of operations, an individual is given more autonomy and less scrutiny (ref. 1-140, 4-160, 12-72). This then means, on the other hand, that it changes from a push to pull approach and the follower has to seek the leader´s feedback (ref. 4-160). *Qualifications (iii)* – Secondly, the qualifications required for a job, i.e. profiles (e.g. training, junior, senior), followers´ skills, experience, personality and performance indicate to the leader, how individual a treatment can be (ref. 5-83). *Situation and setting (iv)* – Thirdly, a specific situation, an upcoming issue or the setting (e.g. organizational structure, topic focus) decide whether a follower needs more or less individual attention (ref. 6-80, 7-52, 12-92).

Methods (v) – More than a third of the respondents indicated various ways in which a follower could be led individually. This materializes in the interactions emerging from the leadership rhythm; for example, how formally and frequently the bilateral meeting is conducted, i.e. from formal agenda coverage with notes and status update to informal conversation; taking place every week, once a month or even skipped if no urgent matters have occurred (ref. 1-124, 4-160, 10-96, 12-88). The form depends on the situation, and technology can offer support, when for example video conferencing is available to facilitate communication between leader and direct reports (ref. 1-196). Another option is to join difficult client meetings, while some followers only need the room to discuss ideas with the leader (ref. 2-105). One respondent also mentioned specific goals besides the common financial performance goals to follow up regularly as a mode of leading followers individually (ref. 12-104).

Standards (vi) – Nevertheless, certain aspects addressed by a quarter of the informants will not be applied on an individual basis, for example financial goals, regulatory aspects and certain

controls where compliance and fairness are crucial (ref. 2-113, 7-52). Rules and directions that are relevant for an entire organization also preclude individual treatment (ref. 2-113, 7-52). On the other hand, one leader intentionally provides leeway for direct reports based on the assumption of adult leadership personality and self-responsibility expressed as *"prefer the long leash"* (12-72).

Volume and effort (vii) – The number of followers or direct reports and the amount of interactions and effort required can reduce the leaders´ appetite for leading individually (ref. 7-48). One leader explicitly stated that he wants not only to invest in an individual, but also to get a return back (ref. 4-160).

Replacement (viii) – Finally, the practice of leading people individually is not endless. Followers who are not performing despite being coached, who have huge shortfalls, are unable to execute a job, require constant support or are on bad terms with the leader have to be replaced as respondents made unambiguously clear (ref. 4-160, 4-160, 8-96).

(12) Leader impact: More than half the interviewees elaborated in general on the leaders´ impact on followers. *Cultural* background can provide a different leadership experience (ref. 1-212), whereas two leaders argued that having leaders with similar cultures can amplify a particular type of leadership (ref. 5-115). The *leader personality* can also affect the leadership experience as one leader notes: *"It depends on the person, so the boss defines the leadership style the most, no one else."* (5-115). Another leader is of the view that the leader´s function is to act as *service provider* which implies coaching and supporting followers towards the goals (8-100). Two leaders claimed that a desk head has an important influence on client advisors and therefore also on *how clients are treated*, implying the leader can leverage his leadership for the organization considerably (ref. 6-56, 11-132). On the other hand, one leader pointed out that if followers are not reporting directly, the leader is obliged to exert *indirect influence* (ref. 4-21). Finally, the leader acts as *change manager* and aligns the mind-set and behavior of followers with the new strategy (7-120).

(13) Leading in times of crisis (crisis leadership): One third of the interviewees related the issue of leadership in times of crisis to leadership practice which is atypical for the commonly used forms of leadership in running a business: *"It was a completely different form of leadership, totally different."* (1-220). Leaders experienced that giving *direction* was needed at the lowest level and at short intervals (ref. 5-35, 5-63, 12-164), but themselves had to cope with the challenge of the absence of senior guidance (ref. 5-59). They also mentioned the necessity of having *close*

and frequent exchanges to keep followers updated, trying to answer their questions to provide as much security as is possible in such a critical situation (ref. 1-220, 5-63) as well as to get a picture of the situation for the assessment of further measures (ref. 1-220). Finally, it was important to *involve and specifically take care* of people in times of crises so that they feel supported, by providing coaching instruments and cautiously applying leadership (ref. 1-220, 5-63, 8-152, 12-152).

(14) Reflections: One quarter of respondents recommend frequent reflection. One aspect is *strategic reflection* to assess the direction and to adjust the long-term orientation (ref. 2-81, 2-129, 3-104). This includes the analysis of the internal and external environment, reviewing priorities and reiterating ongoing or introducing more refined measures (ref. 2-81, 2-129, 3-104). Another aspect is the *self-reflection* about the leaders themselves. The leaders should assess their individual positions and know their personal strength and weaknesses (ref. 4-220, 3-333). Then they can work on their own deficits (ref. 3-333).

(15) Visibility: Two thirds of the interviewees indicated visibility as an essential leadership practice. The main aspect for them is *presence* which in the best case is physical, i.e. onsite (ref. 2-129, 3-256, 3-329, 7-96). Visible leaders are involved and see positive developments as well as upcoming challenges (ref. 2-129). Important points can be repeated and misunderstandings corrected (ref. 3-256, 6-140). They also acknowledge that dispersed structures demand additional efforts from the leader, denoting the responsibility of showing onsite presence (ref. 3-256). If constant presence is not possible, then followers desire at least a regular form of *exchange*, for example town halls, conventions, visits, walk the floor (ref. 1-196 3-124, 4-172, 4-176, 8-76, 5-76). Such involvement is particularly vital in times of crisis to provide the necessary senior guidance (ref. 5-76). Finally, one leader recommends using modern *technology* that allows being visible to take various forms (ref. 1-196).

b. Conclusion. In this sub-section, the contemporary *leadership practices (RI2c)* of individual leaders that enhance the portfolio of traditional forms of leadership (RI2a) were described. Fifteen leadership practices were extracted from the interview data covering a wide range of leadership activities but there is no claim that it is comprehensive. All the informants addressed the practice of close controlling and 90 percent of the responding leaders recommended leading people individually. Two thirds of the interviewed leaders voiced the need for a leader to be visible. Further important practices mentioned by 58 percent of the interviewees are setting the agenda and acknowledging the direct impact a leader has on followers. Following the presentation of the

leadership practices the next section summary integrates the reported forms of leadership that characterize leadership application (SQ2).

4.3.5 Section summary – new insights

The outcome of the analysis with regard to the **research sub-question on how leaders apply leadership (SQ2)** is integrated in this section summary. The investigation of leadership application using the interview data and the procedure of within-case analysis provided results on the opinions of the UBS leaders (interviews, rich description) as well as the network view (co-occurrence). Figure 4.5 combines, categorizes and depicts the attributes describing the leadership application of the UBS leaders interviewed. The figure indicates the importance of these attributes with the percentage of leaders who mentioned them, but is not statistically representative of all UBS leaders. Below the figure, a summary of the three research issues (RI2a-RI2c) is provided to address the second sub-research question on leadership application (SQ2), a theme in the data structure (see *Appendix I: Data structure* for a comprehensive overview).

Figure 4.5: Attributes of leadership application (SQ2)

Theme (SQ)	Leadership application (SQ2)				
Category (RI)	Postheroic forms (RI2a) (Driving force)	Other forms (RI2b) (Driving force)	Leadership practices (RI2c) (State)		
Sub-category *Code* • Descriptor	**(I) Supportive (affirmation) [42%]** • Acknowledgement [42%] • Shared leadership [25%] • Added value [25%] **(II) Rejecting [83%]** • Statement of denial [67%] • Individual accountability [33%] • Industry culture [25%] **(III) Obstacles [83%]** • Leader personality / behavior [33%] • Additional coordination effort [25%] • Inconsistency [50%] • Performance system design [17%] • Misleading implementation [8%] • Emergency management [8%] **(IV) Requirements [50%]** • Partnership [33%] • Synergies [25%] • Steadiness [8%] • Alignment [8%] • Enabling environment [25%]	**(I) Holistic view [*33%*]** • Acknowledge new realities [*33%*] • Cover various dimensions [*17%*] **(II) Evolutionary approach [*8%*]** • Follower autonomy [*8%*] • Enhanced leadership [*8%*] **(III) Military leadership [*17%*]** • Leadership in tough times [*8%*] • Early responsibility [*8%*] • Structured problem solving [*8%*] • Development benefit [*8%*]	*Accompany people [33%]* • Direct and frequent support • Provides security • Appreciation by followers • Various forms and intensity • Individual character *Agenda setting [58%]* • Give direction • Pressure and follow-through • Motivation for followers *Conditional impact [33%]* • External environment • Dynamic or stable • People / personal aspects • Values and culture • Information technology • Performance system • Strategy *Close controlling [100%]* • Know your followers (KYEE) • Related activities (cycle) • Appropriate implementation • Clear instructions • Technique (management) • Follow-through • Experience (qualitative) • Framework (quantitative) • Issue related • Transparency • Challenging • Technology	*Delegation [8%]* • Institutional task re-assignment *Direct message [50%]* • Lowest level of organization • Visibility • Walk the floor • Open door • Technology usage *Feedback [33%]* • Follower, superior and other stakeholders feedback • Various targets *Information management and communication [33%]* • Filter information • Full transparency • Guided mode • Frequently and standardized *Interaction / exchange / conversation [33%]* • Overcome distance • Direction • Frequency and platforms *Issue addressing [25%]* • Straight talk • Timely intervention	*Lead people individually [92%]* • Different needs • Leader experience • Qualification • Situation and setting • Methods • Standards • Volume and effort • Replacement *Leader impact [58%]* • Culture • Leader personality • Service provider function • Client leadership • Indirect influencing • Change manager *Leading in times of crisis (crisis leadership) [33%]* • Atypical form of leadership • Direction • Close and frequent exchange • Involve and care *Reflections [25%]* • Strategic reflection • Self-reflection *Visibility [67%]* • Presence • Exchange • Technology

[%] = share of informants addressing the attribute (N = 12 = 100%)

Source: developed for this research based on case study data

One, the outcome of the analysis with regard to **research issue 2a on the application of advanced or post-heroic forms of leadership** is summarized. Indications for the application of post-heroic forms (category) were found. Supportive as well as rejecting judgments were identified in the opinions of the UBS leaders interviewed. Furthermore, obstacles that hinder a post-heroic approach to leadership and requirements that enable such forms were identified in the data. However, in the opinion of the responding leaders, the practice of post-heroic leadership at UBS is limited to shared leadership and no other post-heroic forms were mentioned in the interviews. Moreover, *leaders only share among each other and followers are not involved in sharing leadership.* Four aspects in the following paragraphs illustrate the details of this multifaceted notion of post-heroic forms of leadership.

A first aspect relates to the affirmative opinion (sub-category I) supporting the application of post-heroic forms of leadership and acknowledging that post-heroic forms add value for stakeholders. This includes positive experience as well as the opinion that such forms are feasible and useful. Furthermore, the network view shows that a mutual understanding of leadership (conjoint agency) fosters a positive mind-set regarding post-heroic forms and shared leadership in particular. A balanced leadership team, where the skills and preferences of the leaders are complementary, also supports a post-heroic approach to leadership.

A second aspect is rejection (sub-category II), with a strong negative view on a post-heroic approach to leadership that was expressed by the majority of the informants. Three main arguments were noted that prevent the leaders from applying post-heroic forms of leadership: 1) a disbelief in their success and the opinion that they do not work in practice; 2) the need for a specific leader with individual accountability which ties to an individual understanding of leadership (cf. 4.2.2 on basic assumptions of leadership); and 3) the culture in the financial industry, where the UBS leaders interviewed see the risk of a weakened status for the leader involved in post-heroic forms of leadership and expressed a reluctance to share, the disregard of others and a traditional view of doing business.

A third aspect discloses several obstacles (sub-category III) that reduce plural leadership values, namely: dominating and selfish leader behavior, the effort required for the additional coordination, an inconsistent and misleading implementation of post-heroic forms and standardized performance measurement that is targeted at the individual. Again, the individual understanding of leadership (cf. 4.2.2) has considerable influence on the perception of obstacles for post-heroic forms of leadership.

A fourth and final aspect touches on collaboration and sharing as major requirements for post-heroic forms of leadership (sub-category IV). This involves several factors: 1) a partnership approach; 2) the use of synergies between sharing leaders; 3) consistency in relationship and interaction; 4) an alignment among sharing leaders; and 5) an enabling environment in terms of culture, organizational structures and the performance system. The co-occurrence analysis indicates the possibility of developing post-heroic forms of leadership over time. Obstacles could be overcome and requirements fulfilled if a constructive mind-set is assumed.

Two, the outcome of the analysis with regard to **research issue 2b on potentially new approaches to leadership** is summarized next. It is to be acknowledged, that *no* genuinely new approaches could be detected in the data. However, three other forms of leadership (category) as explained by interviewed UBS leaders entail new and not anticipated factors. *First,* the holistic view (sub-category I) takes into account today's advanced and complex business reality that a leader has to understand and incorporate in leadership activities. *Second,* the evolutionary approach (sub-category II) on the other hand focuses on an enhanced guidance and development of followers. Thereby, increased follower autonomy is applied and leaders have to cope with 'entrepreneurial followers'. *Third,* the transformation of military leadership (sub-category III) into a business context provides the leader with enriched experience and methodological skills.

Three, the outcome of the analysis with regard to **research issue 2c on contemporary leadership practice** is summarized. Fifteen leadership practices were extracted from the interview data that, in the opinion of the informants, seem to represent heroic forms of leadership (RI2a) as exerted in the traditional manner by individual leaders. They cover a wide and unstructured range of leadership topics as narrated by the UBS leaders interviewed without any claim to them being comprehensive. This current state of leadership practice includes in alphabetic order: (1) accompanying people, (2) agenda setting, (3) conditional impact, (4) close controlling, (5) delegation; (6) direct message, (7) feedback, (8) information management and communication, (9) interaction / exchange / conversation, (10) issue addressing, (11) leading people individually, (12) leader impact, (13) leading in times of crisis (crisis leadership), (14) reflecting and (15) visibility.

Having integrated all the aspects about the application of leadership (SQ4) identified, namely post-heroic and other forms of leadership, together with current leadership practices, chapter 4, the first part of the results reporting, now reaches a conclusion.

4.4   Conclusion

Chapter 4 presented part one of the data analysis results regarding the phenomenon of contemporary leadership understanding and practice (RQ). Data was examined and structured according to four research sub-questions and related research issues. The results were developed from interviews with twelve carefully selected UBS leaders and their opinion on the phenomenon, supplemented by the corporate view acquired from internal UBS documentation. Data analysis procedures of within-case analysis were applied in the first part of the results reporting, whereby rich descriptions of leadership understanding (SQ1) and application (SQ2) could be provided. Descriptors and indications were tabulated to condense, characterize and cluster data, while co-occurrence analysis of codes enabled the network view. The results of each research sub-question were integrated in a summary section and depicted with the relevant figures.

The analysis of the basic assumptions of the UBS leaders interviewed (RI1a) indicated the presence of the concept of a mutual understanding of leadership as well as the concept of an individual understanding of leadership. An additional and new concept that was identified was the leaders' ideas about their world view. The leaders' mind-sets are influenced by ideas of taking care of people, claim of headship, being aware of ethical leadership behavior and applying a diverse leader perspective beyond bank leadership. Further elements describing the informants' leadership understanding were identified (RI1b) as comprising values, aspects of leadership philosophy, the profiling of the leader role as well as leadership principles to define the basic rules for exerting leadership.

Signs for support of post-heroic forms of leadership were noted in the data (RI2a). However, the post-heroic forms of leadership identified were limited to shared leadership among peer leaders and were even rejected by the majority of respondents. No genuine new forms of leadership emerged from the data analysis. Nevertheless, a holistic view, an evolutionary approach and the transformation of military leadership into the business context were proposed as other forms of leadership (RI2b). Finally, fifteen contemporary leadership practices of individual leaders were extracted from the data set (RI2c). The following chapter will report part two of the data analysis results.

Chapter 1 Introduction

Chapter 2 Literature review

Chapter 3 Methodology

Chapter 4 Results – Part I

Chapter 5 Results – Part II

**External influence
(SQ3)**

- **Environmental conditions (RI3)**
- **Transformation (RI3)**

Leadership
understanding
(SQ1)

- Basic assumptions (RI1a)
- Further elements (RI1b)
  o Values
  o Leadership philosophy
  o Leader role
  o Leadership principles

Leadership
application
(SQ2)

- Postheroic forms (RI2a)
- Other forms (RI2b)
- Leadership practice (RI2c)

**Leadership
development
(SQ4)**

- **Future leadership (RI4)**
- **Leadership development measures (RI4)**

**Embedded cases (Swiss unit, international unit)
Management levels (managers of teams / managers / departments)**

Chapter 6 Discussion and conclusions

5 Chapter 5 Results – Part II

5.1 Introduction

The previous chapter reported on part one of the results whereas the purpose of this chapter is to present part two of the outcome. The underlying case was introduced in sub-section 3.3.2 and the sampling determined in sub-section 3.4.2. Case and informant details for this case study are available in ***Appendix A: Case and informants details (sampling)***. The frame for the data analysis was defined in section 3.5. Figure 5.1 gives an overview of the research questions that form the foundation for the data analysis and presentation of results in the second part.

Figure 5.1: Guiding questions for chapter 5
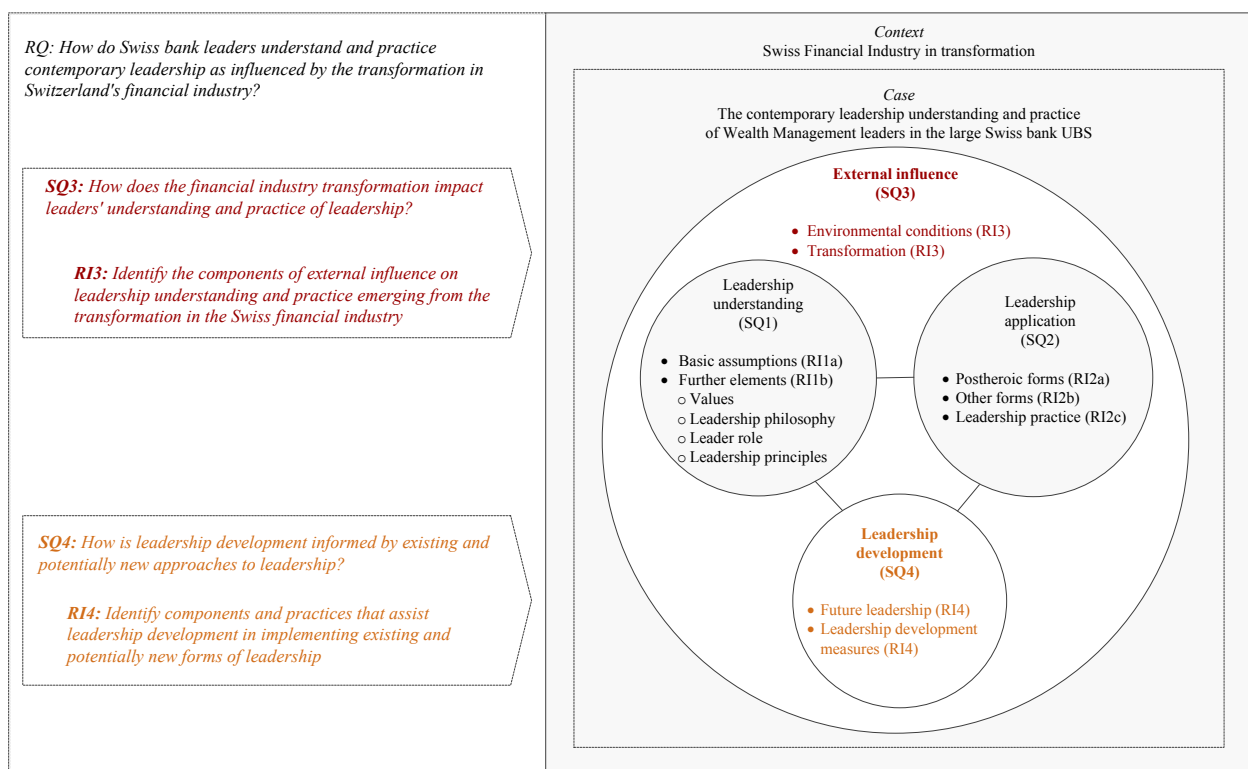
Source: developed for this research

This investigation of the understanding and practice of contemporary leadership (RQ) is addressed using four research sub-questions on leadership understanding. The first part of the analysis was presented in Chapter 4, covering the research sub-questions on leadership understanding (SQ1) and leadership application (SQ2). The second part of the data analysis results are now presented in Chapter 5 addressing the other two sub-questions on external influence (SQ3) and leadership development (SQ4) together with the cross-case analysis. The data collected from interviews with UBS leaders allow rich description of the phenomenon and its constituents (cf. 3.4.2 in the methodology chapter). The leaders' view is contrasted with the corporate view ob-

tained from documentation (cf. 3.4.3 in the methodology chapter). The data is displayed in tables and graphs to reduce descriptive data and illustrate an emerging pattern. Figure 5.2 depicts the structure of chapter 5 covering part two of the data analysis results.

Figure 5.2: Outline of chapter 5
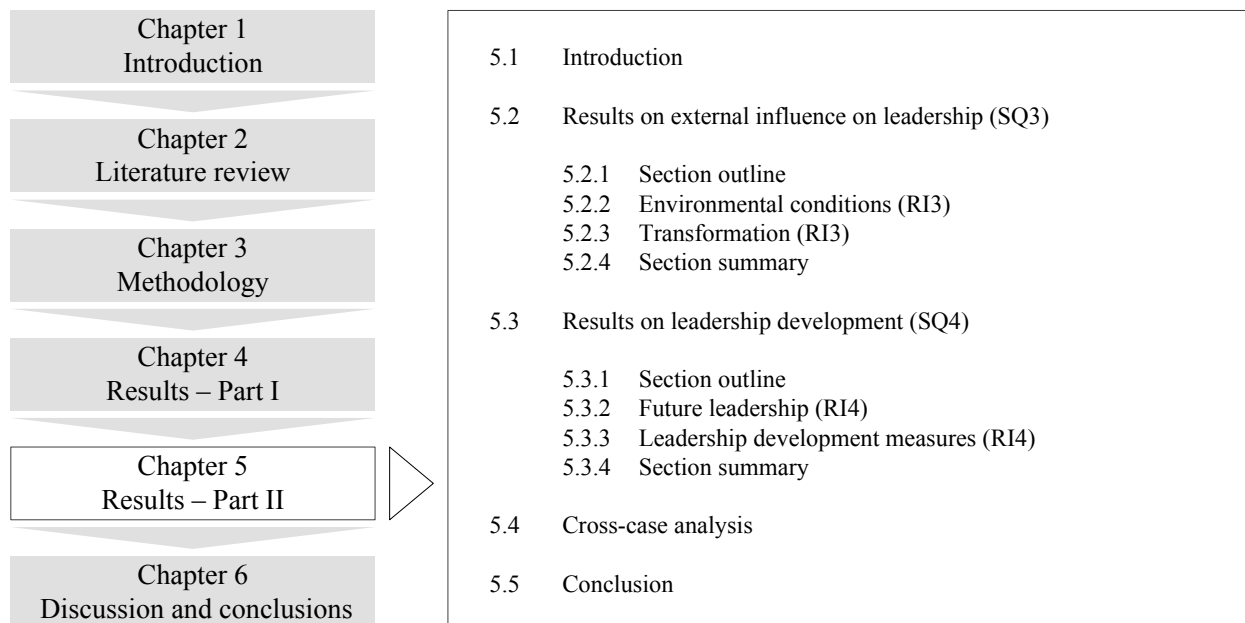
Source: developed for this research

The introduction (5.1) provides an overview of chapter 5's content. The results of part two are then presented in separate sections in accordance with the two research sub-questions SQ3 on external influence on leadership (5.2) and SQ4 on leadership development (5.3). The related re-search issues (RI3 / RI4) are covered in individual sub-sections. Both sections are completed with a summary in 5.2.4 (cf. figure 5.3 depicting the summary) and 5.3.4 (cf. figure 5.4 depicting the summary). Section 5.4 reports on the cross-case analysis embracing the embedded cases and management levels. Chapter 5 reporting part two of the results is concluded in section 5.5. The next section presents the outcome of the data analysis of the third research sub-question (SQ3).

5.2   Results on external influence on leadership (SQ3)

5.2.1   Section outline

Section 5.2 analyses the data set against the third research sub-question on transformation as influencing the leadership understanding and practice of leaders in the major Swiss bank UBS. It is formulated as:

> *SQ3: How does the financial industry transformation impact leaders' understanding and practice of leadership?*

The literature review and coding and analysis procedures indicate the results of SQ3 represent a theme termed 'external influence' in the displays with the abbreviation 'EXT' in the code book (cf. ***Appendix F: Code book for data analysis***).

The examination of the research issue is structured in two sub-sections, namely 5.2.2 Environmental conditions (RI3) and 5.2.3 Transformation (RI3). The section concludes with a summary sub-section (5.2.4) on the findings with regard to external influence on leadership (SQ3).

5.2.2   Environmental conditions (RI3)

This sub-section presents the outcome of the analysis of research issue 3 on components of the external influence on leadership.

> *RI3: Identify the components of external influence on leadership understanding and practice emerging from the transformation in the Swiss financial industry.*

The **environmental conditions** represent *a first component* influencing the contextual situation of the interviewed leaders when exerting leadership, as identified in the collected data and appear as a category in the data set with the abbreviation 'ENV' in the code book (cf. ***Appendix F: Code book for data analysis***). The outcome has been specifically developed from the responses to interview question B1 (details cf. ***Appendix C: Interview guide***). The category of environmental conditions is thus founded in data. This sub-section is organized in a content paragraph covering (a) *interview results* with rich description of the UBS leaders' experience of external conditions as a component of external influence on leadership (RI3). The sub-section is completed with a *conclusion* in paragraph (b). The numbers in brackets after each statement provide reference to the data set including the interview and paragraph number. In case of direct quotation, the indication 'ref.' is omitted.

a. Interview results. Nine different codes were identified in the interview data providing contextual information on the conditions of the internal and external environment that the interviewed UBS leaders had to cope with. Descriptors were used to condense and label the coded data. Indications then provide an impression of the meaning of these descriptors. Table 5.1 lists the attributes of environmental conditions along the codes (1) to (9) and indicates the percentage of participants whose opinions are related to the attributes. The percentages reflect the opinions of the small sample of interviewees, but are not statistically representative of all UBS leaders. However, a rich description of the phenomenon requires revealing all aspects of the opinions even if expressed only once.

Table 5.1: Attributes of environmental conditions (RI3)

Theme:	External influence (SQ3)			
Category:	Environmental conditions (RI3)			
Codes	Descriptors	*Indications*	SH	#R
(1) Change			67%	15
	• Acknowledgement	o *dynamics, continual character post financial crisis* o *regulatory change, e.g. too-big-to-fail new country corporations*	42%	5
	• Reorganization	o *repeating occurrence, e.g. change of senior leaders / leadership team*	25%	3
	• Business operations	o *appropriate business decisions, more detailed knowledge of front e.g. sales, back e.g. operations and risk aspects required*	17%	2
	• Change management	o *advancement in structure and process, challenge for leadership at all levels, guidance of senior management*	42%	5
(2) Dynamic environment			67%	18
	• Acknowledgement	o *ongoing transformation process* o *uncertainty about future state* o *stability to be resumed* o *speed and intensity* o *driving business towards new models*	67%	8
	• Volatility	o *markets and business, short-term thinking, ad-hoc activities, management turnover* o *increasing dynamics, decreasing stability*	8%	4
	• Inducement	o *reorganization, people development, exchange of leadership team* o *heterogeneity* o *providing new perspectives*	25%	2
	• Intense leadership	o *less transparency and cautious leader behavior* o *focus on management*	25%	4
(3) Increased complexity			33%	12
	• Acknowledgement	o *actual setting of banking has become complex*	25%	3
	• Advanced preconditions (limitations)	o *more complex and broader product universe, regulatory restrictions involved, e.g. suitability* o *regulations to constrain risk appetite and reduce tolerance levels, more cautiousness required* o *leader scope defined by external and internal environment, e.g. regulations, technology, sales, diverse employee population*	17%	3
	• Broad scope (variety, details)	o *holistic understanding of the value chain (front or back)* o *taking care of the details* o *increased volume similarly raising issue of prioritizing*	17%	4

Theme:	External influence (SQ3)			
Category:	Environmental conditions (RI3)			

Codes	Descriptors	*Indications*	SH	#R
	• Content depth	o *in-depth knowledge requirement (divergent views on necessity)*	17%	2
(4) Uncertainty			25%	5
	• Acknowledgement	o *ambiguity* o *worries about consequences, e.g. job insecurity*	17%	2
	• Issue accumulation	o *similar occurrence of crisis, changing markets, reorganizations, layoffs*	8%	1
	• Frequency	o *recurring change leading to lack of consistency and stability*	8%	1
	• Intense leadership	o *close support for subordinates due to high degree of uncertainty*	8%	1
(5) Regulatory framework			33%	7
	• Acknowledgement	o *key aspect of the environmental conditions* o *to be taken seriously* o *protecting UBS' reputation* o *representing challenge that affects all areas of business*	25%	4
	• Business operations	o *shaping the way of operating* o *leading to new business models*	17%	2
	• Intensity	o *increase in concentration, force, effect*	8%	1
(6) Internal politics			17%	5
	• Insider networks	o *lack of transparency and objective criteria trying to position people in leadership functions* o *influencing business development with limited control from outside*	8%	1
	• Exposure	o *external influence on higher management level, i.e. expectations, tactics, power games, sharks pool*	8%	2
	• Middle management influence	o *guidance from top aligned to respective level* o *risk of increased activity with questionable value added*	8%	2
(7) Organizational stability			58%	15
	• Acknowledgement	o *organizational stability including management team*	42%	6
	• Inherited structures	o *proved its worth particularly in the national Swiss client advisory organization*	8%	1
	• Slight adjustments	o *not untouched, but modifications only where appropriate*	17%	2
	• Simple leadership	o *more consistency and time for reflection* o *less issues in terms of volume, scope and intensity* o *lower frequency of actions* o *allowing more autonomy for followers*	42%	6
(8) Virtual organization			25%	6
	• Visibility	o *using the available technological infrastructure fosters leader-follower relationship*	25%	3
	• Culture	o *cultural differences within a country and internationally as important environmental factor*	17%	3
(9) Performance (measurement, incentives, compensation)			83%	32
	• Instrumentation	o *performance assessment and respective compensation as guiding instrument* o *to word expectations and evaluate performance as part of leadership*	33%	6
	• Time orientation	o *struggle with the short-term view of performance (e.g. quarterly race vs. annual rhythm), instant results vs. long-term wealth management business, exhausting the leader too, long term issues out of sight*	33%	6
	• Critical reflection	o *negative implications recognized* o *behavior of top management* o *a tendency to selfishness and dishonesty* o *being spoiled by success* o *issues of transparency, criteria, process*	33%	6
	• Focus on numbers	o *individual reduced to numbers* o *part of being in the banking business*	8%	2

Theme:	External influence (SQ3)			
Category:	Environmental conditions (RI3)			

Codes	Descriptors	Indications	SH	#R
	• Composition	o *client advisors preference for fixed and sustainable compensation* o *need for limitation of variable rewards*	17%	2
	• Scope (qualitative vs. quantitative objectives)	o *special efforts (e.g. team contribution, special support, particular function like deputizing) systematically included to broaden individual contribution* o *more flexibility and decision competence in defining the qualitative criteria to reduce rigidity* o *adapt targets to individual situation of direct reports* o *measurability of qualitative goals questioned* o *share of qualitative objectives between 1/3 and 50%*	25%	6

SH = Share = percentage of informants whose opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

Source: own table based on case study data

The attributes in the table are not primarily sorted according to the number of respondents referring to them, but rather represent a meaningful account of the phenomenon based on the data analysis. The codes identified on environmental conditions are s described in detail starting with the explanation of change.

(1) Change: Two thirds of the UBS leaders interviewed said the changing environment and change is persistent. Key indicators of this change are structural reorganizations and altered business operations. This means a new situation for leadership and requires intensive change management. The responding leaders clearly recognized the dynamics of the effect on the external and internal environment as well as the fact that it is ongoing and did not end with the financial crisis: *"I don't believe that there is still an environment where nothing changes. You have to go into a completely different business."* (7-112) For example, the establishment of country corporations (separate legal entities) for too-big-to-fail banks in Switzerland is an indication for further change (ref. 4-45, 7-28, 10-40, 11-28). The *restructuring of organization* is seen as a repeating occurrence, also associated with change of senior leaders and the leadership team in a particular organization (ref. 5-31, 9-24, 12-52). The changed environment similarly affects *the processes*, as *the way to operate* had to be redefined. Appropriate business decisions have to be made based on far more detailed knowledge of operations and risk aspects than in the past (1-45, 4-49). *Change management* is related to advances in structure and process resulting in challenges for leadership at all levels. However, not all leaders were able to adjust quickly and needed guidance from senior management (ref. 1-45, 4-49, 7-116, 10-40, 12-56).

(2) Dynamic environment: Three quarters of the interviewees ascribed the dynamics of change specifically to the environment. The *acknowledgement* of the dynamic environment is linked to an ongoing transformation process as well as to uncertainty about the future state and stability.

The dynamics, with their speed and intensity, affect all areas and drive business towards new models (ref. 1-48, 3-60, 4-45, 5-27, 7-28, 10-40, 9-24, 11-28). *Volatility* in markets and business, short-term thinking and ad-hoc activities amplify the dynamics while limiting the time available for successful adaptation and diminishing sustainability. Furthermore, increased management turnover also contributes to such instable situations (ref. 9-32, 3-60, 3-204, 5-35). On the other hand, one interviewed leader advocates *inducing* dynamics through reorganization and people development, including change in the leadership team. Heterogeneity is viewed as fostering a holistic situation analysis and providing informed decisions while offering the people concerned new perspectives (ref. 12-52, 12-56). A quarter of the UBS leaders interviewed are of the opinion that a dynamic environment requires *intense leadership*. This means accurate and timely communication, setting a clear direction and specific goals as well as providing the necessary support to followers. It also forces people into action without time for in-depth analysis and reflection, while keeping control of risks. Leadership is then especially challenging and time consuming (ref. 10-44, 9-28, 12-164, 10-48). On the other hand, speed and uncertainty emerging from a dynamic environment can also result in less transparency and more cautious leader behavior (ref. 9-28). One leader's view on a dynamic environment was that a tendency emerged to focus on the management part of leadership. Re-structuring, control of financials and being closely engaged with followers all require intense leadership (ref. 12-168).

(3) Increased complexity: A third of the interviewees detailed the increase in environmental complexity. Initially, they simply acknowledged the fact that the actual setting of banking has become complex (ref. 2-97, 4-57, 1-48). a complexity resulting from the *advanced preconditions* of the financial industry´s external and internal environment that amplify each other. This includes a limit on the number of clients to be handled by a client advisor due to a more complex and broader product universe as well as the regulatory restrictions involved, such as suitability of advice (ref. 2-93). The appetite for taking business risks is also constrained and tolerance levels reduced by the regulations requiring the leader to be more cautious (ref. 2-181). Regulations, technology, sales and the diverse employee population together predefine the scope for a leader (ref. 10-64). On the other hand, the *scope* of leadership has become *broader* which again increases its complexity. It is therefore vital to gain a holistic understanding of the entire value chain and take care of the details. Moreover, the increased volume raises the issue of prioritizing (ref. 4-57, 4-49, 4-105, 10-60). Divergent views were expressed about the importance of *content depth* meaning in-depth knowledge that could increase complexity for a leader, in addition to external, internal and leadership challenges. One respondent judges this factor as more relevant

(ref. 4-212) than another interviewed leader (ref. 10-64).

(4) Uncertainty: A quarter of the interviewed leaders address uncertainty as an environmental condition. They *acknowledge* that the ongoing transformation involves ambiguity and they experienced other leaders and followers as being concerned about the consequences, particularly with regard to job security (ref. 3-60, 12-152). One respondent mentioned the *accumulation of issues* that magnify the feelings of uncertainty when crisis, changing markets, reorganizations and layoffs occur simultaneously (ref. 2-97). Another comment was made with regard to the high *frequency* of changes, leading to a lack of consistency and stability while increasing uncertainty (ref. 3-60). The leader who talked about the amount of change occurring continued with the opinion that a high degree of uncertainty requires *intense leadership* together with frequent and close support for followers (ref. 2-97).

(5) Regulatory framework: A third of the interviewed leaders commented on the regulatory framework. It has become a key aspect of the environmental conditions and has to be taken seriously to protect UBS´ reputation, thereby representing a challenge that affects all areas of business (ref. 1-48, 2-93, 9-24, 9-32). Furthermore, the regulatory framework shapes the way the banking business *operates* leading to new business models (ref. 1-48, 10-56). Finally, one leader not only noted a multiplication in the number of regulations but also an increase in their *intensity* (ref. 2-93).

(6) Internal politics: Two leaders, i.e. about 16% of the respondents, reflected critically on the issue of internal politics. Characteristics are the insider networks, the consequences of more exposure at higher management levels and the decisive influence of middle management in a big company. One leader is concerned by the increasing number of *insider networks* with a lack of transparency and objective criteria, trying to position people in leadership functions and influencing business development with limited control from outside (ref. 2-24). Another aspect mentioned by an interviewed leader is the phenomenon of increased *exposure,* i.e. expectations, tactics, power games or sharks pool on the career path towards higher management levels (ref. 3-104, 3-108). The *influence of middle management* on the business environment should also not be underestimated in view of one interview partner. Moreover, the value of the increased activity initiated by these middle managers is questioned by the respondent (3-112, 3-124).

(7) Organizational stability: More than a third of the UBS leaders interviewed endorsed the view that stable organizational structures also exist. Despite the transformational development, they acknowledge some organizational stability including the management team (ref. 1-52, 8-36, 8-

40, 9-24, 11-28, 10-40). This is reflected in the statement that *"the structures are much more stable than one thinks."* (1-52). The rationale for this was explained by one leader as the *inherited structures* that seemed to have proved their worth, particularly in the Swiss national client advisory organization (ref. 1-52). On the other hand, stable structures have not remained entirely untouched and *slight adjustments* have been made where appropriate (8-36, 11-28). Half the interviewees said *simpler leadership* was possible with a stable organization. This means more consistency and time for reflection, less issues in terms of volume, scope and intensity and a lower frequency of actions. Such a situation also allows more autonomy for followers (ref. 1-56, 5-103, 8-152, 9-24, 9-28, 12-164).

(8) Virtual organization: A quarter of the interviewed leaders debated the issue of virtually dispersed organizations. It was noted that followers appreciate having the leader onsite for a personal exchange. V*isibility* using the available technological infrastructure fosters the leader-follower relationship if this is not possible (ref. 1-196, 3-256, 5-119). However, the *cultural differences* within a country as well as globally are an important environmental factor (ref. 1-200, 1-212, 5-119).

(9) Performance: The issue of performance including measurement, incentives and compensation as a vital environmental factor influencing leaders was mentioned by more than three quarters of the interviewees. The topic was controversially debated. In general, performance assessment and its compensation is seen as a *guiding instrument* for leaders to express expectations and evaluate performance (ref. 8-136, 6-108, 7-88, 7-92, 10-176, 10-188). Another aspect is *time orientation,* where leaders struggle with the *short-term view* of performance, that engenders a contradiction between the quarterly race and the annual rhythm or, in other words, the instant results vs. the long-term and relationship orientation of the wealth management business (ref. 2-20, 3-144, 7-84, 7-92, 9-76). The performance system at UBS was also *criticized* and several indicators with negative implications pinpointed, namely: the behavior of top management, a tendency to selfishness and dishonesty; being spoiled by success and issues of transparency, criteria and process (ref. 3-84, 3-88, 3-96, 5-75, 10-184, 11-84). An inherent part of being in the banking business is a substantial *focus on numbers* (ref. 10-176, 10-180). A further discussion was raised around *fix versus variable* components in the compensation of client advisors. One leader indicates that the large proportions of variable components should be changed to match the client advisors' preference for fixed and sustainable compensation which reduces volatility (ref. 6-108). Another leader echoed the need for limiting variable rewards in client advisor compensation (ref. 9-76). An additional element was the *scope* of the performance measurement

combining quantitative as well as qualitative criteria. In addition to the KPI objectives, special efforts should be systematically appreciated, e.g. team contribution, special support, a particular function such as deputizing or helping to overcome a situation in which only numbers are important and people avoid going beyond their core remit (ref. 10-176, 10-176, 10-180). Further, the leader asks for more flexibility and competence in decision-making when defining the qualitative criteria because the existing system seems to be too rigid (ref. 10-188). Targets should be adapted to the specific situation of each direct report (ref. 12-104). However, the measurability of qualitative goals was questioned by another leader (ref. 9-80). The proportion of such qualitative goals was also discussed with suggestions ranging from a third up to 50% for non-financial objectives (ref. 9-80, 12-260).

b. Conclusion. In this section, *the environmental conditions as a component of external influence on leadership (RI3)* were described. The environmental conditions represent the contextual situation for the UBS leaders exerting leadership and were specified with nine attributes namely: *change; dynamic environment; increased complexity*; *uncertainty; regulatory framework*, *internal politics*; *organizational stability*; *virtual organizations;* and the approach to *performance*. Following the description of the environmental conditions the next sub-section examines the influence of transformation on leadership.

5.2.3 Transformation (RI3)

To repeat, this sub-section presents the outcome of the analysis of research issue 3 on components of the external influence on leadership:

> *RI3: Identify the components of external influence on leadership understanding and practice emerging from the transformation in the Swiss financial industry.*

The **transformation** of the financial industry represents *a second component* impacting UBS leaders' understanding and practice of leadership (SQ3) as identified in the data collected. Furthermore, it forms the category 'transformation' with the abbreviation 'TRA' in the code book (cf. ***Appendix F: Code book for data analysis***). The outcome is based on the responses to the interview questions C4, C5, D3, D4 and D5 (details cf. ***Appendix C: Interview guide***) and supporting documents (cf. secondary data in ***Appendix E: Case study database*** referenced as DOC). The category of transformation is thus founded on data. This sub-section is organized in three content paragraphs: (*a*) *interview results* with rich description of the UBS leaders' responses on transformation as a component of external influence on leadership (RI3); (*b*) *document analysis*

including the corporate view on transformation and (*c*) *the network view* summarizing interview co-occurrence. The sub-section is completed with a *conclusion* in paragraph (d). To repeat, the numbers in brackets after each statement provide reference to the data set including the interview and paragraph number or the document number. In case of direct quotation, the indication 'ref.' is omitted.

a. Interview results. Firstly, the UBS leaders interviewed were asked to rate the extent to which several factors influenced their leadership understanding (cf. question C3 in the interview guide). The scale ranged from no influence (rating 0) to major influence (rating 4). Table 5.2 presents the proportion of informants (n = 12) for each influencing factor (i)-(v) and at the bottom of the table the percentage of the cumulated informant response (n = 60) to summarize the extent of perceived influence.

Table 5.2: Results of influencing factors rating (RI3)

Influencing factors	Rating 0: No influence or impact on leadership understanding	Rating 1: Recognized but low impact on leadership understanding	Rating 2: Some influence leading to selective adjustments to leadership understanding	Rating 3: Strong influence leading to substantial change in leadership understanding	Rating 4: Major influence leading to fundamental change in leadership understanding
(i) the global financial crisis	17% (2)	8% (1)	25% (3)	33% (4)	17% (2)
(ii) the general transformation of the financial industry (regulatory framework, shrinking margins, cost pressure)	8% (1)	-	25% (3)	50% (6)	17% (2)
(iii) public opinion or the press	33% (4)	25% (3)	25% (3)	8% (1)	8% (1)
(iv) other influencing factors such as your private environment	17% (2)	25% (3)	25% (3)	33% (4)	-
(v) UBS internally (culture, senior management impulse, leadership development)	8% (1)	17% (2)	42% (5)	25% (3)	8% (1)
Extent of influence [∑(x)] *	*17% [10]*	*15% [9]*	*28% [17]*	*30% [18]*	*10% [6]*

Notes: n = 12, (x) = number of informants, - = no answer / share for rating, * n = 60 [number of cumulated informant response}

Source: own table based on case study data

The interviewed UBS leaders interviewed do tend to be affected in their leadership understanding by the influencing factors (ratings 2, 3 and 4) to a greater extent (68%). On the other hand, almost a third of the summarized answers indicate these factors have no or little influence (ratings 0 and 1).

Secondly, the informants provided qualitative answers to explain their ratings. These answers

were clustered around six areas of influence covering (1) leadership impact; (2) general external influence; (3) regulatory implications; (4) financial crisis implications; (5) financial industry influence and (6) internal influence. It is to be noted that these codes do not match perfectly with the influencing factors rated (cf. table 5.2) as (ii) the general transformation had to be split and (iii) public opinion or the press were not an issue in the qualitative answers. Table 5.3 lists the attributes of transformation according to the qualitative codes (1) to (6). Descriptors were used to condense and label the coded data. Indications then provide an impression of the meaning of these descriptors. The percentages reflect the opinions of the small sample of interviewees, but are not statistically representative of all UBS managers. However, a rich description of the phenomenon requires a revelation of all aspects of the opinions even if expressed only once.

Table 5.3: Attributes of transformation (RI3)

Theme:	External influence (SQ3)			
Category:	Transformation (RI3)			
Codes	**Descriptors**	*Indications*	**SH**	**#R**
(1) Leadership impact (implications for leader)			75%	40
	• Need for leadership	○ *prior passive form of leadership (freedom, self-guidance, easy money), not vital / required*	58%	16
		○ *prior best follower as leader*		
		○ *change in speed and complexity*		
		○ *leader adapts, aligns followers, permanent change management*		
		○ *active leadership, qualified leader function implemented*		
		○ *post hard work, new business rules, leader involvement*		
		○ *not all leaders have advanced mind-set*		
	• Risk and compliance (monitor, control and enforce constantly)	○ *new function of leadership*	33%	11
		○ *correction measures (mitigating high risks, greed, mistakes, taking liberties)*		
		○ *assess impact of future activities, cautious behavior*		
	• Reinforced management	○ *managerial culture, requirement for management capabilities*	50%	13
		○ *prior leadership emphasis*		
		○ *new economic realities, structured and transparent leadership approach, priority on numbers*		
		○ *transparency, technology, more content, speed*		
(2) External influence			50%	14
	• Regulatory environment	○ *limitations, risk focus*	17%	2
	• Economic environment (industry, markets, business)	○ *volatility, altered client needs, increased complexity*	17%	2
	• Social environment (public opinion)	○ *less influence, provides additional ideas*	33%	5
	• Private environment	○ *limited influence*	25%	3
	• Technological environment	○ *transparency, control, scope, content, speed, management*	8%	1
(3) Regulatory implications			50%	11
	• Limited autonomy and flexibility	○ *limitations on doing business set by regulations*	17%	2

Codes	Descriptors	*Indications*	SH	#R
	• Different business	o *changed way of doing business* o *recognition of hard work for income* o *regular money provides freedom in client interaction (e.g. travelling)*	33%	4
	• Proper implementation	o *specific topics, strictness, appropriate control mechanisms*	25%	3
	• Reputation	o *reputational risks, avoid reputation damage, compliant behavior*	8%	1
	• Uncertainty	o *emerging from regulatory aspects*	8%	1
(4) Financial crisis implications			92%	39
	• Crisis leadership	o *exchange (inform, listen, talk, be close, be personally involved, take care, set clear directions)* o *support (mitigate uncertainty)* o *responsibility and unique challenges* o *instructive time*	58%	14
	• Lack of leadership	o *hesitancy (based on uncertainty, job insecurity, certain anxiety)* o *lack of senior management guidance and visibility, left-alone-feeling* o *chance to act* o *mistakes, out of hand (absence of leadership principles, deficient demand for leadership)*	25%	5
	• Distinct leadership (management)	o *detail orientation, controlling, risk coverage* o *performance monitoring, transparency, follow-up measures* o *transporting the message to the lowest level*	25%	5
	• Reflective leadership	o *reaffirm understanding (knowing the right way, implementing leadership credibly)* o *open mind, constant external screening, avoid rigidity* o *stormy side of leadership, requiring adaptability* o *mind-set change (hard work for success, lost aura)*	33%	11
	• No influence	o *transitory phenomenon*	8%	1
	• Post financial crisis	o *trust could be regained and a certain stability achieved* o *model the way, followers comfort remains volatile*	25%	3
(5) Financial industry influence			42%	12
	• General industry development	o *regulations, pressure on margins and costs*	8%	1
	• Change	o *dynamic, affecting banks operations and individuals*	8%	1
	• Way to do business	o *from passive (being flooded with money) to active (hard work)*	17%	2
	• Increased complexity	o *all areas of business concerned (e.g. operations, risk management, information technology)* o *front-to-back-responsibility (less comfortable, overstretch)*	8%	2
	• Change management	o *change mind-set, ensure realignment of followers* o *tensions based on progressive versus resisting leader populations*	8%	2
	• Frequency	o *situational changes increased*	8%	1
	• Performance and compensation	o *specific leadership challenges, right way for the future to be identified and established*	25%	3
(6) Internal influence			50%	15
	• Financial management	o *margin-cost-pressure, cost-income-ratio* o *limitations and focus, management, precision, control, putting pressure on*	33%	6
	• Cultural change	o *more rigid view on followers, i.e. strong focus on*	25%	7

Theme:	External influence (SQ3)			
Category:	Transformation (RI3)			

Codes	Descriptors	*Indications*	SH	#R
		performance		
		o *ambiguous appearance for leaders: lack of responsibility and ownership, inspiration for leadership*		
	• Risk management	o *zero tolerance, requiring appropriate focus*	8%	1
	• Performance management	o *potential influence on leadership*	8%	1

SH = Share = percentage of informants whose opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

Source: own table based on case study data

The attributes in the table are not primarily sorted according to the number of respondents who refer to the attributes, but rather represent a meaningful account of the phenomenon based on the data analysis. The identified codes for transformation are now described in detail beginning with the description of leadership impact (implications on the leader).

(1) Leadership impact (implications for leader): Three quarters of the respondents addressed the implications of the transformation in the financial industry as well as UBS in general terms. Three common issues were raised involving the need for leadership, risk and compliance together with the occurrence of an accentuated managerial culture requiring the reinforcement of management and the necessary capabilities. The *need for leadership* is founded in the change in the way to become a leader and lead organizations especially teams (desks). This implies that prior to the industry transformation a passive form of leadership had become established as the internal and external environment provided conditions for freedom and self-guidance, i.e. leadership and management were simply not vital because business appeared to be growing and the bank made money easily (ref. 1-92, 6-104, 8-204). The team lead was simply assigned to the best follower, i.e. client advisor (ref. 1-100). This has changed dramatically in the view of the respondents. All the implications of the transformation – described in more detail in following subsections – considerably increased the speed and complexity involved (ref. 4-45). This required the leaders to adapt themselves while at the same time aligning the followers resulting in permanent change management (ref. 4-45, 4-65, 7-68, 10-52). Active leadership as well as a qualified leader function had to be implemented accordingly (4-69). The organization and leaders had to acknowledge that the changed environment required hard work to generate revenue based on advanced business rules and leadership involvement (ref. 4-65, 6-104, 12-152). One informant mentioned that there is still a long way to go, as not all UBS leaders have accepted the new reality and adapted to the new direction, which requires the special attention of the senior managers (ref. 4-45, 4-65, 4-69). A second common issue is attention to *risk and compliance* issues as a

new function of leadership that persists beyond crisis and transformation (ref. 1-220, 3-136, 8-72). Several factors related to a growth phase such as high risks, greed, mistakes and taking liberties resulted in dramatic economic consequences for UBS and had to be rectified with significant measures (ref. 1-220, 3-136, 8-72, 9-88). The leaders are now therefore not only asked to monitor, control and enforce constantly while coping with limitations, but also to assess the impact of leaders and followers future activities, resulting in increasingly cautious behavior (ref. 1-220, 3-144, 3-148, 9-88). The third transformational issue impacting leadership is the *reinforcement of management* bringing in a managerial culture and demands on management capabilities of the leader (ref. 3-52, 3-56, 4-81, 6-148). During the growth period of UBS, which ended with the financial crisis, emphasis was put on the people, visionary and inspirational side of leadership (ref. 4-81, 6-148). The new economic realities induced a more structured and transparent approach to leading organizations involving a mind-set that prioritizes numbers (ref. 3-52, 3-56, 3-60, 6-104, 7-72). Transparency was fostered by technological advances resulting in increased content and speed that again demands management (ref. 9-32, 10-76).

(2) External influence: More than half the interviewees quoted five external factors that influence leadership, namely: political/legal; economic; social; private and technological. Firstly, the *regulatory environment* limits the previous broad leeway for leadership and requires focus on potential risk situations (ref. 3-156, 10-52). Secondly, the development in the *industry* and changes in the *markets* originating from volatility, altered client needs and increased complexity also influence leadership from outside (ref. 5-35, 10-52). Thirdly, *public opinion* has less influence in the view of the interview participants, at most it provides additional ideas that can be integrated in the understanding of leadership (ref. 3-160, 6-96, 7-72, 11-60, 11-64). Fourthly, the *private environment* of the leader was mentioned as a potential external factor, but with very limited direct influence on leadership (ref. 3-160, 6-96). One informant pointed out the parallels between raising children and leading employees (ref. 11-64). Fifthly, *technology* as having an influence on leadership was only mentioned by one informant and seems not to be considered a vital external aspect (cf. reinforced management). Again, technology increases transparency and control through scope (increased content available) and speed (ref. 10-52, 10-76).

(3) Regulatory implications: Half the interviewees talked explicitly about the regulatory implications. Firstly, limitations on doing business set by the regulations also *restrict* the leader's previously large degree of *autonomy* and flexibility (ref. 1-48, 12-152). Secondly, regulations undoubtedly and persistently change the *way the* financial industry *does business* (ref. 10-56, 12-152).

This view is represented by the following testimonial:

> *"I believe at the moment the transformation of all these adaptations coming from the regulatory area and also the consequences for our processes – we really have to do business differently – is the most challenging thing. And this is definitely not over."* (10-56)

However, it also offers several opportunities such as recognition of the hard work that is required to generate income in the transformed world of banking (ref. 6-124). In addition, regular money gives the leaders a certain degree of freedom back at least about how a desk interacts with clients, e.g. communication and travel (ref. 2-24). Thirdly, the increase and intensity of regulations need serious *implementation* (ref. 2-93) with a focus on specific topics (ref. 6-124), strictness and appropriate control mechanisms (ref. 11-60). Fourthly, one respondent addressed the impact of regulations on *reputation*. A tight regulatory framework implies reputational risks while reputation damage should be avoided through compliant behavior (ref. 2-93) Finally, another informant mentioned the *uncertainty* involved with the regulatory aspects a leader is required to manage (ref. 12-152).

(4) Financial crisis implications: More than three quarters of the leaders interviewed felt affected by the financial crisis. However, its implications on leadership are viewed in diverse ways. During the crisis, leaders experienced the requirement to lead differently to in normal times, which involves the characteristics of *crisis leadership*. Followers needed their leaders to exchange with them, i.e. inform, listen, talk, be close, personally involved and taking care as well as for them to set clear directions, e.g. daily goals (ref. 1-220, 5-63, 8-68). Leaders had to provide support for followers to mitigate the uncertainty, which was, in the best case, reciprocal (ref. 1-220, 5-63, 7-68, 10-128, 11-112). This reflects a particular responsibility for the leader during times of crises and involves unique challenges (ref. 1-220, 5-63, 7-68, 8-68, 10-128). Moreover, the experience of crisis leadership is seen as a particularly instructive time for leaders (ref. 6-120).

A quarter of the respondents also noted a certain *lack of leadership* throughout the financial crisis. Leaders' exposure and speaking up had disappeared while they became hesitant to take ownership and responsibility (ref. 4-68). Uncertainty, job insecurity as well as a certain anxiety were indicated as possible causes (ref. 4-68). Furthermore, leaders missed top management guidance and their visibility which led to the perception of being abandoned at the desk with followers and clients (ref. 5-59, 5-67). This was unpleasant, but also offered the opportunity to act (ref. 5-59). Furthermore, the absence of leadership principles and in particular the deficient demand for

leadership caused mistakes and things got out of hand (8-204).

Again a quarter of the interviewed leaders noted two consequences of the crisis which had a sustainable impact on leadership. Firstly, a *distinct view of leadership* with increased emphasis on management and detail orientation especially regarding controlling and risk coverage (ref. 1-220, 1-224, 3-136). Performance monitoring and the associated transparency, together with follow-up measures, were also associated with the new reality during and after the financial crisis (ref. 6-104). Secondly, increased accuracy and attention to details demanded direct leadership transporting the message to the lowest level as one leader explained (ref. 1-224).

Moreover, the financial crisis fostered *reflective leadership* that was not common previously. A sound basis for leadership, knowing the right way and credible implementation reaffirmed this style of leadership during the crisis (ref. 2-81). However, an open mind, together with constant screening of the external environment, is anyway required to avoid rigidity (ref. 2-81). The crisis also showed leaders that the stormy side of leadership can occur and impact their work while requiring them to adapt (ref. 6-96, 8-68). Furthermore, the crisis changed the leader´s minds about the need to work hard for success which till then had been provided by the markets and felt that bankers had lost their aura (ref. 6-100, 6-104, 6-124, 8-68, 11-112). Nevertheless, one leader stated that the financial crisis had *not influenced* his understanding of leadership at all, as it seemed to him transitory (ref. 11-56, 11-60).

Finally, a quarter of the interviewed leaders stated that the financial crisis had peaked and that trust could be regained and a certain stability achieved (ref. 6-28, 9-24, 10-56). Leaders still have to model the way as change persists and followers comfort remains volatile (ref. 6-28).

(5) Financial industry influence: More than a third of the interview population expanded on the development of the financial industry and its implications for leadership. *In general*, the regulations, pressure on margins and costs do indeed influence the way of leading (ref. 6-96). The most vital implications emerge from the *change* in the financial industry that is tremendously dynamic and affects the bank's operations as well as each individual (ref. 4-45). Moreover, the way of doing business has changed dramatically, from being flooded with clients to the need for client advisors to initiate activity themselves, representing a paradigmatic change in banking that is leaders and followers equally (ref. 4-65, 6-28). In addition, the *complexity* for leaders has increased, as all aspects of business e.g. operations, risk management, IT are equally important and have to be taken care of in detail (ref. 4-49). This change in front-to-back-responsibility makes the situation for leaders less comfortable and can result in an overstretch (ref. 4-49). This led to

the ultimate need for *change management*. Each leader was required to change their mind-set and to ensure a realignment of their followers entailing constant and consistent leadership (ref. 4-65). However, the mixture of leaders lingering in the old world resistant to change, while others progressively adjust to the new realities leads to tensions as a natural consequence of the change management that has to be handled by senior managers (ref. 4-45). In addition to adaptions to the general transformation, the frequency of situational changes has increased compared to the more stable environment prior to the financial crisis (ref. 5-35). Finally, a further effect of the financial industry transformation indicated is associated with *performance and compensation* which brings specific leadership challenges, as the right course for the future still has to be identified and established (ref. 3-31, 5.75, 7-72).

(6) Internal influence: Half the interviewees indicated four internal factors that influence leadership. Firstly, *financial management* (margin-cost-pressure) has become a key internal factor affecting leadership (ref. 3-156, 11-60, 12-144). Limitations and focus tend to emphasize the managerial part of leadership expressed in precision, control and applying pressure (ref. 3-156, 11-60). Secondly, another strong internal influence seems to arise from the *cultural change* within the company (ref. 3-176, 4-168, 11-76). This seems to have shifted to a more rigid view of followers, i.e. a strong focus on performance entailing ambiguity in application for leaders, whereby a lack of responsibility and ownership was stated on one hand and inspiration for leadership on the other (ref. 3-176, 4-168). Thirdly, one interview participant mentioned *risk management* as an internal influencing factor with zero tolerance while requiring appropriate focus (ref. 8-72). Fourthly, another informant mentioned *performance management* as having potential internal influence, but rejecting the notion of its significant effect on leadership (ref. 12-228).

b. Document analysis. The organizational response to transformation impacting UBS leaders' understanding and practice of leadership was examined using the available internal documentation to specify codes. The review of relevant transformational aspects includes the codes *leadership impact respectively implications on leader (code #1), financial industry influence (code #5)* and *organizational view on transformation, i.e. internal/external environment (code #7).*

Leadership impact (code #1) is also caused by *risk and compliance*. Risk management is a key element of objective-setting at UBS (ref. DOC02). The issue of performance and compensation evolves from code *number 5* on the *financial industry influence* and is echoed by the most senior leaders at UBS. Their aim is to apply major changes in the compensation framework (ref. DOC04). Code number *7* regarding the *organizational view on transformation* is summarized by

the Group CEO of UBS acknowledging the changes in the industry and the firm in the five years post-crisis (2010-2014) as well as the hard work that people delivered helping to survive (ref. DOC36). It is also to be noted that business will not returning to its previous state and competitiveness in Wealth Management requires cost efficiency and capital strength as well as the ability to persistently improve and adjust to altered market conditions (ref. DOC30, 36).

The transparency offered by the documentation studied allows identifying similarities and differences in the opinions on transformation. The major influence of risk and compliance aspects affecting leadership and resulting in reinforced management with controlling and follow-through is recognized by the leaders and organization equally. Performance and compensation as influencing factors on financial industry development is also a commonly shared view. While a quarter of the leaders interviewed saw leadership challenge and ambiguity as an effect, the organization represented by the audience of senior leaders saw things differently, with the focus on a culture of accountability and a long-term perspective. The effects of the transformation on leadership understanding and practice as obtained from the interview data (cf. table 5.3) match perfectly with the organizational opinion voiced by the Group CEO that change will persist in the new reality and that the former way of doing business has disappeared permanently.

c. Network view. The presentation of the results on transformation as a component of the external influence on leadership (RI3) continues with the co-occurrence analysis of the interviews. A network diagram visualizing the relevant relations between transformational aspects and other codes of the data analysis is available in ***Appendix G7: Network view of transformation (RI3)***.

(1) Leadership impact (implications for leader): The impact of the transformation on leadership co-occurs with *financial crisis implications* emphasizing the requirement for controlling as well as active and empowered leaders (ref. 1-220, 3-136, 6-104, 7-68, 8-204, 11-112, 12-172). This matches the *practice of close controlling* involving active and frequent controlling as well as risk management, based on increased transparency and supporting technology with the intention of providing direction (ref. 1-220, 3-136, 3-144, 3-148, 4-65, 6-104, 10-76). The link with *financial industry influence* and its considerable change reinforces the need for active leadership (ref. 4-45, 4-65, 5-35, 7-72). Moreover, the association with the *external influence* of markets, regulations and industry reveals the increasing focus on risk and compliance as well as transparency and controlling (ref. 2-181, 3-156, 5-35, 10-76). These implications are similarly reflected in the *change of the leader role* (cf. 4.2.5) and its progress from passive to active leadership (ref. 1-92, 1-100, 4-65, 10-52). Lastly, the challenge of the *appropriate balance between leadership and*

management is an evident connection to the elements of leader impact initially described as an outcome of the transformation (ref. 2-181, 3-52, 3-156, 4-81:85, 6-148).

(2) External influence: The external influencing factors co-occur with *internal influences* resulting in constraints for the leader (ref. 3-156). Further, *financial industry influence* such as volatility in markets and business started to impact the current mode of leadership (ref. 5-35). Intensified regulations result in an *environment of increased complexity* while magnifying risk sensitivity and restricting tolerance bands (ref. 2-181). They also *impact leadership* in that external influences increase speed and volatility while at the same time limiting leaders' scope (ref. 2-181, 3-156, 5-35, 10-76).

(3) Regulatory implications: The regulatory implications clearly co-occur with the environmental transformation towards a tight *regulatory framework* augmenting their intensity and seriousness resulting in limitations on doing business and adjustments to operations (ref. 1-48, 2-93, 10-56). Similarly, the *increasing complexity* magnifies the challenge of protecting the corporate reputation (ref. 2-93). It has an *internal* influence on precision and controlling requirements (ref. 11-60, 12-144) evident in the leadership practice of *close controlling* (ref. 11-60, 11-80). The leadership practice of *leading in times of crisis* has links to regulatory implications such as the issue of taxation (cf. **Appendix A: Case and informants details (sampling)**) which required leadership support to address the challenge of a paralyzed organization (ref. 12-152).

(4) Financial crisis implications: Financial crisis implications co-occur with *leadership impact* as leader action (ref. 6-104, 7-68, 8-204, 11-112) and empowerment (ref. 12-172) are required as well as transparency together with increased controlling activities (ref. 1-220, 3-136, 6-104). Furthermore, two practices (cf. 4.3.4) are associated with the financial crisis, one is *leading in times of crisis* involving listening, responding, being close, taking care and motivating with a positive attitude (ref. 1-220, 5-59, 5-63, 10-128); and the second is a *gap in leadership* which means more controlling for risk coverage and avoiding mistakes is required as well as overcoming a lack of senior guidance and visibility (ref. 1-220, 5-59, 5-67). Finally, *a cultural gap* at corporate level (cf. 4.2.4) was revealed by the financial crisis involving leader hesitancy, a lack of senior guidance and active leadership not demanded strongly enough, which led to a loss of control in the organization (ref. 4-168, 5-59, 5-67, 8-204).

(5) Financial industry influence: Financial industry influence co-occurs with a dynamic environment (ref. 4-45, 5-35) and *leader impact,* whereby the changes forced in the Group's business models and ongoing market volatility required mitigation by active leaders (ref. 4-45, 4-65, 5-35, 7-72). This development is linked with the leadership practice of close *controlling* as required for change implementation, providing direction and monitoring progress (ref. 4-65). The environmental aspect of the *performance system* is connected to industry developments, but is the subject of controversy; on one hand there is the challenge of results and short term orientation as with the issues of greed and excess (ref. 3-88, 5-75), and on the other hand the recognition of progress due to transparency and perceived fairness (ref. 7-88, 7-92).

(6) Internal influence: Internal influence co-occurs with the *regulatory implications* due to which transparency and controlling had to be increased (ref. 11-60, 12-144). A close association in the data is apparent with regard to a *cultural gap* (cf. 4.2.4) as another internal influence is a certain degree of leader hesitancy (ref. 4-168) as well as decreasing corporate care and loyalty (ref. 3-176). This represents a *conditional impact* for leadership practice since culture, trust and support are affected by cost pressure (ref. 3-176). The hesitancy of leaders with regard to the leadership role of *accountability* is similarly linked to the internal influence (ref. 4-168).

d. Conclusion. In this section, *transformation as a component of external influence on leadership (RI3)* was described. The mind-set of most of the UBS leaders interviewed was significantly influenced by transformation while only a third of the interviewees claimed to be unaffected or scarcely affected. Six areas of transformational influence on the UBS leaders interviewed were revealed by the qualitative responses: (*1) leadership impact (implications for leader), (2) external influence, (3) regulatory implications, (4) financial crisis implications, (5) financial industry influence and (6) internal influence.* Co-occurrence analysis also shows that the transformational aspects are associated with each other. In the view of the UBS leaders interviewed, the cumulative effects of continuing ambiguity and change together with active leadership continue five years after the financial crisis. This contrasts strongly with the entirely different and far simpler leadership situation prior to the financial crises. Following the description of the transformational aspects of the external influence on leadership understanding and practice (RI3) the concluding sub-section integrates all the components discussed to address the third research sub-question (SQ3).

5.2.4 Section summary

The outcome of the analysis with regard to the **research sub question on the external influence on leadership (SQ3)** is integrated in this section summary. The investigation of the external factors that influenced leadership understanding and practice, using interview and documentation data and the procedure of within-case analysis, provided results on the opinions of UBS leaders (interviews, rich description), the organizational perspective (documents) and the network view (co-occurrence). Figure 5.3 combines and depicts the attributes of external influence. The figure shows the percentage of leaders who addressed each attribute, but is not statistically representative of all UBS leaders. A summary of the two components of the research issue (RI3) is then provided to address the third sub-research question on external influence (SQ3). A comprehensive overview of the data structure developed is available in ***Appendix I: Data structure***.

Figure 5.3: Attributes of external influence on leadership (SQ3)

Theme (SQ)	**External influence (SQ3)**			
Category (RI)	**Environmental conditions (RI3)** (Driving force)		**Transformation (RI3)** (Driving force)	
Code • Descriptor	*Change [67%]* • Acknowledgement • Reorganization • Business operations • Change management *Dynamic environment [67%]* • Acknowledgement • Volatility • Inducement • Intense leadership *Increased complexity [33%]* • Acknowledgement • Advanced preconditions (limitations) • Broad scope (variety, details) • Content depth *Uncertainty [25%]* • Acknowledgement • Issue accumulation • Frequency • Intense leadership	*Regulatory framework [33%]* • Acknowledgement • Business operations • Intensity *Internal politics [17%]* • Insider networks • Exposure • Middle management influence *Organizational stability [58%]* • Acknowledgement • Inherited structures • Slight adjustments • Simple leadership *Virtual organization [25%]* • Visibility • Culture *Performance (measurement, incentives, compensation) [83%]* • Instrumentation • Time orientation • Critical reflection • Focus on numbers • Composition • Scope (qualitative vs. quantitative objectives)	*Leadership impact (implications for leader) [75%]* • Need for leadership • Risk and compliance (monitor, control and enforce constantly) • Reinforced management *External influence [50%]* • Regulatory environment • Economic environment (industry, markets, business) • Social environment (public opinion) • Private environment • Technological environment *Regulatory implications [50%]* • Limited autonomy and flexibility • Different business • Proper implementation • Reputation • Uncertainty	*Financial crisis implications [92%]* • Crisis leadership • Lack of leadership • Distinct leadership (management) • Reflective leadership • No influence • Post financial crisis *Financial industry influence [42%]* • General industry development • Change • Way to do business • Increased complexity • Change management • Frequency • Performance and compensation *Internal influence [50%]* • Financial management • Cultural change • Risk management • Performance management

[%] = share of informants addressing the attribute (N = 12 = 100%)

Source: developed for this research based on case study data

<u>One</u>, the outcome of the analysis with regard to **research issue 3 on *environmental* conditions as a component of external influence on leadership** is summarized. The definition of the contextual situation in which the UBS leaders interviewed can exert leadership consists of nine attributes: *(1) change* that advances business models and structures while requiring proper change

management; *(2)* a *dynamic environment* that accelerates, intensifies and transforms business while keeping the situation volatile and requiring intense leadership; *(3) increased complexity* emerging from new regulations and restrictions, breadth and depth of business (e.g. expanding the range on offer, attention to detail, increasing volumes); *(4) uncertainty* due to the accumulated and frequent occurrence of issues requiring intense leadership; *(5)* the *regulatory framework* which has developed into a key factor in the environment, becoming more and more of a force that shapes business models in the finance industry while producing fresh challenges for leadership; *(6) internal politics* which affect leader development and action by increasing ambiguity and initiating activities of questionable added value; *(7) organizational stability* from inherited structures which have proven their worth, allowing simple leadership to be applied but which also required appropriate adjustments to the organizational structure; *(8) virtual organizations* necessitating work on the visibility of leaders and the use of available technology as well as requiring cultural awareness; and finally, *(9)* the approach to *performance* (i.e. measurement, incentives, compensation) which was the subject of controversial debate.

Two, the outcome of the analysis with regard to **research issue 3 on *transformation* as a component of external influence on leadership** is summarized. The effects of the transformation in the Swiss financial industry on leadership understanding and practice were explored. The rating of influencing factors (cf. table 5.2) shows that the majority of the UBS leaders interviewed were significantly affected (68%) in their leadership understanding by these influencing factors. On the other hand, a third of the cumulated answers claim no or little effect from the influencing factors. In addition, six areas of transformational influence emerged from the data set. *Firstly,* major implications for the leaders that emerge from the transformation are the need for leadership, handling of risk and compliance together with the reinforcement of management. Again, the challenge of balancing leadership and management was derived from the network view. Acknowledging the changes in leader role implies active leadership and an increase in the practice of close controlling. *Secondly,* the external influence entails the environmental effects of regulations (e.g. restrictions), economy (e.g. volatility) and technology (e.g. transparency) leading to increased complexity. *Thirdly,* regulatory implications restrict the leader's autonomy and result in a change in operations while proper implementation is linked to corporate reputation and persisting uncertainty. *Fourthly,* the financial crisis first and foremost required crisis leadership, but also revealed a lack of leadership in the organization, combined with leader hesitancy and an absence of senior management resulting in an increase in management activities (e.g. details, controlling, risks, transparency, follow-through). On the other hand it allowed leaders to reflect,

develop and change their mind-sets. *Fifthly,* the general influence of the financial industry intro-duced business models with increased speed and complexity, requiring continuous change man-agement and involving leadership challenges with regard to performance and compensation. *Sixth and finally,* internal influences make clear the need for financial, risk and performance management with contradictory cultural implications, i.e. rigidity and hesitancy versus inspira-tion and cultural advancement. *The network view* shows that these transformational aspects are related to each other. Moreover, ambiguity and change continue to require active leadership in the wake of the financial crisis, while simpler leadership was possible before.

In brief, the external influences described in this section involve a variety of environmental con-ditions and persisting transformations considerably altering how leadership is exercised. The next section now addresses the question on how leadership development is informed by the ap-proaches to leadership just examined (SQ4).

5.3   Results on leadership development (SQ4)

5.3.1   Section outline

Section 5.3 covers the analysis of the data set against the fourth research sub-question on leader-ship development and its influencing factors. The research sub-question asks:

> SQ4: How is leadership development informed by existing and potentially new approach-es to leadership?

The literature review and the coding and analysis procedures indicate the results of SQ4 repre-sent a theme which is termed as 'leadership development' in the displays with the abbreviation 'DEV' in the code book (cf. ***Appendix F: Code book for data analysis***).

The examination of the research issue is structured in two sub-sections namely 5.3.2 Future lead-ership (RI4) and 5.3.3 Leadership development measures (RI4). The section concludes with a summary sub-section (5.3.4) on the findings regarding leadership development (SQ4).

5.3.2   Future leadership (RI4)

This sub-section presents the outcome of the analysis of research issue 4 on components of lead-ership development with the research issue:

> RI4: Identify components and practices that assist leadership development in implement-ing existing and potentially new forms of leadership.

The UBS leaders' general opinion on **future leadership** is the *first component* of leadership development emerging from the data collected. It forms a category with the abbreviation 'FUT' in the code book (cf. ***Appendix F: Code book for data analysis***). The outcome is based on the responses to the interview questions D8 and D9 (details cf. ***Appendix C: Interview guide***). The category of future leadership is thus founded on data. This sub-section includes the *interview results (paragraph a)* with rich description of the UBS leaders' responses on future leadership as a component of leadership development (RI4) and a *conclusion* in paragraph (b). The numbers in brackets after each statement provide reference to the data set including the interview and paragraph number. In case of direct quotation, the indication 'ref.' is omitted.

a. Interview results. Nine codes describing the outlook of the informants with regard to future leadership regarding how leaders should lead in future. Trends in leadership were also detected in the collected data. Descriptors were used to condense and label the coded data. Indications provide an impression of the meaning of these descriptors. Table 5.4 lists the attributes of future leadership according to the codes (1) to (9) and indicates the percentage of participants whose opinions relate to the attributes. The percentages reflect the opinions of the small sample of interviewees, but are not statistically representative of all UBS leaders. However, a rich description of the phenomenon requires a revelation of all aspects of opinions even if expressed only once.

Table 5.4: Attributes of future leadership (RI4)

Theme:	Leadership development (SQ4)			
Category:	Future leadership (RI4)			

Codes	Descriptors	*Indications*	SH	#R
(1) Sustainable frame			33%	8
	• Consistency	o *no differences so far, no change in the core of leadership* o *people need guidance*	17%	4
	• Pendulum	o *movement between limits, no extremes, balance between leadership and management* o *trends influence direction*	25%	3
	• Balance	o *leadership and management to be balanced out*	8%	1
(2) Leadership (leading people)			25%	6
	• People leadership	o *human leadership remaining important*	25%	4
	• Values	o *in particular honesty and trust*	17%	2
(3) Entrepreneurship		o *autonomy to develop business or client books*	17%	3
(4) Information management			25%	8
	• Information (input)	o *inflow, overload, tools*	25%	4
	• Communication (output)	o *triage, process*	25%	4
(5) Flexibility		o *ability to adapt to new challenges*	17%	4
(6) Addressing issues		o *challenge, speak up, influence, take action to solve the problem*	8%	1
(7) Virtual organization		o *cope with technological advancement*	17%	4
(8) Manage work-			8%	4

Theme: Category:	Leadership development (SQ4) Future leadership (RI4)			
Codes	Descriptors	*Indications*	SH	#R
life-balance	• Business pressure	○ *persistent dynamic and demanding business*	8%	2
	• Mitigation measures	○ *physical and mental regeneration, manage energy levels better, ability to refuse*	8%	2
(9) Enhanced performance systems			17%	5
	• Team goals	○ *collaboration, team work to be reflected in objectives*	17%	2
	• Leadership goals	○ *people leadership equally important and to be reflected in objectives*	8%	3
		○ *foster a culture of collaboration*		
		○ *acknowledges the challenge to measure*		

SH = Share = percentage of informants of which opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

Source: own table based on case study data

The attributes in the table are not primarily sorted according to the number of respondents who refer to attributes, but rather represent a meaningful account of the phenomenon based on the data analysis. The codes identified on future leadership are described now in more detail.

(1) Sustainable frame: A third of the informants envision a *consistent* frame for leadership in future that is not completely different to today, which means that the core of leadership will not change (ref. 2-165, 2-169, 4-212). One leader specifically expressed his conviction that leadership will continue to exist, as people need guidance (ref. 2-165). Within this sustainable frame, the *pendulum* of the leadership approach will move backward and forward between certain limits in accordance with external and internal conditions (ref. 2-165, 6-148). Some trends will influence the forms of leadership implemented (ref. 11-184). This means that leadership and management are of similar importance and that the right balance for the situation has to be found (ref. 6-148).

(2) Leadership (leading people): A quarter of the leaders interviewed highlighted the ongoing importance of leadership and in particular the people or human aspect of leadership (ref. 1-184, 2-165, 3-260, 3-308) as in the following statement:

> *"Certain things will remain important. Human leadership for example. How you lead human beings. If we start with human leadership. Certain things will definitely remain the same."* (1-184)

Moreover, two leaders addressed values for example *honesty and trust* as being associated with people leadership (ref. 1-184, 3-260).

(3) Entrepreneurship: Two leaders see the strengthening of entrepreneurship or at least the entrepreneurial spirit as beneficial for future leadership, whereby leader and followers would have more autonomy to develop their business or client books (ref. 8-212, 12-172, 12-182:188).

(4) Information management: A quarter of the interviewees stressed the issue of information management, i.e. as a leader being able *to deal with the information inflow and overload* as well as the tools that provide and manage information (ref. 1-184, 1-196, 7-164, 9-125). It will be particularly important to find the appropriate way to triage and process information, which implies suitable communication (ref. 1-184, 1-196, 7-164, 9-125).

(5) Flexibility: Two leaders acknowledged that increased dynamics in future will require future leaders who are flexible and able to take on new challenges quickly (ref. 5-163, 5-171, 5-171, 7-180).

(6) Addressing issues: One leader mentioned that in future issues that arise will have to be addressed swiftly. This means that leaders have to challenge, speak up, influence and take action to solve the problem (ref. 3-264).

(7) Virtual organization: One leader touched on the phenomenon of virtual or decentralized organization which will impact future leadership, whereby the leaders have to adjust to technological advances (ref. 7-164).

(8) Manage work-life-balance: One leader envisages the need for leaders in future to maintain a healthy work-life-balance, as business will be persistently dynamic and demanding (ref. 12-316, 12-320). This means physical as well as mental regeneration of leaders to allow them to better manage their energy level and to be able to say no at the right moments (ref. 12-316, 12-320)..

(9) Enhanced performance systems: A first aspect is to establish team goals, as two leaders think that collaboration and team work should also be reflected in future performance systems (ref. 3-92, 12-260). One of them states that this already happens to some extent in his own unit (ref. 12-260). Leadership goals are a second goal. Another leader argues that if one accepts that people leadership is as important as management in a quickly developing environment, performance measurement should be adjusted to include leadership goals otherwise it is not commensurate (ref. 3-260). This could foster a culture of collaboration among leaders (ref. 3-276). However, the leader acknowledges the challenge of actually measuring leadership goals (ref. 3-264).

b. Conclusion. In this sub-section, the UBS leaders interviewed opinions about *future leadership (RI4)* was described. They emphasize that leadership will persist and the importance of people leadership remains unchanged. Also that the leader has to maintain an appropriate balance between leadership and management (cf. 4.2.4). Being able to deal with information (input) and communication (output) will be crucial future leadership capabilities. Further, increasing entrepreneurial spirit will require guided autonomy, flexibility and adaption to change (cf. 4.2.5 and 4.3.3). Opportunity and challenges will arise from virtual organizations, modern technology and a dynamic and demanding business environment. Active leadership will continue to be necessary to address and solve issues. A well-managed work-life-balance will thus be vital for long-term leader fitness. Finally, the performance systems should perhaps be enhanced with collaborative and leadership goals. This portrait of future leadership leads to the next sub-section focusing on measures required for leadership development.

5.3.3 Leadership development measures (RI4)

To repeat, this sub-section presents the outcome of the analysis of the research issue 4 on components of leadership development:

> *RI4: Identify components and practices that assist leadership development in implementing existing and potentially new forms of leadership.*

Several **improvement measures and practices** emerged from the data collected representing *a second component* that could assist leadership development in implementing existing and potentially new forms of leadership. This component is the category of 'leadership development measures' in the display with the abbreviation 'MEA' in the code book (cf. ***Appendix F: Code book for data analysis***). The outcome is from the responses to the interview questions E2 and E4 (details cf. ***Appendix C: Interview guide***). The category of leadership development measures is thus founded on data. This sub-section is organized in two paragraphs namely (a) the *interview results* with rich description of the UBS leaders' responses on practices and measures required for leadership development (RI4) and (b) a *document analysis* including the corporate view on future leadership taken from documents (cf. secondary data in ***Appendix E: Case study database*** referenced as DOC). The sub-section finishes with a *conclusion* in paragraph (c). To repeat, the numbers in brackets after each statement provide reference to the data set including the interview and paragraph number or the document number. In case of direct quotation, the indication 'ref.' is omitted.

a. Interview results. Five codes were identified to describe measures that develop leadership and leaders. Descriptors were used to condense and label the coded data. Indications provide an impression of the meaning of these descriptors. Table 5.5 lists the attributes of the leadership development measures that emerged according to codes (1) to (5) and indicates the percentage of participants whose opinions relate to the attributes. The percentages reflect the opinions of the small sample of interviewees, but are not statistically representative of all UBS leaders. However, a rich description of the phenomenon requires a revelation of all aspects of opinions even if expressed only once.

Table 5.5: Attributes of leadership development measures (RI4)

Theme:	Leadership development (SQ4)			
Category:	Leadership development measures (RI4)			

Codes	Descriptors	*Indications*	SH	#R
(1) Foundations			8%	6
	• Overall concept	o *consistent leadership philosophy required* o *lack of concept when following the trends*	8%	3
	• Preferred leadership approach to be defined	o *empowerment and decentralized leadership that give leaders trust and autonomy vs.* o *guided leadership implying more regulations vs.* o *directive and technical leadership approach*	8%	3
(2) Experience			67%	27
	• Learn and develop from experience	o *by doing* o *on the job in daily business* o *reaction and feedback from followers* o *allowing reflection*	42%	9
	• Opportunity to practice	o *believe in a future leader* o *allowing trial and error* o *time frame* o *familiarize with reality* o *patient superior*	25%	15
	• Role model	o *learn and benefit from other leaders (e.g. superiors) experience*	17%	2
	• Prior experience	o *prior to formal training, allowed to ask specific questions, to compare, to link theory with reality*	8%	1
(3) Internal training			100%	55
	• Attendance	o *various formats* o *different levels*	83%	12
	• Benefit	o *appreciation of methodology and learning* o *basic leadership knowledge, tools, technical aspects* o *exchange, sharing of best practice, mutual learning* o *supports a role change, showing differences between functions, addressing challenges*	58%	12
	• Limited benefit	o *skepticism and limitations* o *leadership cannot be learned in a seminar, theory insufficient without practical experience* o *standard training during times of extraordinary situations (e.g. financial crisis),appears bizarre* o *dispute on content and methodology*	50%	16
	• Deficits in offering and concept	o *deficits in offering without specific needs stated* o *lack of concept (lot of change, less consistency, unsustainable structure)* o *reductions due to financial situation (cost management)*	25%	7
	• No change required	o *tendency, statement*	42%	5
	• Refresher	o *repeat certain technical aspects, exchange experience, sharing best practice*	17%	2

Codes	Descriptors	Indications	SH	#R
	• Exchange and networking	o *learning from the experience of other leaders, better cope with challenging environment and difficult situations*	8%	1
(4) External training			42%	6
	• Benefit	o *university* o *military service* o *foster ability to perform leader function*	33%	5
	• Increase enrolment	o *develop personality, provide update on trends, refresh knowledge*	8%	1
(5) Improvement measures			83%	44
	• (i) Leadership techniques	o *art of UBS leadership for beginners, role changers, new joiners* o *skills to cope with environmental challenges (e.g. crisis, cost cutting, layoffs)*	17%	3
	• (ii) Line management	o *senior leader involvement, i.e. direction from the top, visibility, consistently filter down, skip levels, work with all levels, mutual network* o *role model and cascading leadership, i.e. walk the talk, structure, impulse*	67%	13
	• (iii) Networking	o *internal network, i.e. peers, senior management* o *mutual benefit, but more effort required* o *external networks to be fostered to avoid inbreeding*	17%	4
	• (iv) Leader development	o *desire of a leader to be developed by the superior and the organization* o *cover increasing requirements with various leadership development measures, e.g. self-learning, on-the-job, off-the-job internally or externally*	17%	2
	• (v) Leader involvement	o *leaders at lower levels to be more involved in the strategic development of UBS*	8%	1
	• (vi) Closing gaps	o *assess leadership population, identify and close leadership gaps* o *targeted and adjusted to all management levels*	8%	2
	• (vii) Systematic screening	o *more systematic approach to identify suitable leaders in the organization* o *establish separate process to detect leaders for the future challenges of UBS* o *lot of effort in talent development and processes, particularly challenging to find talented leaders*	17%	4
	• (viii) Research	o *empirically examine the impact of the crisis and the transformation in the financial industry on leadership*	8%	1
	• (ix) Diversity	o *no substantial progress in development of female leaders* o *lack of infrastructure support for female leaders (e.g. in-house childcare system, dry cleaner)* o *lack of networks that include women in a socially accepted way* o *existing prejudice in value systems, internal culture and superiors need to be willing to support female leaders* o *women need to become a natural part, not the only one making them feel uncomfortable all the time* o *factors mentioned more important than quotas, pull rather than push* o *women renouncing, decreasing pool of interested women*	8%	14

SH = Share = percentage of informants whose opinion can be ascribed to attribute (N=12); #R = number of references (not cumulative)

Source: own table based on case study data

The attributes in the table are not primarily sorted according to the number of respondents who refer to the attributes, but rather represent a meaningful account of the phenomenon based on the data analysis. The codes identified for leadership development measures are now described in

more detail.

(1) Foundations: One respondent mentioned that the fundamental characteristics of leadership should be included in leadership development. The intention would be to establish a consistent leadership philosophy that is trained and followed (ref. 1-36, 1-40). This informant also mentioned the issue of UBS following various trends in leadership development, but not having an *overall concept* (ref. 1-36). The same leader also suggested discussion about *which leadership approach* should be established within leadership development entailing three perspectives, namely empowerment and decentralized leadership that give leaders trust and autonomy; guided leadership implying more regulations or a directive; and a purely technical or managerial leadership approach (ref. 1-40).

(2) Experience: Two thirds of the leaders interviewed are of the view that leadership is learned and developed from experience (ref. 1-28, 2-189). This means, for example, by doing (ref 3-28, 8-26), on the job in daily business (ref. 2-197, 3-36, 12-36) where reaction and feedback is provided by followers (ref. 3-226) allowing the leader to reflect (ref. 2-197). It is important for future and developing leaders to get the *chance to practice* at the various levels (ref. 3-28, 7-204, 10-208). This requires that superiors believe in a future leader and allow trial and error (ref. 3-28, 7-204, 10-208). Furthermore, a certain time frame is needed for leaders to familiarize themselves with reality, requiring the superior to exercise patience (ref. 7-204, 10-208*)*. Two leaders remarked that superiors can be *role models* and a leader can learn and benefit from their experience (ref. 6-40, 7-204). Another discussion point was raised as to whether it is beneficial or not to have leadership experience before attending leadership training. *Prior experience* could allow them to ask specific questions as well as compare and link theory with reality (ref. 3-36).

(3) Internal training: All the UBS leaders interviewed comment on internal leadership training. It should be noted that they had attended internal leadership training of various formats and levels (ref. 1-24, 3-36, 3-224, 4-33, 5-179, 6-32, 7-24, 9-20, 10-24, 11-24, 12-28, 12-32). They also assessed the internal leadership training on offer. More than a third of the interviewees stated that they *benefitted* from internal leadership training indicating an appreciation of the methodology and learning it offered (ref. 2-97, 6-40, 6-156, 7-200, 8-24, 9-133). In addition to basic leadership knowledge, tools and technical aspects (ref. 6-40, 6-156), the exchange, sharing of best practice and mutual learning was positively emphasized (ref. 2-97, 5-195). Internal training also helps with role changes in an advancing career, revealing differences between the functions and addressing challenges (ref. 4-101, 9-133). However, half the leaders interviewed stated their skepticism about internal training, ascribing limited benefit to it (ref. 1-24, 1-28, 2-189, 3-28, 4-

33, 5-23, 4-208, 7-200). They particularly questioned whether leadership can be learned in a seminar and stated that theory is insufficient without practical experience (ref. 2-189, 3-28, 4-208, 7-200). Also there is the issue of standard training during an emergency period such as the financial crisis which can indeed appear *"bizarre"* (4-33). Content and methodology are also the subject of debate (ref. 4-208, 5-23, 7-200). One leader said he had learned more in external courses than in internal leadership training (ref. 5-19) specifically in military leadership training (ref. 5-19, 5-23). The external aspect will be addressed below (cf. code #4). Leaders also noted *deficits in the offering* without being specific about the needs (ref. 1-24, 3-308, 11-220, 11-224). They have the impression that there is a lot of change in the offering which leads to inconsistency and a lack of sustainable structure while a *concept* is seen as helpful (ref. 11-220, 11-224). Furthermore, they link the financial situation (cost management) with reductions and deficits in the offering (ref. 3-308). However, they also tended to respond that *no change* in the existing offering is *required* (ref. 5-187, 6-156, 9-137, 10-208, 12-340). Two leaders said they would appreciate having more *refreshers* to repeat certain technical aspects and exchange experience as well as best practice with other leaders (ref. 5-183, 7-200). One leader suggested fostering *exchange and networking* within and outside internal leadership training. Finally, learning from the experience of other leaders helps them to cope better with a challenging environment and difficult situations (ref. 3-292).

(4) External training: More than a third of the interviewed UBS leaders stated that they had benefitted from external training for example at university (ref. 1-28, 6-32) or in military service (ref. 5-19, 5-23) which improved their ability to perform their leadership functions (ref. 10-28). One leader suggested having more people attend external leadership seminars as they would develop personally, get updates on trends and the opportunity to refresh their knowledge, which would represent a good investment for UBS (ref. 8-260).

(5) Improvement measures: Nine improvement measures were developed from the data set. *(i) Leadership techniques* – Two leaders recommend fostering more *technical aspects in leadership* development particularly for beginners, role changers and new joiners to train them in the art of UBS leadership (ref. 1-40, 12-340). Further, skills should be incorporated in the training that help leaders to cope with environmental challenges, for example crisis, cost cutting, layoffs (ref. 12-340). *(ii) Line management* – Two thirds of the informants emphasized improvement measures for the hierarchy or line management as distinct from internal and external training, together with on-the-job learning on an individual basis. The *involvement of senior leadership* in leadership development is appreciated, as it starts at the top (ref. 3-284) providing direction but

their involvement needs to be visible and to filter down consistently in the organization so that it is understood (ref. 3-308, 3-288, 5-187, 7-220). Skipping levels and addressing seniors directly or conversely, that senior management knows the lower leadership levels and works with them, are seen as beneficial and leading to a stronger and mutual network (ref. 8-284, 10-212, 12-384). This could be put into action by leaders at all levels acting as *role models and cascading* leadership, i.e. living what is meant to be achieved in a structured way and giving the relevant impulse (ref. 3-280, 3-284, 4-97, 6-156, 6-160). *(iii) Networking* – Two leaders addressed the issue of networking that could foster leadership development. On one hand, it is the internal network that allows leaders to connect not only with peers but also with senior management (ref. 10-212, 12-348). This point has also been mentioned in the description of senior leadership involvement as both parties can benefit from networks (ref. 12-352). On the other hand, one leader raised the question of fostering networks outside UBS to avoid inbreeding (ref. 12-356). *(iv) Leader development* – Two leaders referred to leader development. One aspect is the desire of a leader to be developed by the superior and the organization (ref. 6-172). Another element are the growing requirements a leader faces which various leadership development measures could help with, be they self-learning and on-the-job measures or internal and external off-the-job training (ref. 10-204). *(v) Leader involvement* – One leader suggests that leaders at lower levels should be more involved in the strategic development of UBS, not only the senior levels (ref. 3-333). *(vi) Closing gaps* – One leader proposes an assessment of the UBS leadership population to identify and close any leadership gaps they may have (ref. 4-81) and that such interventions should include all management levels as targets for adjustment (ref. 4-93). *(vii) Systematic screening* – Two leaders suggested a more systematic approach to identifying suitable leaders in the organization (ref. 4-208, 9-133). The development of leaders upwards is only one element; the other is establishing a separate process to identify leaders for the future challenges of UBS (ref. 4-208). Although a lot of effort is invested in talent development and processes, it seems to be particularly challenging to find talented leaders (ref. 9-133). *(viii) Research* – One leader recommends an empirical examination of the impact of the crisis and the transformation in the financial industry on leadership (ref. 1-220). *(ix) Diversity* – finally one leader touched on the gender aspect of diversity and how female leadership could be fostered, as there seems to be no substantial progress being made (ref. 12-388). Several factors were indicated. One aspect is the lack of infrastructure support for female leaders (e.g. in-house childcare system, dry cleaner) which cost a lot when paid in full from a salary (ref. 12-388, 12-440, 12-428, 12-436). Another element is the lack of networks that include women in a socially accepted way (ref. 12-388, 12-396). Moreover, there is still prejudice in external value systems, but also in the internal culture and superiors

need to be willing to support female leaders (ref. 12-396, 12-400, 12-404, 12-416). Women have to be accepted as a natural part of the hierarchy and not the only one making them feel uncomfortable all the time (ref. 12-448*)*. The responding leader concluded that the factors mentioned are far more important than quotas, because they represent pull rather than push (12-444). Finally, it was also acknowledged that gender diversity is beneficial.

b. Document analysis. The organizational response to leadership development was investigated using the internal documentation available for a particular code. The review of corporate leadership development measures includes three codes namely *foundation (code #1), internal training (code #3) and improvement (code #5).* The 'UBS House view on leadership' provides a *foundation (code #1),* whereby the organization developed a comprehensive leadership philosophy in 2014 covering more than the aspect of internal training (ref. DOC37, 39). The leadership principles of people, client, and change/result leadership are embedded in four leadership development measures: one, leader development driving training and development; two, new and revised leadership programs as well as mentoring; three, leader hiring and driving recruiting efforts; and finally leader promotion, including key criteria for senior promotions. Further, the organization offers standard *internal training (code #3)* to managers of teams (e.g. Managing @ UBS 1 – M1) and managers of managers (e.g. Managing @ UBS 2 – M2). The focus in M1 is on the role change from follower to leader, managerial techniques such as resource management, delegation and MBO, leadership skills like coaching and communication as well as aspects of the leader personality (ref. DOC08). The M2 program provides enhancement of leadership and management skills with regard to vision and strategy, leadership philosophy, stakeholder collaboration and talent development (ref. DOC07). In addition, e-learning modules as well as toolkits, for example on change management, are offered to help build leadership and management skills on demand (ref. DOC11, 14). Moreover, specific induction and job onboarding activities, development (e.g. Senior Leader Program SLP) and networking measures are established for senior leaders, together with the offering on executive coaching (ref. DOC12). Development initiatives such as the cascaded implementation of 'UBS Principles and Behaviors' cover the executive level and the top senior leaders as well as all leaders and followers through conferences, senior leadership engagement and training programs (ref. DOC09). Also at the organizational level, *improvement measures (code #5)* are discussed. With the 'Integrated Leadership Development Strategy' it is not only the 'UBS House view on leadership' that is operationalized but also the individual elements of leadership development which are combined in a consistent framework (ref. DOC34, 47). Furthermore, they are aligned with the objectives on leadership effectiveness,

leadership succession pipeline, leadership confidence and leadership brand.

c. Conclusion. In this sub-section, several *practices of leadership development (RI4)* were extracted from the data. Four general measures including more conceptual ground work, appreciation of experience and the review of internal as well as external training were noted in the opinions of the UBS leaders interviewed. Contradictory statements were articulated with regard to internal training, ranging from identifying gaps to preserving the current offering. Several improvement measures were suggested, comprising off-the-job and on on-the-job initiatives, together with frequent exchange. In addition, the UBS leaders interviewed expect to be developed and included in organizational advancement. Following this explanation of leadership development measures (RI4), the section summary integrates all the components to address the fourth research sub-question (SQ4).

5.3.4 Section summary

The outcome of the analysis of the **research sub question on how leadership development is informed by existing approaches to leadership (SQ4)** is presented in this section summary. The investigation of leadership development using interview and documentation data and the procedure of within-case analysis provided results on the opinions of UBS leaders (interviews, rich description) and the organizational perspective (documents). Figure 5.4 combines and depicts the attributes of leadership development based on interviews and the documentation available. The figure indicates the importance of these attributes by showing the percentage of leaders who mentioned them, but it is not statistically representative of all UBS leaders. Below the figure, a summary of the two components of the research issue (RI4) is provided to address the fourth sub-research question on leadership development (SQ4). A comprehensive overview of the data structure developed is available in *Appendix I: Data structure*.

Figure 5.4: Attributes of leadership development (SQ4)

Theme (SQ)	Leadership development (SQ4)		
Category (RI)	**Future leadership (RI4)** (Driving force)	**Leadership development measures (RI4)** (State)	**Corporate leadership development** (Response)

Code
• Descriptor
○ *Indications*
	Sustainable frame [33%]
	• Consistency
	• Pendulum
	• Balance
	
	Leadership (leading people) [25%]
	• People leadership
	• Values (honesty, trust)
	
	Entrepreneurship [17%]
	○ *autonomy to develop business or client books*
	
	Information management [25%]
	• Information (input)
	• Communication (output)
	
	Flexibility [17%]
	○ *ability to adapt to new challenges*
	
	Addressing issues [8%]
	○ *challenge, speak up, influence, take action to solve the problem*
	
	Virtual organization [17%]
	○ *cope with technological advancement*
	
	Manage work-life-balance [8%]
	• Business pressure
	• Mitigation measures
	
	Enhanced performance systems [17%]
	• Team goals
	• Leadership goals
		Foundations [8%]
		• Overall concept
		• Preferred leadership approach to be defined
		
		Experience [67%]
		• Learn and develop from experience
		• Opportunity to practice
		• Role model
		• Prior experience
		
		Internal training [100%]
		• Attendance
		• Benefit
		• Limited benefit
		• Lack of offering and concept
		• No change required
		• Refresher
		• Exchange and networking
		
		External training [42%]
		• Benefit
		• Increase enrolment
		
		Improvement measures [83%]
		• Leadership techniques
		• Line management
		• Networking
		• Leader development
		• Leader involvement
		• Closing gaps
		• Systematic screening
		• Research
		• Diversity
			House view on leadership
			• Comprehensive leadership philosophy
			• People leadership, client leadership, change and result leadership
			• Leader development, leaders hiring, leader promotion
			
			Integrated leadership development strategy
			• Objectives
			  ○ Leadership effectiveness
			  ○ Leadership succession pipeline
			  ○ Leadership confidence
			  ○ Leadership brand
			• Measures
			  ○ Competencies
			  ○ Sourcing
			  ○ Onboarding
			  ○ On-the-job development
			  ○ Development offerings
			  ○ Assessment and review
			  ○ Succession planning
			  ○ Recruiting
			  ○ Performance and reward
			  ○ Communication

[%] = share of informants addressing the attribute (N = 12 = 100%)

Source: developed for this research based on case study data

One, the outcome of the analysis of **research issue 4 on *future leadership* as a component of leadership development** is summarized. Future leadership is a driving force, whereby the fundamental questions of leadership were addressed in the interview responses. The UBS leaders interviewed state that leadership will persist and the importance of people leadership remains unchanged. Furthermore, maintaining the appropriate balance between leadership and management represents an ongoing challenge (see also 4.2.4). A single leader needs to be able to cope with excessive information and to communicate appropriately. To allow autonomy to leaders and followers will strengthen the entrepreneurial spirit, bringing back empowerment which is seen as beneficial by a sixth of the interviewed leaders (see also 4.2.5 on the leader role and 4.3.3 on the evolutionary approach). Leaders have to constantly adapt to new situations and therefore require flexibility. Virtual organizations and modern technology for interacting with people will be both a challenge and an opportunity for leaders in future. Active leadership will persist due to the

need to address and solve issues. On the other hand, the ongoing pressure on leaders from a dynamic and demanding business environment makes a well-managed work-life-balance crucial to achieving long-term leader fitness. Performance measurement and reward systems were also discussed and confront leaders in the financial industry with a particular challenge.

Two, the outcome of the analysis with regard to **research issue 4 on *measures* representing practices of leadership development** is summarized in five accounts. *Firstly,* an expectation of a consistent foundation for leadership and an overall leadership concept was voiced by one informant. UBS is currently responding with the implementation of the 'UBS House view on leadership' from a conceptual perspective and an 'Integrated leadership development strategy' (ILDS) for implementation. *Secondly,* several leaders emphasized the value of leadership experience which should be fostered, whereby opportunities for practice should be offered to new and future leaders. *Thirdly,* internal training was a concern of all respondents as well as a subject of controversial debate. The benefits as well as the limitations were addressed. The statement that gaps exist is contrary to the opinions that no changes to the existing offering are required. The potential need for refreshers, exchange and sharing among leaders were voiced. *Fourthly,* more opportunities for external training are required. *Fifthly and finally,* nine concrete improvement measures could be identified in the data: (i) training in leadership techniques and currently required skills (e.g. crisis management, layoff management); (ii) increased senior leader involvement in directing and interacting; (iii) fostering internal networks at peer level and with senior management as well as external networks; (iv) continuous leader development using multiple measures such as on-the-job and off-the-job learning; (v) leader involvement in organizational advances, for instance being included in strategy workshops; (vi) assessing gaps in leadership together with targeted mitigation measures; (vii) systematic screening for future leaders and implementation of consistent processes regarding leader recruitment, selection and development; (viii) empirical research on leadership implications emerging form the financial crisis; and (ix) fostering diversity measures for female leaders.

In conclusion, the results presented in this section show that leadership development is informed by *existing approaches to leadership* as the responses seem to be targeted at *individual leaders* which indicates a *traditional approach to leadership.* Moreover, no specific development requirements that promote plural leadership were addressed. With the absence of genuinely new approaches to leadership in the data, no comments from UBS leaders' regarding related leadership development issues were identified. Having explored the four research sub-questions in the

case of UBS, including the entire population of interviewed leaders, the next section will use the embedded cases and management levels in a cross-case analysis.

5.4   Cross-case analysis

Section 5.4 presents the outcome of the cross-case analysis incorporating the four research sub-questions and related research issues and emphasizing the pattern that emerges from the data set. The analysis is based on the coded and clustered data as described in previous sections and a comprehensive overview is available in ***Appendix H1: Detail table of cross-case analysis***. The reporting of the cross-case analysis will embrace synthesis and display (cf. ***appendices H2 and H3***). As outlined in the methodology chapter (cf. 3.3.2), the case of the major Swiss bank UBS has two embedded cases, the Swiss unit and the International unit of Wealth Management. For references on the organizational details see ***Appendix A: Case and informants details (sampling)***. The three management layers, namely managers of teams, managers of managers and managers of departments in the interview sampling are of particular concern in the cross-case analysis. This section is therefore structured in two paragraphs: (*a*) *embedded cases* and (*b*) *management levels*.

a. Embedded cases. For the cross-case analysis of the embedded cases, the data set was examined according to the research sub-questions (SQ1-SQ4) and related research issues (RI1-RI4) to identify similarities and differences between the Swiss and the international units of Wealth Management. A visualization of the outcome of the comparison based on interview data is available in ***Appendix H2: Results overview of embedded case analysis***. Comments on the analysis results are provided with a focus on major findings, while disregarding any vague or contradictory statements expressed by the leaders. The cross-case analysis of the embedded cases shows, with regard to leadership understanding (SQ1), that the values honesty and trust are equally prized in the two units, as in the entire interview population and the organization as a whole. Integrity, credibility and passion are also common to both, whereas other values tend to be emphasized by the Swiss unit. On the other hand, the idea of a balanced, autonomous and changed leader role fostering motivated leaders appears to be more relevant for the international unit. Both units were concerned with cultural issues, as well as perspectives on leadership and management. Leadership principles both shared are providing direction and supporting followers as well as orientation on results. *In summary,* commonalities in further elements of understanding leadership (RI1b) were identified in values, philosophy, roles and principles, whereas no clear picture could be established of the basic assumptions on leadership (RI1a) and the individual or

mutual understanding of leadership.

In the application of leadership (SQ2) the international unit is more open to post-heroic forms of leadership (RI2a), with the focus on shared leadership than the Swiss unit which tended to reject post-heroic leadership and see more obstacles to it. The rationale for these views was due to external influences on leadership and organizational stability in the Swiss unit in particular (cf. next paragraph). On the other hand, a holistic view and the benefits of military leadership as other identified forms of leadership (RI2b) were shared by both units. Several attributes of reported leadership practices (RI2c) are applied in both units, such as leading people individually, close controlling, direct messages and feedback. Leading in times of crisis is also a common practice, as both units experienced the same events such as the financial crisis impacting on practical leadership.

The external influence on leadership (SQ3) reveals change, a dynamic environment, increased complexity and issues with performance systems, as shared environmental conditions for leaders. On the other hand, the more stable Swiss unit (cf. 5.2.2, code #7) perceives organizational stability, while leaders in the unit taking care of international clients are concerned by environmental uncertainty and internal politics in a broad organization as well as being more involved in virtual structures. The influence of the financial industry seems to affect the international unit to a greater extent, while the implications of the other attributes of transformation are experienced by both.

Future leadership as part of leadership development (SQ4) was a matter of more concern to the leaders of the international unit. However, a sustainable frame for leadership and an increasing demand for more entrepreneurial leadership in future was a concern of both units. Both units agree on the need for measures to improve leadership development. Both units acknowledged the added value of leadership experience and internal training. More external training was demanded by leaders of the Swiss unit.

With interview question D5 (cf. *Appendix C: Interview guide)*, the informants were asked about differences between leadership in the Swiss and the international unit. The leaders interviewed agreed that certain differences in leadership exist, because of the different nature of the business of advising Swiss and international clients; geographical dispersion; diverse legal and regulatory environments; and the broader organization in international Wealth Management. However, it was acknowledged that leadership cultures are converging and contrasts disappearing (ref. 6-120, 6-124, 7-124, 8-144, 8-148, 10-216, 10-224, 11-120, 12-192). Alignment is fostered by external

influences (e.g. environmental conditions, transformational implications) and cultural change initiated at the UBS Group level (e.g. UBS Principles & Behaviors, House view on leadership).

b. Management levels. The cross-case analysis of the management levels is founded on the interview data to the research sub-questions (SQ1-SQ4) and related research issues (RI1-RI4). With the comparison between the three management levels (1) managers of teams, (2) managers of managers and (3) managers of department, similarities and differences were identified. A visual of the outcome is available in ***Appendix H3: Results overview of management level analysis***. Comments on the analysis results are provided with the focus on major findings while disregarding vague or contradictory responses. The cross-case analysis of the management levels on *leadership understanding (SQ1)* indicates that basic assumptions (RI1a) are of concern to all levels of management. Similarly, further elements of understanding leadership (RI1b) were shared by the three management levels, whereby the values were of particular importance in the responses of managers of managers. Almost all managers provided an opinion on their philosophical view of leadership and management Cultural aspects were emphasized by higher ranked managers in the second and third lines of management. The elements of function, importance, and change profiling the leader role were mainly the concern of managers of teams. Managers of managers voiced the leadership principles that were echoed by some managers of teams. With regard to *leadership application (SQ2),* managers of departments unanimously rejected post-heroic forms of leadership (RI2a) and noted obstacles to post-heroic forms of leadership while a contrasting opinion was voiced by managers of teams and managers. No trend was detected about the other forms of leadership (RI2b) probably due to the small number of respondents. However, the qualitative and not quantitative aspects were of interest in this study (cf. 4.3). Key elements of leadership practice (RI2c) mentioned are close controlling, mentioned by the all the interviewees, as well as the practice of leading people individually. On the other hand, several practices that were mentioned are applied at all management levels to a greater or lesser extent. Again, the focus was on the qualitative description. In the *external influence (SQ3),* the environmental conditions affected leadership of higher ranked managers more intensively than managers of teams. All levels of management experienced transformational implications for leadership. No specific pattern could be ascribed to management levels regarding *future leadership (RI4),* but provided general qualitative insight in the within-case analysis. On the *leadership development measures (RI4),* all management levels voiced an opinion on internal training and provided feedback on improvement measures. To benefit from leadership experience was of particular importance to managers of teams. *In summary,* the responses show more commonalities than differences be-

tween the three management levels. Comparison of the Swiss and international Wealth Management units indicates growing convergence in leadership and management levels on the examined aspects of leadership. The next section now concludes chapter 5 on the second part of the results reporting.

5.5   Conclusion

Chapter 5 presented part two of the data analysis results on the phenomenon of contemporary leadership understanding and practice (RQ). Data was examined and structured according to four research sub-questions and related research issues. The results were developed from interviews with twelve carefully selected UBS leaders. Their opinions on the phenomenon were enhanced with the corporate view acquired from internal documentation. Data analysis procedures of within case-analysis and cross-case analysis were applied in the second part of the results reporting, whereby rich description of external influence on leadership (SQ3) and leadership development (SQ4) was provided. Descriptors and indicators were tabulated to condense and characterize data while co-occurrence analysis of codes enabled the network view. The results of each research sub-question were integrated in a summary section and visualized in charts. An overview of the data structure developed is available in *Appendix I: Data structure*.

External conditions define the contextual situation for leadership and transformation tends to affect the UBS leaders' understanding and application of leadership (RI3). No fundamental change in core leadership was reported by the UBS leaders interviewed. However, their thoughts about future leadership indicate that leaders have to remain reflective in leader mind-set and flexible in leader action while adjusting to an advancing environment. Leadership development (RI4) should therefore provide a holistic conceptual approach and appropriate implementation and development measures.

Finally, the cross-case analysis showed that the Swiss and international units of Wealth Management examined as well as the three levels of management, i.e. managers of teams, managers and departments to a great extent share the understanding and practice of leadership as well as transformational implications and leadership development presented here.

In chapters 4 and 5, the data analysis results were presented but not yet interpreted and compared with the literature. Chapter 6, the discussion and conclusions will address the implications of this case study.
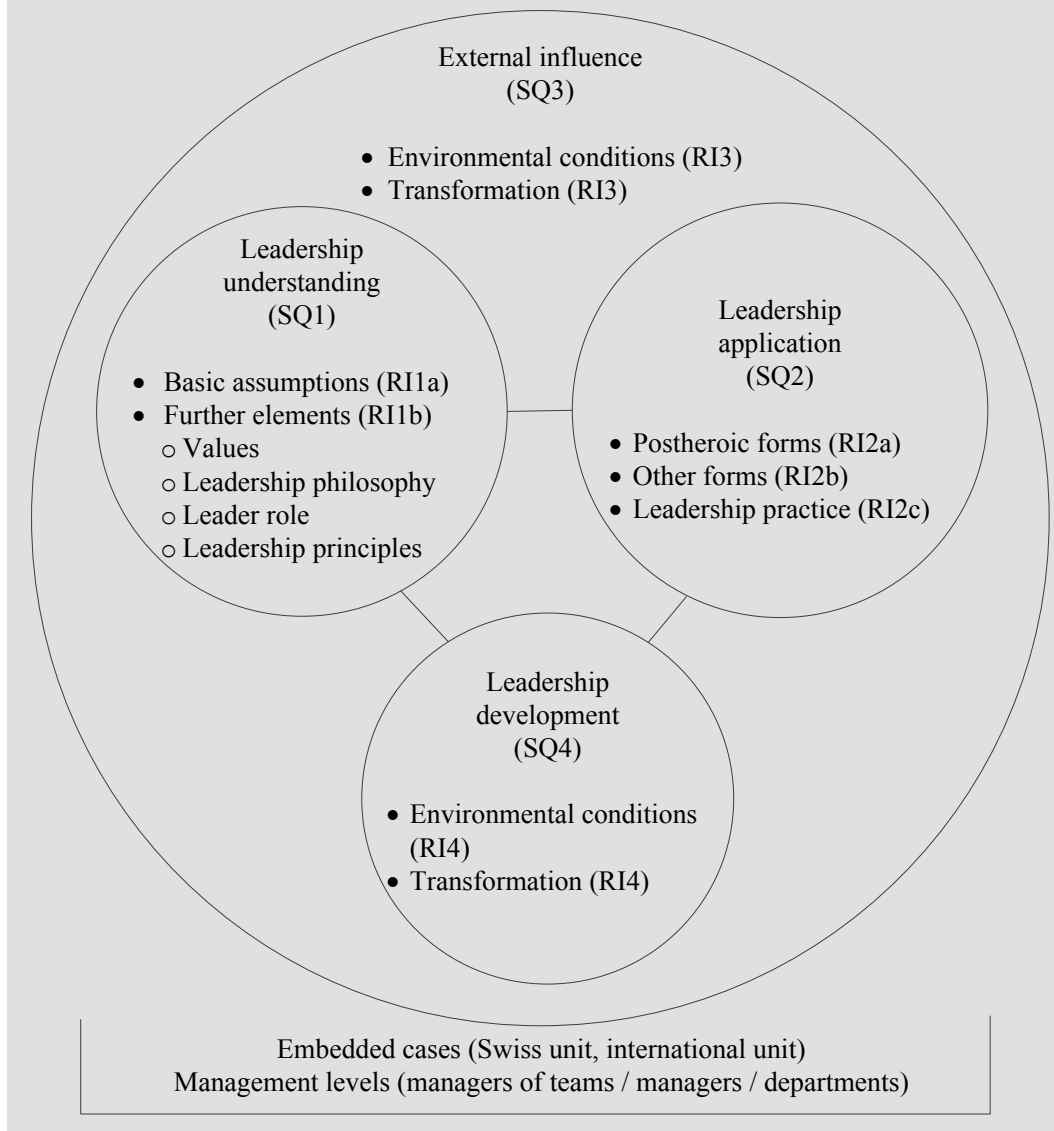
Chapter 1 Introduction

Chapter 2 Literature review

Chapter 3 Methodology

Chapter 4 Results – Part I

Chapter 5 Results – Part II

External influence
(SQ3)

- Environmental conditions (RI3)
- Transformation (RI3)

Leadership
understanding
(SQ1)

- Basic assumptions (RI1a)
- Further elements (RI1b)
  o Values
  o Leadership philosophy
  o Leader role
  o Leadership principles

Leadership
application
(SQ2)

- Postheroic forms (RI2a)
- Other forms (RI2b)
- Leadership practice (RI2c)

Leadership
development
(SQ4)

- Environmental conditions
  (RI4)
- Transformation (RI4)

Embedded cases (Swiss unit, international unit)
Management levels (managers of teams / managers / departments)

Chapter 6 Discussion and conclusions

Qualities, concepts, aggregated dimensions (Gioia template)
Tentative case framework, tentative case models, tentative propositions

6   Chapter 6 Discussion and conclusions

6.1   Introduction

In the previous chapters the data analysis results were presented according to the four research sub-questions (SQ) and related research issues (RI). The purpose of this chapter is to discuss the findings, recognize the implications and present the conclusions about the case research on contemporary leadership understanding and practice (RQ). As outlined in the methodology chapter (cf. section 3.5) the development and display of findings are guided by the Gioia template (see Gioia, Corley & Hamilton 2012; Langley & Abdallah 2011). Concepts were created, discussed and assigned to the aggregated dimensions of heroic and post-heroic leadership. The results are compared with the research described in the literature review (cf. chapter 2). Contemporary literature (2013-2015) is integrated in this final chapter to support the conclusions drawn. Enhancing the discussion with recent literature is recommended by Perry (2013). Furthermore, the contributions of this research to the body of knowledge on heroic and post-heroic leadership, stakeholder theory, external influence on leadership and leadership development are reviewed. The original contribution of this study is a tentative case framework, case model and propositions together with recommendations for leader action. Again, the interpretation of the outcome of this qualitative case study is guided by the research question (RQ), the four research sub-questions (SQ) and related research issues (RI) as outlined in figure 6.1.

Figure 6.1: Guiding questions for chapter 6

Source: developed for this research

Chapter 6 with the discussion and conclusions is organized in nine sections visualized in a diagram in figure 6.2.

Figure 6.2: Outline of chapter 6

Chapter 1 Introduction	6.1 Introduction
Chapter 2 Literature review	6.2 Conclusions about research questions
Chapter 3 Methodology	6.3 Conclusions about the research problem and contribution to leadership theory
Chapter 4 Results – Part I	6.4 Further implications for theory
Chapter 5 Results – Part II	6.5 Implications for managerial practice
	6.6 Implications for methodology
Chapter 6 Discussion and conclusions	6.7 Limitations of this research
	6.8 Directions for further research
	6.9 Conclusion

Source: developed for this research

The introduction (6.1) provided an overview of the sixth chapter's content. Conclusions about the four research sub-question (SQ) are drawn in the following section (6.2) addressing each of the related research issues (RI) and using the prior research detailed in chapter 2 as well as current literature to compare and contrast the findings with the literature (Perry 2013). This section also includes the conclusions about the research question (RQ) leading to a tentative case framework on contemporary leadership understanding and practice (cf. figure 6.8). The third section (6.3) presents conclusions about the research problem incorporating the outcome of the network view. This discussion results in a tentative case model (cf. figure 6.9) as well as tentative propositions (TP). Implications for theory (6.4), practice (6.5) and methodology (6.6) are presented in the subsequent sections. The limitations are addressed (6.7) and directions for further research provided (6.8). Finally, chapter 6 and the study are concluded in section 6.9. Following the outline of the sixth chapter, the next section presents the findings and places them in the context of the relevant literature.

6.2 Conclusions about research questions

6.2.1 Leadership understanding (SQ1)

This sub-section presents the discussion and conclusions about the first research sub-question on the leadership understanding of Wealth Management leaders in the case of the major Swiss bank UBS. It represents the leader mind-set. Accordingly, this research sub-question asks:

> SQ1: How do leaders understand leadership and what are their basic assumptions?

This research sub-question entails <u>two</u> related research issues (RI1a / RI1b). The <u>*first research issue*</u> investigates the basic assumptions signifying beliefs and attitudes about business conduct and building a foundation for leadership. The research issue thus aimed to:

> RI1a: Identify the basic assumptions of leaders toward an individual or a mutual notion of leadership and reveal further constituents.

The findings are based on the results reported in sub-section 4.2.2 together with the summary presented in sub-section 4.2.7. They include *three* <u>concepts</u> about basic assumptions of leadership.

One, conjoint agency in the basic assumptions of the leaders is addressed. The <u>concept of a mutual understanding of leadership</u> was identified in the UBS leaders' statements on their leadership understanding. The core of this concept is represented by four specific qualities: 1) the first quality is the *willingness to collaborate.* This implies a leader mind-set entailing the intention to cooperate with others, build a collegial connection, foster the use of synergies, show tolerance as well as share actively with stakeholders. 2) A second quality is the leader's *motivation to provide and receive support*. This means interacting in both directions, whereby the leader allows followers to ask for support and actively asks them for their opinions. 3) The third quality that was detected requires the leader to *act in favor of the stakeholders.* The leader aims to overcome selfishness. 4) Finally, the fourth quality representing a mutual understanding of leadership displays some pre-conditions for conjoint agency. On the level of the leadership team, a complementary composition of leaders, with a match of preferences and skills, will lead to joint value creation instead of the pursuit of individual value. On the level of followers, the exchange should be mutual and consistent. Leaders and followers acknowledge the need for each other. The result is the finding that *stakes of leaders and followers* in the team *should be balanced*.

The findings on conjoint agency were compared with prior research (cf. 2.4 and 2.5) namely post-heroic forms of leadership (e.g. Avolio, Walumbwa & Weber 2009; Denis, Langley & Sergi 2012; Fletcher 2002, 2004) requiring mutual leadership and stakeholder theory addressing a mutual notion in the narratives of leadership (e.g. Freeman, Martin & Parmar 2007). In table 6.1, the level of consistency between the UBS case study and literature is presented. The purpose of this comparison is to draw conclusions about the aggregated leadership dimension emerging from the concept of a mutual understanding of leadership (conjoint agency).

Table 6.1: Comparison of findings on mutual understanding of leadership

Case study qualities**	Corresponding author(s) and related core elements*		Degree of agreement
1) Collaboration and sharing 2) Support and mutual interaction 3) Favorable behavior 4) Balance in stakes of leaders and followers	Fletcher (2002)	Post-heroic model of leadership • Conjoint instead of individual achievement • Collaboration and mutual influencing not commanding and controlling • Relational leader skills beyond personality	*The concept of a mutual understanding of leadership is **consistent to a great extent.*** However, equality between leaders and followers is not inherent to the respondents' opinion.
1) Collaboration and sharing 2) Support and mutual interaction 3) Favorable behavior	Fletcher (2004)	Enhancing the post-heroic approach • Shift from single to collective focus / success: joint responsibility and merge of leader and follower skills • *"Shift in notion of self"* (p. 649): relational, interactive, interdependent leader, *"open to "being led" by others"* (p. 649) • Shift in knowledge creation: *"mutual learning"* and *"relational skills"* (p. 650)	*The concept of a mutual understanding of leadership is **consistent to some extent.*** However, the ultimate shift in the self-understanding of the leader entailing common accountability, egalitarian relationship and collective learning is not reflected in the perspective of the UBS leaders interviewed.
1) Collaboration and sharing 2) Support and mutual interaction	Avolio, Walumbwa and Weber (2009)	Progress in leadership, (relevant summary points, p. 442) • Follower being integrated (#4) • Leadership being shared (#7)	*The concept of a mutual understanding of leadership is **consistent to some extent.*** Data shows a leader mindset that involves the follower, which is at the same time limited to supporting and listening. Leadership is shared among peer leaders.
1) Collaboration and sharing 2) Support and mutual interaction	Denis, Langley and Sergi (2012)	Leadership in the plural • Leadership as collective not individual • Built from interaction • Mutual leadership within group; outside group; across hierarchy; and detached from individuals	*The concept of a mutual understanding of leadership is **consistent to some extent.*** Collaboration and interaction are included, whereas sharing of leadership is limited to peers in leadership team.
1) Collaboration and sharing 2) Support and mutual interaction 4) Balance in stakes of leaders and follow-	Freeman, Martin and Parmar (2007)	Principles of stakeholder capitalism • Cooperation as social process to create value (Nr. 1, p. 311) • Inclusion of stakeholders e.g. followers (Nr. 2, p. 311)	*The concept of a mutual understanding of leadership is **consistent to some extent.*** Three out of six principles were present in the case study findings.

Case study qualities**	Corresponding author(s) and related core elements*	Degree of agreement
ers	• Persistent cooperation creates new values (Nr. 5, p. 312)	

* i.e. *not* entailing a comprehensive presentation of each research article, rather relevant aspects / statements were extracted to compare this case study with prior research; ** First order qualities being part of the concept of a mutual leadership understanding, 1)-4) = number of quality in the introduction text of the table (cf. page 201); (p.) = direct reference; [p.] = indirect reference

Source: developed for this research based on case study data and referenced literature

In summary, the qualities that characterize the concept of a mutual understanding of leadership in the UBS case reflect the tabulated literature to some degree. Despite the fact that a mutual understanding of leadership in the basic assumptions of the UBS leaders interviewed could be identified, a key shift in mind-set was not detected. The inconsistency with prior research is due to a lack of statements relating to conjoint leadership responsibility and success (Fletcher 2002, 2004), the ignoring of equality between leader and followers (Avolio, Walumbwa & Weber 2009; Denis, Langley & Sergi 2012; Fletcher 2002, 2004) and the idea of joint leadership effort replacing single leader agency (Moore Johnson 1997). Figure 6.3 depicts the first order qualities and second order concept of conjoint agency, together with the aggregated dimensions of the basic assumptions about leadership.

Two, individual agency in the basic assumptions of the leaders is reviewed. The concept of an individual understanding of leadership was identified in the UBS leaders' statements on their leadership understanding. The core of this concept is represented by five particular qualities: 1) The first quality is that *the leader as a person is vital.* This refers to the characteristics and behavior of a single leader for example education, experience, leadership philosophy, ambitions and success. 2) The second quality is that the leader is required to set the direction and remains *individually accountable for decisions taken.* 3) The third quality relates to the view that individual agency is cultivated when the leader *focuses on a single stake.* This means, for example, a unique focus on a prevailing stakeholder such as the manager or an emphasis on quantitative objectives such as the financials or incentives. 4) A fourth quality is perceived as hindering collaboration when leaders *disregard other stakeholders.* This happens when leaders behave selfishly and ignore others, for example their followers, peers or clients. 5) Finally, the fifth quality in an individual understanding of leadership is related to the *specific environmental conditions of the financial industry.* The opinion was expressed that a tendency to cultivate individual agency is fostered by the performance reward systems in banks. Performance measurement on an individual basis represents a key characteristic of this approach.

Three, a new aspect was identified that goes beyond a mutual or individual understanding of leadership. The <u>concept of the leader's thinking about their world view</u> drives the understanding of leadership. Four statements build a common denominator as a foundation for leadership: a) the leader's desire to work with people; b) the leader's claim to headship; c) the leader's awareness of responsible leadership behavior; and d) diversity in the leader's perspectives including long-term orientation and areas of interest beyond pure bank leadership.

The findings on individual agency and world view were compared with prior research (cf. 2.3 and 2.5) namely heroic forms of leadership (e.g. Avery et al. 2004; Bass & Bass 2008; Bolden 2011; Chemers 2014; Huff & Möslein 2004; Northouse 2012; Yukl 2012) and stakeholder theory (e.g. Freeman, Martin & Parmar 2007; Parmar et al. 2010). In table 6.2, the level of consistency between the UBS case study and the literature is presented. The purpose of this comparison is to draw conclusions about the aggregated leadership dimension, from the concepts of an individual understanding of leadership (individual agency) and the leaders' expression of their world view.

Table 6.2: Comparison of findings on individual agency and world view

| Case study qualities	Corresponding author(s) and related core elements*		Degree of agreement
1) Individual leader relevance (characteristics, behavior) 2) Individual leader accountability (individual agency) 5) Environmental conditions of financial industry (individual performance) b) Claim for headship as world view	Bolden (2011)	Introducing the traditional view • Leadership as outcome of individual agency • Traditional leadership entailing individual leader characteristics and activities Originating distributed leadership • Individual understanding, leader-centric approach (addressing its limitations) • *"Remain enamored of the 'romance of leadership'"* (p. 254), i.e. overestimating <u>single leader achievements</u>	*The concept of an individual understanding of leadership is **consistent to a great extent with Bolden's description of a traditional leadership approach.***
1) Individual leader relevance (characteristics, behaviors) a) Desire to work with people b) Claim to headship as world view	Bass and Bass (2008); Chemers (2014); Northouse (2012); Yukl (2012)	Traditional forms of leadership • Individual level (e.g. traits, skills, mind-set, behavior) • Contingencies integrating situational leadership • Transactional and transformational leadership	*The concept of an individual understanding of leadership is **consistent to a great extent with the traditional forms of leadership described.***
3) Focusing on a single stake 4) Disregarding other stakeholders	Freeman, Martin and Parmar (2007)	Stakeholder capitalism • *"The problem of the <u>dominant group</u>"* (p. 309) • *"The Principle of Stakeholder <u>Cooperation</u>"* (p. 311)	*The concept of an individual understanding of leadership is **consistent to a great extent with the cultivation of individual agency described.*** This mind-set emerges from a single-stake focus and disregard of others.

Case study qualities	Corresponding author(s) and related core elements*		Degree of agreement
3) Focusing on a single stake c) Awareness of responsible business behavior	Freeman, Martin and Parmar (2007)	Stakeholder capitalism • *"The problem of business ethics"* (p. 309) • *"The Principle of Stakeholder Responsibility"* (p. 311)	*The concept of an individual understanding of leadership is* ***consistent to some extent with the issue of ethics in leadership described.*** However, the world view shows increased awareness for business ethics and related responsibility.
	Parmar et al. (2010)	Stakeholder theory • Leader mind-set: combination of business and ethics [p. 405]	

* i.e. *not* entailing a comprehensive presentation of each research article, rather relevant aspects / statements were extracted to compare this case study and prior research; (p.) = direct reference; [p.] = indirect reference, 1)-5) = first order qualities of individual understanding; a)-d) = first order qualities of world view

Source: developed for this research based on case study data and referenced literature

In summary, the qualities that characterize an individual understanding of leadership are reflected in the tabulated literature to a high degree. The leaders' world views show *no* relation to plural leadership (cf. figure 4.3) but focused on the individual leader. The individual notion in their world views was identified from the comparison with prior research. Furthermore, the risk of negative effects (see qualities 3 and 4) is still seen as inherent to individual agency by the respondents. However, a world view including awareness of ethics and the existence of a mutual understanding of leadership in basic assumptions (see earlier paragraphs) provide some mitigation for this issue. Figure 6.3 depicts first order qualities, second order concepts and aggregated dimensions of the basic assumptions of leadership as explained and compared in the preceding paragraphs.

Figure 6.3: Findings on the basic assumption of leadership (RI1a)
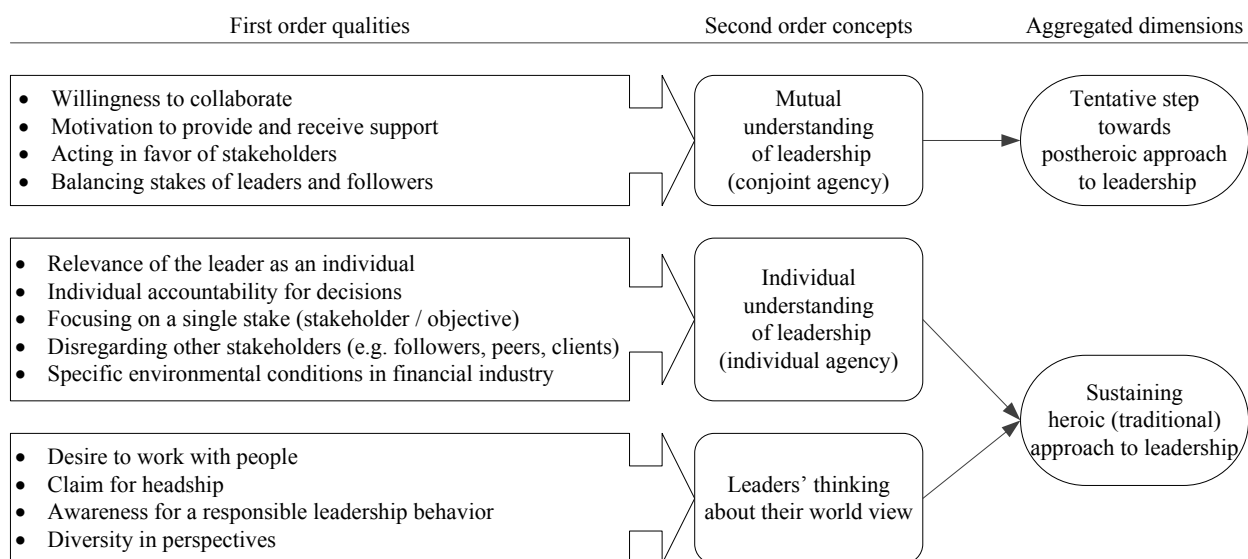
Source: developed for this research based on case study data and Gioia template

A conclusion and contribution from the UBS case study is that, the second order concept of a mutual understanding of leadership (conjoint agency) represents a **driving force to a tentative step towards a post-heroic approach to leadership,** i.e. the post-heroic dimension (cf. 2.4). On the other hand, the concepts of an individual understanding of leadership (individual agency) and the leaders' thinking about their world view represent a **driving force that sustains a heroic (traditional) approach to leadership,** i.e. the heroic (traditional) dimension (cf. 2.3). Lastly, the aspects of stable and dynamic environments in the approach to leadership (cf. table 2.2) as addressed by various authors (e.g. Pearce 2004; Schneider 2002; Uhl-Bien, Marlon & McKelvey 2007) was not represented in the basic assumptions about leadership expressed.

The *second research issue* on leadership understanding (SQ1) covers the further elements that constitute the leadership understanding of the UBS leaders interviewed. The research issue aims to:

> *RI1b: Detect further elements that represent contemporary leadership understanding.*

Four elements were developed from the data-set including: values; leadership philosophy; leader role; and leadership principles. The findings are based on the results reported in sub-sections 4.2.3 to 4.2.6 together with the summary presented in sub-section 4.2.7. They entail *five* concepts representing further elements of contemporary understanding leadership.

One, the concept of values and culture that build a foundation for leadership includes three qualities. 1) The values *honesty, trust and openness* emerge as equally essential in the opinion of the leaders and the organization, together building a set of basic beliefs that sustains other elements of leadership understanding and practice. 2) Culture represents a vital foundation for leadership. This means that *corporate culture drives the common understanding of leadership.* 3) However, *leadership needs to matter to build common ground* and to overcome the lack of a consistent leadership philosophy at UBS.

Two, the concept of leadership philosophy as the current thinking about leadership entails two specific perspectives about leadership. 1) The leader needs to have a vision that represents the leadership philosophy of *knowing what the right thing to do is and to set the direction.* 2) Another aspect of the leadership philosophy is the leaders' opinion on leadership and management, whereby *leadership is guiding and developing people* and *management represents a craft that provides structure for leader activities.* It is crucial to seek *appropriate balance* between these approaches to maintain *sustainability.*

Three, the understanding of leadership also involves the <u>concept of the current profile of the leader role</u>. Five distinct qualities define the leader's role profile. 1) The leader role is important as the *leader is needed for decision making and direction setting.* 2) The influence of a leader is closely linked to responsibility. This implies a holistic approach to leadership and the expectation that the leader take *ownership and accountability for leader activities*. 3) With a leader role that includes *capable and inspired leadership*, the leader enjoys a certain autonomy and is motivated. In addition, leader preferences and skills are matched and developed. The opinions expressed were that this will foster a positive leadership attitude. 4) UBS informants ascribed the functions of enabler, coach, supporter and evaluator to the leader role resulting in an *empowerment to guide*. 5) However, the leader role has changed considerably forcing them to cope with increased complexity and requiring *qualified and active leaders following the financial crisis.* This requires a profile that is clarified and activities that are aligned.

Four, the <u>concept of the leadership principles as basic rules on how leadership is exerted</u> completes the interviewed UBS leaders' contemporary understanding of leadership. It incorporates seven notions of exerting influence. 1) The human aspect, the leaders' empathy and the orientation to human relationships denoting to *work with people and care about them. 2) To achieve results* ensuring a targeted delivery and meeting objectives. 3) The expectations of proficient, exemplary and credible behavior requiring the leader *to act as role model and to lead by example.* 4) A key task is exerting influence with the purpose of modeling the way through decision making and *giving direction.* 5) Similarly, the leader assists the followers with comprehension and *provides support* in the form needed for goal achievement. This could signify, for example, conceptual, material and psychological support, providing resources or acting as a door opener. 6) The UBS leader enables followers to act and sets the boundaries by *allowing autonomy for direct reports and followers.* 7) Lastly, leader and followers need to comprehend each other as well as their duties on a reliable basis. This is expressed by the principle of *knowing your employees and their activities*.

Five, UBS as an organization responded with <u>enhanced corporate principles</u> including *client leadership; change management; business collaboration and functional objectives* (e.g. diversity, talent, risk, efficiency).

The findings on further elements of understanding leadership were compared with prior research. In table 6.3, the level of consistency between the UBS case study and literature is presented. The purpose of this comparison is to draw conclusions about the aggregated dimension of leadership emerging from the different concepts that represent further elements of understanding leadership.

Table 6.3: Appraisal of findings on further elements of understanding leadership

Case study concepts	Corresponding author(s) and related aspects*	Degree of agreement
Values and culture building foundation for leadership	Szabo et al. (2001) • Values as intrapersonal factors [Fig. 1] • Culture as contextual factor influencing leader behavior [p. 227] Bass and Bass (2008) • Values as leader characteristics differing from follower values [p. 167]; recognizing the importance of some shared values [p. 168] Yukl (2012) • Values as individual attributes representing the leader's mind-set *"about what is right and wrong"* (p. 143) • Culture representing a common set of basic assumptions and beliefs supporting individuals' confidence and clarity [p. 282] Carter and Greer (2013) • Values influencing the leader's choice [p. 376]	*The concept of values and culture shows a **close relation** to prior research emphasizing an **individual understanding of leadership** (see also table 6.2).* Respondents ascribe values to single leaders and acknowledge being influenced as leaders by the leadership culture.
Leadership philosophy as current thinking about leadership (i.e. vision, perspective on leadership and management)	Yukl and Lepsinger (2005) • Leadership behaviors (task, relation, change) to endorse leadership *and* management role [pp. 364, 363, 365] Bass and Bass (2008) • Leader to voice future perspective shared by followers [pp. 587, 616] Northouse (2015) • Leader to guide followers and to picture future with vision [pp. 149-162] • Leaders influencing followers towards change (leadership) and within determined system (management) [p. 7]	*The concept of leadership philosophy entails a **tendency towards an individual understanding of leadership.*** A single leader is responsible for developing and implementing leadership philosophy that is shared by followers but does not include them in defining it. Leader behavior related to traditional leadership.
Contemporary profile of the leader role (e.g. leader importance, capability, empowerment)	Sachs and Rühli (2011) • Role of leaders – majority of leaders in examined empirical cases represent instrumentalist type, i.e. *"to improve their [leaders'] competitive advantage by including stakeholders"* (p. 169) Yukl (2012) • Managerial roles based on Mintzberg (1973) to incorporate managerial position, managerial behavior and follower guidance [pp. 45-47]	*The concept of the leader role profile **tends to take a traditional leader perspective.*** Again, positional, behavioral and guiding aspects showed similar individualistic emphasis in findings and literature. Instrumentalist leader behavior cultivates traditional view of leadership as including individual leader success.
Leadership principles as basic rules for exerting influence	Avery and Bergsteiner (2011) • 23 sustainable leadership practices compared between the philosophy of sharing and the philosophy of toughness; sustainable approach involving conjoint agency [p. 7]	*The concept of leadership principles entails included some consistency with the concept of sustainable leadership practices.* Similarities occur between leadership principles and sustainable leadership practices • Caring / knowing your employee,

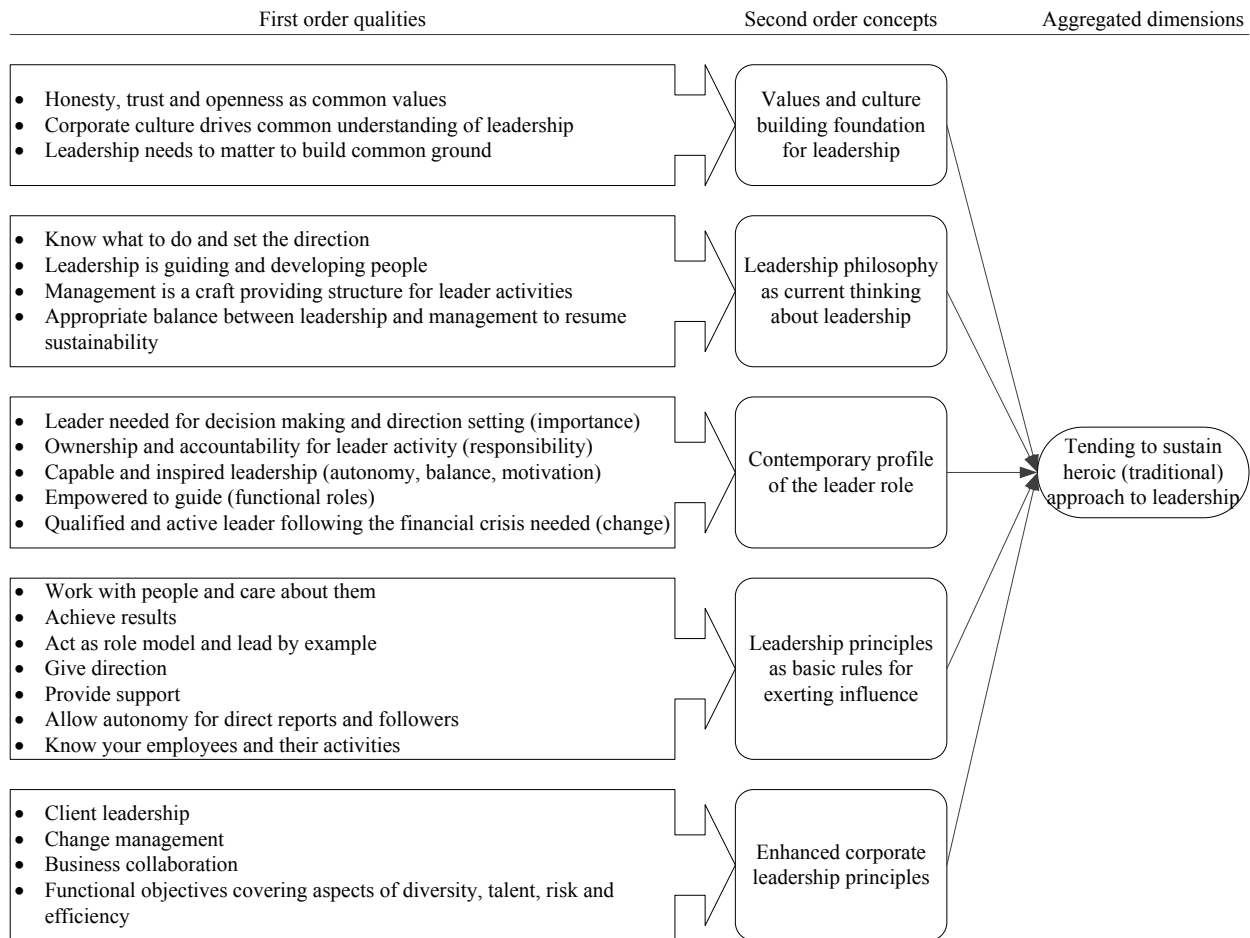| Case study concepts	Corresponding author(s) and related aspects*	Degree of agreement
		e.g. 1. developing people, 2. labor relations, 5. valuing staff, 22. staff engagement
		• Direction, e.g. 14. vision
		• Autonomy, e.g. 16. self-management
		However, the approach to leadership remains ambivalent as principles include aspects of both conjoint and individual agency.

* i.e. *not* entailing a comprehensive presentation of each research article, rather relevant aspects / statements were extracted to compare this case study and prior research; (p.) = direct reference; [p.] = indirect reference

Source: developed for this research based on case study data and referenced literature

In summary, the concepts that describe further elements of understanding leadership vary in their degree of consistency with the tabulated literature. On the one hand, values and culture together with leadership philosophy and leader role display heroic approaches to leadership as expressed by the related attributes such as intrapersonal, leader characteristics or behavior. On the other hand, the leadership principles display elements of both traditional and advanced approaches to leadership. Particular leadership principles namely caring, knowing your employee and autonomy reveal the mutual understanding involved with sustainable leadership practices (Avery & Bergsteiner 2011). However, the leadership principles are voiced and exerted by single leaders resulting in some degree of disparity with the post-heroic approach. Figure 6.4 depicts first order qualities, second order concepts and aggregated dimension of further elements of understanding leadership as explained and compared.

The second order concepts of values and culture represent a **driving force** while the concepts of leadership philosophy, leader role and leadership principles indicate **current state or response.** The aggregation of these concepts reveals a tendency to **sustain the heroic (traditional) dimension** (cf. 2.3).

Figure 6.4: Findings on further elements of understanding leadership (RI1b)

First order qualities | Second order concepts | Aggregated dimensions

- Honesty, trust and openness as common values
- Corporate culture drives common understanding of leadership
- Leadership needs to matter to build common ground

Values and culture building foundation for leadership

- Know what to do and set the direction
- Leadership is guiding and developing people
- Management is a craft providing structure for leader activities
- Appropriate balance between leadership and management to resume sustainability

Leadership philosophy as current thinking about leadership

- Leader needed for decision making and direction setting (importance)
- Ownership and accountability for leader activity (responsibility)
- Capable and inspired leadership (autonomy, balance, motivation)
- Empowered to guide (functional roles)
- Qualified and active leader following the financial crisis needed (change)

Contemporary profile of the leader role

- Work with people and care about them
- Achieve results
- Act as role model and lead by example
- Give direction
- Provide support
- Allow autonomy for direct reports and followers
- Know your employees and their activities

Leadership principles as basic rules for exerting influence

- Client leadership
- Change management
- Business collaboration
- Functional objectives covering aspects of diversity, talent, risk and efficiency

Enhanced corporate leadership principles

Tending to sustain heroic (traditional) approach to leadership

Source: developed for this research based on case study data and Gioia template

In conclusion, the findings revealed indications for a mutual understanding in the basic assumptions of leadership (RI1a). At the same time, the individual understanding of leadership together with the leaders' world views sustain the heroic leadership dimension. Similarly, the further elements of the leadership understanding (RI1b) tend to be based on a traditional leadership mindset. In the next sub-section, the second research sub-question on leadership application is addressed.

6.2.2   Leadership application (SQ2)

This sub-section presents the discussion and conclusions about the second research sub-question on leadership application in the case of the major Swiss bank UBS. It deals with leader action. This research sub-question asks:

SQ2: How do leaders apply leadership?

This research sub-question entails *three* related research issues (RI2a / RI2b / RI2c). The *first research issue* investigates the application of advanced or post-heroic forms of leadership described as distributed, shared, collective, and plural leadership in the literature. The research issue:

> *RI2a: Examines the application of traditional or heroic forms of leadership as well as advanced or post-heroic forms of leadership.*

The findings are based on the results reported in sub-section 4.3.2 together with the summary presented in sub-section 4.3.5. Indications for the existence of *post-heroic forms of leadership* were noted in the data. However, they appear to be **focused on shared leadership among peer leaders (leadership team).** A post-heroic approach to leadership entails *four* concepts.

One, the concept of value creation comprises the leaders' sponsorship of post-heroic forms of leadership when a valuable contribution could be observed. Positive experience with such forms leads to affirmative reaction and a perception of practicability and usefulness. Furthermore, the combination of leader strength results in the recognition of creating added value.

Two, the concept of negative perception notes the respondents' denial inherent to an ambiguity about the feasibility of post-heroic forms. One rationale for rejection emerges from a disbelief in the possibility of a successful implementation of such forms. Another challenge is the organizational perception requiring individual accountability and the leaders' aspirations to headship. Lastly, the culture in financial industry does not yet seem ready for advanced approaches to leadership.

Three the concept of value reduction recognizes the limiting factors of structural and individual barriers to the implementation of post-heroic forms of leadership. This means that system-related and leader-inherent factors complicate the application of such forms. The individual performance evaluation, for example, signifies an organizational obstacle while selfishness is an issue related to the individual leader. Finally, the additional effort required and the inconsistent implementation of a post-heroic approach to leadership are considered to diminish its added value.

Four, the concept of contextual factors requires an empowering environment and stakeholders are required to promote post-heroic forms of leadership. The setting needs to be constructive from an organizational as well as a cultural perspective. Further, strong partnership has to be established, founded on a mutual understanding of leadership (cf. 6.2.1 on conjoint agency). Fi-

nally, consistency and alignment are required when implementing post-heroic forms of leadership.

The findings on post-heroic forms of leadership emphasizing shared leadership were compared with prior research (cf. 2.4). In table 6.4, the level of consistency between the UBS case study and literature is presented. The purpose of this comparison is draw conclusions about the aggregated dimension of leadership emerging from these four concepts representing post-heroic forms of leadership.

Table 6.4: Appraisal of findings on post-heroic forms of leadership

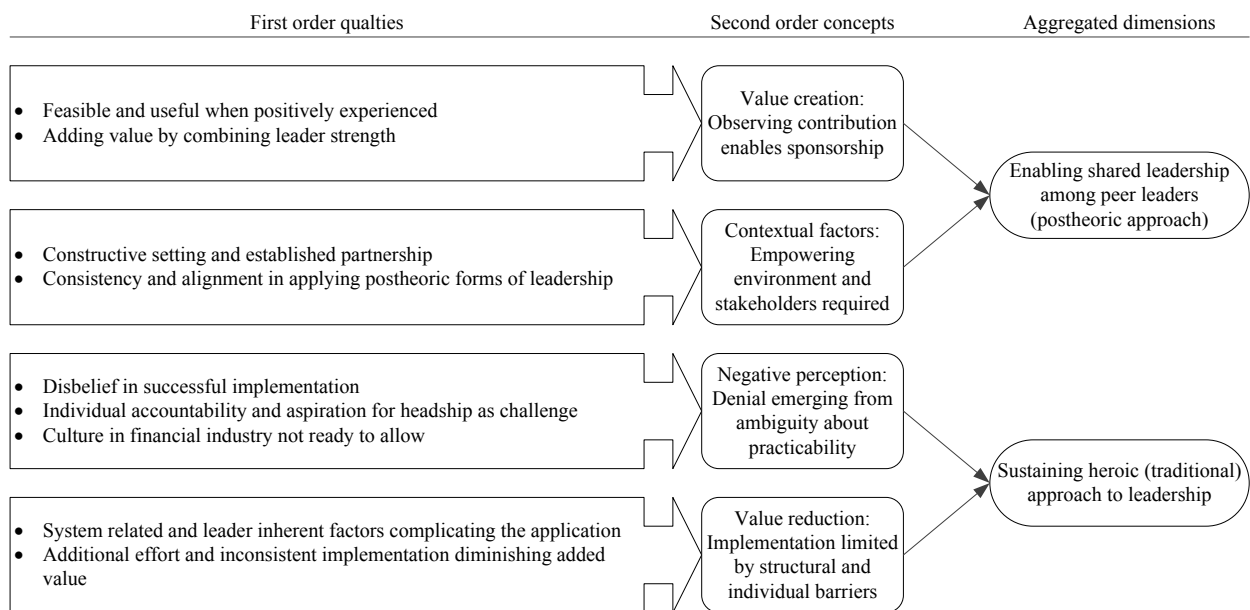| Concepts and qualities	Corresponding author(s) and related aspects*	Degree of agreement
Value creation (1): Observing contribution enables sponsorship (limited to shared leadership among peer leaders) • Feasible and useful when positively experienced • Adding value by combining leader strength	Pearce and Sims (2002) • *"lateral influence among peers"* (p. 176) • Shared leadership as *"useful predictor of team effectiveness"* (p. 184) Pearce and Manz (2005) • Creativity, interdependence and complexity requiring various leadership capabilities [pp. 135-137] Fitzsimons, James and Denyer (2011) • Collective knowledge, collaboration, mutual influencing [p. 316] • *"aggregate of attributed influence in a group"* (Table 1) as benefit	*The concept of value creation corresponds to some extent with prior research allowing the **enablement of shared leadership among peer leaders.*** The value emerging from shared leadership is similarly recognized in the literature and this case study. The positive practical value of shared leadership as acknowledged by the leaders interviewed represents an additional insight.

Contextual factors (4): Empowering environment and stakeholders required (limited to shared leadership among peer leaders)
• Constructive setting and established partnership
• Consistency and alignment in applying post-heroic forms of leadership
	Pearce (2004)
	• Interdependent, creative and complex tasks allow the sharing of leadership [Table 1]
	• Facilitating environmental conditions: training and development(engaging, understanding, receiving, teamwork), reward (team and individual goals, 360-feedback), valuing culture (shift individualistic culture, trust, coaching, role modeling) [Table 1, pp. 51-52]
	• Vertical leaders to promote shared leadership and cover shortfalls [Table 1], select team members and form the team [p. 50], provide supporting context [p. 51], ongoing support, intervention, guidance and trust [p. 54]
	Pearce and Manz (2005)
	• Appropriateness of the situation [pp. 135-137]:
	  o Emergency as restricting factor
	  o Creativity, interdependence and complexity requiring various leadership capabilities
	• Formal leaders as continuous role model and organization to reward team efforts and prepare people for shared leadership with skills training [p. 138]
	Carson, Tesluk and Marrone (2007)
	• Internal environment: common objectives support sharing leadership: mutual recognition and assistance; interaction, involvement and commitment
		*The concept of contextual factors corresponds to a great extent with prior research allowing the **enablement shared leadership among peer leaders.***
		Consistency exists with regard to supporting environmental conditions as key factors for shared leadership, although not addressed in detail.
		However, the vertical leader as facilitator for shared leadership was not a focus of the respondents.

Concepts and qualities	Corresponding author(s) and related aspects*	Degree of agreement
	• External environment: *"external team coaching"* (p. 1223) providing motivation and guidance while covering deficits	
Negative perception (2): Denial emerging from ambiguity about practicability	see Pearce (2004), Pearce and Manz (2005) and Carson, Tesluk and Marrone (2007) for required conditions	*The concept of negative perception is selectively reflected in the literature on shared leadership tending to* **sustain a heroic (traditional) approach to leadership.** Reasons for disbelief provide additional insight. Accountability, headship and urgency as factors that relate to formal and individual leadership. Cultural requirements for shared leadership not met.
Value reduction (3): Implementation limited by structural and individual barriers	see Pearce (2004), Pearce and Manz (2005) and Carson, Tesluk and Marrone (2007) for required conditions	*The concept of reduced value is selectively reflected in the literature on shared leadership tending to* **sustain a heroic (traditional) approach to leadership.** Practical experience as additional insight. Organizational requirements for shared leadership not met.

* i.e. *not* entailing a comprehensive presentation of each research article, rather relevant aspects / statements were extracted to compare this case study and prior research; (p.) = direct reference; [p.] = indirect reference; (#) = number of concept

Source: developed for this research based on case study data and referenced literature

In summary, the concepts one (value creation) and four (contextual factors) that support the implementation of shared leadership as a form of post-heroic leadership show some level of consistency with the tabulated literature. The factors identified which emphasize the value of shared leadership (Fitzsimons, James & Denyer 2011; Pearce & Manz 2005; Pearce & Sims 2002) and address the required context (Carson, Tesluk & Marrone 2007; Pearce 2004; Pearce & Manz 2005) match with prior research. Furthermore, positive practical experience (e.g. acknowledgement, mutual advice, collective strength) was found in the data providing additional empirical insight. In contrast, concepts two (negative perceptions) and three (value reduction) challenging post-heroic forms of leadership are only represented selectively in the literature (e.g. urgency addressed by Pearce & Manz 2005), show the opposite effect (e.g. strengthening instead of shifting individual-oriented culture as claimed by Pearce 2004) or corresponding to the individual and heroic approach to leadership (cf. 6.2.1). Again, negative practical experience (e.g. post-heroic forms seen as theoretical and impractical or ineffective) was revealed by the data providing additional empirical insight. Figure 6.5 depicts the first order qualities, second order concepts and aggregated dimensions of the leadership forms explained and compared.

Figure 6.5: Findings on post-heroic forms of leadership (RI2a)

First order qualties	Second order concepts	Aggregated dimensions

- Feasible and useful when positively experienced
- Adding value by combining leader strength

Value creation: Observing contribution enables sponsorship

- Constructive setting and established partnership
- Consistency and alignment in applying postheoric forms of leadership

Contextual factors: Empowering environment and stakeholders required

Enabling shared leadership among peer leaders (postheoric approach)

- Disbelief in successful implementation
- Individual accountability and aspiration for headship as challenge
- Culture in financial industry not ready to allow

Negative perception: Denial emerging from ambiguity about practicability

- System related and leader inherent factors complicating the application
- Additional effort and inconsistent implementation diminishing added value

Value reduction: Implementation limited by structural and individual barriers

Sustaining heroic (traditional) approach to leadership

Source: developed for this research based on case study data and Gioia template

Another conclusion and contribution from the UBS case study is that the second order concepts of value creation and contextual factors represent **a driving force for the post-heroic dimension (cf. 2.4) tending to enable shared leadership among peer leaders.** On the other hand, the second order concepts of negative perception and value reduction represent a **driving force for the heroic (traditional) dimension (cf. 2.3), i.e. sustaining a heroic approach to leadership.**

A *second research issue* related to the application of leadership investigated the potential of new forms of leadership. The research issue aims to:

RI2b: Reveal potentially new approaches to leadership.

No genuinely new narratives of leadership could be identified in the data set of the UBS leaders interviewed. However, three aspects were identified that provide *new and unanticipated factors:* 1) the holistic view of leadership taking into account today's advanced and complex business reality that a leader has to understand and incorporate in leadership activities; 2) the evolutionary approach to leadership emphasizing enhanced guidance and development of followers; and 3) the transfer of military leadership into the business context providing the leader with enriched experience and methodological skills. The first and third concepts tend to represent a driving force for the heroic (traditional) dimension (cf. 2.3) related to the individual leader. The second concept is linked to entrepreneurship as a future leadership quality including follower autonomy,

but does not entail any findings regarding the post-heroic dimension (cf. 2.4). However, the contribution of these concepts to the discussion about contemporary understanding and practice of leadership is limited.

The _third research issue_ covers the application of traditional forms of leadership. It aims to:

> _RI2c: Describe contemporary leadership practice._

Fifteen leadership practices emerged from the interview data covering a wide range of leadership activities (cf. table 4.9). Practices of importance, i.e. addressed by more than half of the interviewed leaders, are: close controlling; leading people individually; the need to be visible as a leader; setting the agenda; and the direct impact a leader has on followers. All the extracted leadership practices seem to represent a **current state** with heroic forms of leadership (RI2a) applied in a traditional manner by individual leaders. Again, this approach **sustains the heroic (traditional) dimension** (cf. 2.3). These findings provide particular recommendations for action for individual leaders to be integrated in the implications for leader practice (cf. 6.5).

In conclusion, indications for post-heroic forms of leadership (RI2a) were identified. A tendency to enable shared leadership among peer leaders as a component of the post-heroic dimension of leadership is also revealed. On the other hand, rejection of and barriers to this approach together with the practices of contemporary leadership (RI2c) fit with the heroic dimension of leadership. The holistic view and military leadership are two other approaches to leadership (RI2b) relating to the individual leader that also belong to the heroic dimension. The evolutionary approach as the third aspect mentioned entails too little evidence to be ascribed to the post-heroic dimension. Following the conclusion about the second research sub-question on leadership application (SQ2), the next section addresses the third research sub-question on the external influence on leadership.

6.2.3 External influence (SQ3)

This sub-section presents the discussion and conclusions about the third research sub-question on transformation as influencing the contemporary leadership understanding and practice of Wealth Management leaders in the major Swiss bank UBS. The research sub-question asks:

> _SQ3: How does the financial industry transformation impact leaders' understanding and practice of leadership?_

This research sub-question entails <u>one</u> related research issue (RI3). The research issue investigates components of the external influence on leadership and aims to:

> *RI3: Identify the components of external influence on leadership understanding and practice emerging from the transformation in the Swiss financial industry.*

The findings are based on the results reported in sub-sections 5.2.2 and 5.2.3 together with the summary presented in sub-section 5.2.4. They include *three* <u>concepts</u> describing external influence on leadership.

One, the <u>concept of leadership being embedded in context</u>: The case research on the contemporary understanding and practice of UBS Wealth Management leadership is set in an environmental context that exerts considerable influence on the UBS leaders interviewed as well as the organization. Eight qualities determine the contextual conditions for leadership. 1) Change remains a key driver of business and has not ceased with the financial crisis. On the contrary, the transformation in the financial industry substantially altered structures, operations and processes in banks. 2) The environment has become dynamic demanding new operating models. This is due to persistent volatility and speed. Leadership activities thus need to be intensified. 3) A tight regulatory framework shapes how banking operates with this increase and intensity resulting in regulatory limitations. 4) The developing internal and external conditions of the environment increase the level of complexity. This means that a leader has to simultaneously cope with limitations, volumes, breadth and depth. In addition, internal politics can hinder advances caused by a lack of transparency, power gaming and managerial amplification. 5) Increased uncertainty emerges from a lack of consistency and stability together with the accumulation and frequency of issues. This leads to the requirement of intensified leadership. 6) Stable organizational structures exist mainly in the Swiss unit of Wealth Management which experienced only slight adjustments. The reason for this is the inherited value of these organizational structures. Hence, simpler leadership can be applied and follower autonomy allowed. This effect is made possible by consistency and time for reflection, less issues in terms of volume, scope and intensity as well as lower frequency of actions. 7) The increase in virtual organizations requires visible leaders. This means that leaders have to make use of technology and at the same time demonstrate cultural awareness. 8) Performance systems are a vital environmental factor and a guiding instrument. Their proper application was a matter of debate and critical reflection with regard to design and impact.

Two, the <u>concept of change management emerging from transformation</u>: The influence of the transformation on the understanding and practice of leadership was explored and leaders tend to be affected by several factors in the external and internal environment resulting in permanent change management. Six qualities describe the transformational influence on leadership. 1) the implications for the leader as a consequence of these transformational effects require active leader guidance and reinforcement of managerial activities. This involves a need for leadership to show considerable development between the two phases: in the first phase, indifference with self-guidance and leeway before the financial crisis; and in the phase following the crisis, targeted activities such as giving direction and ensuring alignment. In addition, the risks have to be under control together with an increased emphasis on managerial culture and capabilities. 2) The external development represented by the classic environmental factors similarly restricts and challenges leadership understanding and practice. On one hand, the regulatory environment introduces limitations while economic developments remain volatile. On the other hand, technological advances create opportunities for leaders. However, the social and private environment seems to not shape leader behavior, i.e. leader mind-set and action. 3) The regulatory implications particularly mentioned by the informants push for alternative business scope and conduct. Ambiguity has emerged from the modified and different way of banking making a proper implementation essential to protect the reputation of leaders and the organization. 4) Leader behavior adjusts to circumstances of major importance. This means that in the peak phase of the financial crisis, crisis leadership was predominant and a lack of guidance from senior management identified. This transitioned to the application of management as a distinct form of leadership following the financial crisis. However, the understanding of core leadership is reaffirmed including, for example, the people aspect and a leadership-management balance (cf. 4.2.4). 5) Banking leadership is revamped by the influence of the financial industry emerging from transformation. The new reality affects all areas of operation and the increase in complexity and change frequency require permanent change management. In addition, the task of improving performance measurement and compensation schemes is ongoing. 6) Leaders are challenged by internal management requirements and cultural ambiguity. The internal implications of the transformation strengthen the emphasis on financial and risk management. However, developments that simultaneously entail rigidity (e.g. focus on performance) and inspiration (e.g. technological opportunities) result in substantial ambiguity for leaders.

Three, the <u>concept of environmental and transformational effects</u>: The effects of environment and transformation materialize in three areas – 1) change, dynamics and regulatory framework lead to new business models and shape structuring and operating; 2) dynamics, uncertainty and complexity together with virtual organizations require intensified leadership; whereas 3) organizational stability denotes simpler leadership and allows follower autonomy.

The findings on external influence (RI3) were compared with prior research. In table 6.5 the level of consistency between case study and literature is presented. A detailed comparison between case study concepts and literature is available in ***Appendix J***. The purpose of this comparison is to draw conclusions about the aggregated dimension of leadership emerging from the different concepts that represent external influence on leadership.

Table 6.5: Appraisal of findings on external influence on leadership

Case study concepts	Corresponding author(s)*	Degree of agreement
Leadership embedded in context	See Kotter (2001), Schneider (2002), Osborn, Hunt and Jauch (2002), Lane and Klenke (2004), Beugre, Acar and Braun (2006), Kotter (2007), Ullah (2011), Yukl (2012), Hay Group (2015) For comparison of case study concepts and qualities with related prior research (similar to figure 6.4 and figure 6.6) cf. *Appendix J: Detailed table of the appraisal of findings on external influence on leadership*	*The concept of leadership as embedded in context corresponds with prior research by relating contextual conditions to leadership.* The extracted qualities representing various contextual conditions influence leadership considerably and to a great extent show consistency with the literature (e.g. Beugre, Acar & Braun 2006; Hay Group 2015; Lane & Klenke 2004; Osborn, Hunt & Jauch 2002; Schneider 2002; Ullah 2011). Indications for a post-heroic approach to contextual view only occasionally addressed in related literature (e.g. Ullah 2011). **Tendency to focus on the individual leader** is acknowledged in prior research *and* this case study.
Transformation-induced change management		*The concept of transformation-induced change management is consistent with the recognition of change in business and the requirement for adaptive leadership in the literature.* Tendency towards individual forms / heroic approach (e.g. Beugre, Acar & Braun 2006; Kotter 2001) or plural forms / post-heroic approach (e.g. Ullah 2011) cannot be clearly determined from prior research. However, case study concepts show indications (e.g. leader guidance / challenges) for an **individual understanding of leadership.**
Environmental and transformational effects		*The concept of environmental and transformational effects is to some extent consistent with the literature offering additional insights (i.e. dynamic = intense leadership, stable = simple leadership).* Change, dynamics and regulatory frameworks as initiating factors for shaped business models in agreement with prior research (e.g. Hay Group 2015; Osborn, Hunt & Jauch 2002; Ullah 2011). Indications for simpler leadership related to traditional and stable leadership correspond with literature (e.g. Barker 2001; Schneider 2002). Tendency to **sustain individual understanding of leadership.**

* for related aspects concerning *all* concepts see *Appendix J: Detailed table of the appraisal of findings on external influence on leadership* which, however, does *not* entail a comprehensive presentation of each research article, rather relevant aspects / statements were extracted to compare this case study and prior research; (p.) = direct reference; [p.] = indirect reference

Source: developed for this research based on case study data and referenced literature

In summary, the concepts that describe external influence on leadership show consistency with the tabulated literature. The eight qualities identified describing contextual conditions correspond with prior research to a great extent (e.g. Beugre, Acar & Braun 2006; Hay Group 2015; Osborn, Hunt & Jauch 2002; Ullah 2011). This allows the application of a contextual view of leadership and supports the embeddedness of leadership in its context (e.g. Beugre, Acar & Braun 2006; Osborn, Hunt & Jauch 2002). A tendency to focus on the individual leader is in both the literature and the UBS case study. Prior research also recognizes change in regulations and business as affecting leadership (e.g. Hay Group 2015; Kotter 2007; Ullah 2011) and adaptive leadership as a result of environmental influence (e.g. Kotter 2001; Yukl 2012). Leaders need to be able to deal with ambiguity and uncertainty (e.g. Lane & Klenke 2004). Leader guidance and behavior changes are thus required (e.g. Kotter 2001; Kotter 2007). The approach to leadership could not be clearly determined from the literature on transformation. The case study, however, shows indications for an individual understanding of change management. Conversely, a post-heroic approach to context and transformation was proposed by Ullah (2011). Finally, the concept of environmental and transformational effects is to some extent consistent with the literature. The qualities shaping business models are supported by prior research (e.g. Hay Group 2015; Osborn, Hunt & Jauch 2002; Ullah 2011). The qualities associating a dynamic situation with intensive leadership (e.g. regulatory impact, structural change, uncertainty, frequent issues) and a stable situation with simpler leadership (e.g. inherited organizational structures, consistency) provide additional insight. This relation between stability and traditional leadership (cf. 2.3) is consistent with prior research (e.g. Barker 2001; Schneider 2002). No evidence was found in the case study linking a dynamic organization with mutual understanding (e.g. Pearce 2004; Schneider 2002; Uhl-Bien, Marlon & McKelvey 2007). On the contrary, both, the dynamic and stable situations gave indications for an individual understanding of leadership. This is emerging from mind-set and practice that operate under the assumption of an individual and positional leader being influenced by regulatory, organizational and HR frameworks. Figure 6.6 depicts first order qualities, second order concepts and aggregated dimension of external influence on leadership.

Figure 6.6: Findings on external influence on leadership (RI3)

First order qualities   Second order concepts   Aggregated dimension

- Change as key driver of business
- Dynamic environment insistent for new operating models
- Tight regulatory framework influences the way of banking
- Increased complexity emerging from external and internal conditions
- Increased uncertainty
- Existing organizational stability
- Virtual organizations requiring visibility of leader
- Performance system as vital environmental factor and guiding instrument

- Active leader guidance and reinforced managerial activities
- External development similarly restricts and ventures
- Regulations pushed for alternative business scope and conduct
- Leader behavior adjusting to circumstances of major importance
- Banking leadership revamped by financial industry transformation
- Leader challenged by internal management requirements and cultural ambiguity

- Change, dynamics and regulatory framework lead to new business models and shape the way of structuring and operating
- Dynamics, uncertainty and complexity together with virtual organizations requiring intensified leadership
- Organizational stability denotes simpler leadership allowing follower autonomy

Leadership embedded in context

Change management emerging from transformation

Environmental and transformational effects

Tending to sustain heroic (traditional) approach to leadership

Dotted line arrow = association is weak, straight line arrow = indications for relation identified

Source: developed for this research based on case study data and Gioia template

Consequently, the second order concept of leadership being embedded in context together with the concept of change management emerging from transformation represent a **driving force** for leadership. The concept of environmental and transformational effects, on the other hand, represents the **contemporary state**. The aggregation of these concepts results in a tendency to **sustain the heroic (traditional) dimension** of leadership (cf. 2.3).

In conclusion, the findings show that the components of external influence on leadership (RI3) related to traditional leadership models irrespective of a dynamic or stable situation. Moreover, no indications for a mutual understanding of leadership were detected in the case study when it dealt with the contextual view of leadership and change management as a key implication of the transformation in the financial industry. Following the conclusion about the third research sub-question on external influence on leadership (SQ3), the next section addresses the fourth research sub-question on leadership development.

6.2.4   Leadership development (SQ4)

This sub-section presents the discussion and conclusions about the fourth research sub-question on leadership development and its influencing factors. The research sub-question asks:

> *SQ4: How is leadership development informed by existing and potentially new approaches to leadership?*

This research sub-question entails <u>one</u> related research issue (RI4) to:

> *RI4: Identify components and practices that assist leadership development in implementing existing and potentially new forms of leadership.*

The findings are based on the results reported in sub-sections 5.3.2 and 5.3.3 together with the summary presented in sub-section 5.3.4. They include *three* <u>concepts</u> describing leadership development.

One, the <u>concept of leader-focused future leadership</u> involves an individually-oriented development of the exertion of influence over time. This leadership development is in the opinion of the UBS leaders on future leadership. No fundamental changes in the core of leadership were noted by them, as people need consistent leader guidance and people leadership remains crucial. This means that the leader provides a reliable framework for guiding people. On the other hand, the leader is expected to regularly reflect on innovative approaches. This could include, for instance, the question of follower autonomy and enhanced forms of follower entrepreneurship (cf. 4.3.3). At the same time, the discussion about amending performance reward systems to incorporate team and leadership ambitions is to be resumed. Moreover, the leader can adjust leadership practice to the developing environment. This implies proficiently dealing with information quantity and quality as well as technological advances. Furthermore, the flexibility to adapt to new situations and the willingness to address upcoming challenges are required from future leaders. Maintaining a healthy work-life-balance as a leader is also seen as crucial.

Two, the <u>concept of leader and leadership development measures</u>: The aim was to identify practices that assist leadership development in implementing existing and new forms of leadership. The leadership development measures identified fulfill this purpose to some extent. *Firstly,* a holistic view is to be applied that frames and aligns off- and on-the-job measures. On one hand, the corporate concept of leadership development and practice has to be consistent and interlinked with other aspects of talent development. On the other hand, internal and external leadership training is to be enhanced and framed. Also Leadership experience has to be integrated appropri-

ately. *Secondly,* the informants suggest a variety of improvement measures addressing individual, collective and structural levels of leadership. A first bundle covers the leader as an individual to be developed and connected (e.g. techniques, gap closing, network and exchange). A second area of improvement requires more collective and consistent leader effort (e.g. senior leader involvement). The third group of measures expects progress in the identified focus areas (e.g. talent screening, diversity) at the structural level of leadership.

Three, the response of the organization is to strengthen consistency in the framework and implementation through the concept of corporate leadership development initiatives (e.g. 'UBS House view of leadership', 'ILDS Integrated leadership development strategy'). This signifies an attempt to integrate leader and leadership development. Further a fostering of collective action of leaders and establishing a systematic approach should be supported by HR.

The findings on future leadership and leadership development measures were compared with prior research. In table 6.6, the level of consistency between the UBS case study and literature is presented. The purpose of this comparison is to draw conclusions about the aggregated dimension of leadership emerging from the different concepts (e.g. future leadership, leadership development measures) that represent leadership development.

Table 6.6: Appraisal of findings on leadership development

| Concepts and qualities	Corresponding author(s) and related aspects*	Degree of agreement
Concept of a leader-focused future leadership • Leader provides reliable frame to guide people • Leader regularly reflects on innovative approaches • Leader adjusts leadership practice to advancing environment	Day (2000) • Leadership development building ability to cope with future challenges [p. 582] • Leader development involving individual skills development namely *" self-awareness", "adaptability" or "self-motivation"* (p. 584) to advance behavior [p. 584] Ulrich and Smallwood (2007) • *"Managing the long-term"* (p. 94) • *"developing exceptional managers with distinct set of talents"* (p. 94) Reichard and Johnson (2011) • Leader self-development as the individual leader's control over own development [p. 35] • Adaptation to environmental transformation [p. 33] Orvis and Ratwani (2010) • Improvement of individual leadership capability *"on the self and surrounding environment"* (p. 657)	*The concept of leader-focused future leadership shows close relations with prior research when emphasizing an **individual understanding of leadership.*** The qualities of this concept correspond with the individualistic view of leadership / leader development and the function of preparing leaders for the future. However, associations with leadership development entailing a social capital view (Bilhuber Galli & Müller-Stewens 2012; Day 2000) or a collective approach (VanVelsor, McCauley & Rudemann 2010) are not evident in the opinion on future leadership.
Measures developing leadership and leaders • Apply holistic view that frames and aligns off-	Day (2000) • Management development with focus on skills training for formal leaders [p. 582] • Attributes of leader development: human capital,	*The concept of measures to develop leadership and leaders is to a great extent consistent with prior research when addressing an **individual understanding of leadership.***

Concepts and qualities	Corresponding author(s) and related aspects*	Degree of agreement
and on-the-job measures • Enhancing <u>individual</u>, <u>collective</u> and structural level of leadership	<u>individual</u> leadership, <u>intrapersonal</u> competence, <u>self</u>-skills [Table 1] VanVelsor, McCauley and Rudemann (2010) • Leader development: <u>individual capability</u> improvement, successful as leader [p. 2] • Leadership development: *"<u>a collective's capacity to produce direction</u>"* (p. 20), <u>leadership culture</u> [p. 23] Orvis and Ratwani (2010) • Traditional approaches <u>guide</u> development whereas advanced development fosters <u>self</u>-learning [pp. 657-658] Bilhuber Galli and Müller-Stewens (2012) • Human capital orientation: <u>leader</u> development, formal leaders, <u>individual</u> capacity [p. 177] • HR responsibility: procedures on structural level [p. 177]	The focus on <u>individual leader measures</u> persists in the literature. Similarities exist with the tradition of leadership development emphasizing an increase in <u>human capital</u>. Conversely, the <u>collective approach</u> signifying a post-heroic understanding of leadership is not apparent in the leadership measures presented in the case (i.e. senior leader involvement still accentuates the positional leader).
Corporate leadership development initiatives	Ulrich and Smallwood (2007) • Expanding view beyond individual leaders, leadership as process for future success [p. 96] • Leadership brand signifying long-term *"institutional systems and processes"* (p. 100) for leadership development Day et al. (2014) • *"Longer-term development initiatives"* (p. 64) to address the change aspect	*The concept of corporate leadership initiatives still entails indications for **traditional leadership**.* Organizational response assumes a notion that includes holistic view, long-term orientation, process approach and collective thinking consistent with the literature. However, the focus on the assigned / positional leaders still continues (e.g. UBS Senior Leader Program SLP).

* i.e. *not* entailing a comprehensive presentation of each research article, rather relevant aspects / statements were extracted to compare this case study and prior research; (p.) = direct reference; [p.] = indirect reference; HR= Human Resources

Source: developed for this research based on case study data and referenced literature

In summary, all three concepts of leadership development are associated with an individual understanding and a traditional approach to leadership. The tabulated literature shows consistency with this notion in explaining leader development (e.g. Bilhuber Galli & Müller-Stewens 2012; Day 2000; VanVelsor, McCauley & Rudemann 2010). In addition, the requirement for the individual leader's adaptability to a changing environment is recognized and reflected in the prior research (e.g. Orvis & Ratwani 2010; Reichard & Johnson 2011). Leadership development that expands beyond assigned leaders, one that applies a post-heroic approach to leadership was not evident in the data. Moreover, a social capital view (e.g. Bilhuber Galli & Müller-Stewens 2012; Day 2000) or a collective approach (e.g. VanVelsor, McCauley & Rudemann 2010) in this study again remain within the remit of positional leadership. Rationale for this inconsistency with the body of knowledge seems to emerge from the negative perception and value reduction with regard to post-heroic forms (cf. 6.2.2) and an individual understanding of leadership (cf. table 6.2). Figure 6.7 depicts the first order qualities, second order concepts and aggregated dimension of leadership development.

Figure 6.7: Findings on leadership development (RI4)
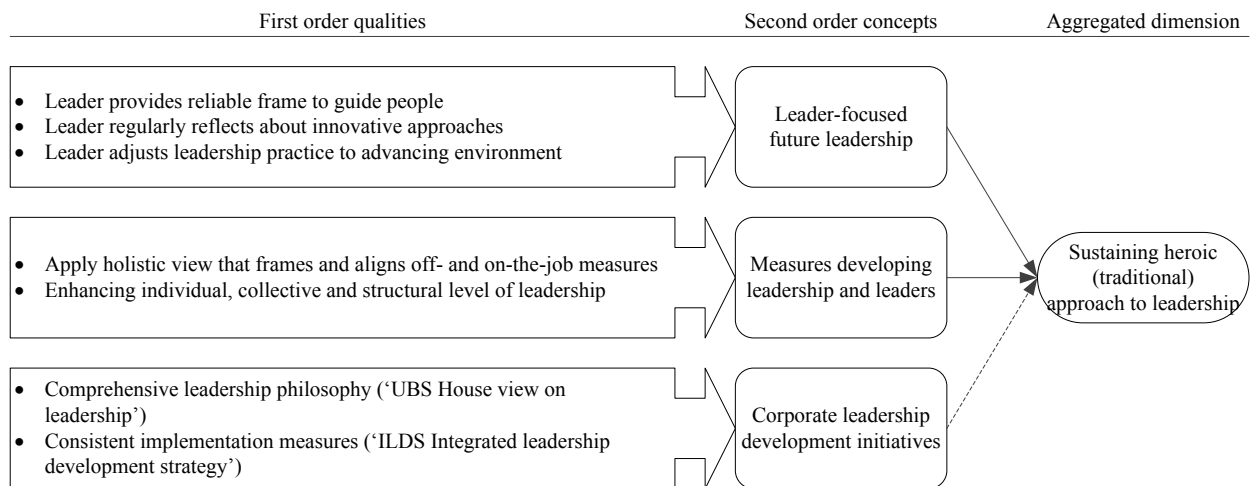
Source: developed for this research based on case study data and Gioia template

Consequently, the second order concept of leader-focused future leadership represents a **driving force** whereas the concept of development measures represents the **current state** and corporate measures denote their current **response.** The aggregation of these concepts displays a tendency to **sustain the heroic (traditional) dimension** of leadership (cf. 2.3). *In conclusion,* the findings show that indications for heroic forms of leadership were predominantly identified in the practices that inform leadership development (RI4). No evidence was found in the data fostering a post-heroic approach to leadership development. This is consistent with the perception that *"the field is still relatively immature"* (Day et al. 2014, p. 80). Following the conclusion about the fourth research sub-question on leadership development (SQ4), the last section integrates all the concepts contributing to the research question on the understanding and practice of contemporary leadership.

6.2.5   Leadership understanding and practice (RQ)

Building on the discussion of the four research sub-questions (SQ1-SQ4) and related research issues (RI) in the previous sub-sections (6.2.1-6.2.4), this sub-section concludes the research question (RQ) for this case study:

> *RQ: How do Swiss bank leaders understand and practice contemporary leadership as influenced by the transformation in Switzerland's financial industry?*

The literature review in chapter 2 showed that a gap exists in the empirical research on the forms of leadership that are applied (e.g. individual, plural, hybrid) and in particular post-heroic leadership in fluctuating organizations such as multinational enterprises. Furthermore, the influence of

the financial crisis on leadership needed further examination. More research on practices that enhance leadership development based on a mutual leadership model is expected. The gap analysis emerging from chapter 2 demonstrates that empirical evidence on stakeholder capitalism is also left to further research. This study addresses a gap in the literature and previous research about applied forms of leadership in a key industry by means of a case study in the major Swiss bank UBS: *(i)* a dynamic organization in the Swiss financial industry that is affected by external change (context); *(ii)* offering unique empirical insight into the leadership understanding of the UBS leaders interviewed that covers the units of Wealth Management Switzerland and International at headquarters as well as other locations in the German speaking part of Switzerland (case). Founded on the context (cf. 1.2) and case (cf. figure 3.3), figure 6.8 arranges the <u>themes</u> (SQ1-SQ4) horizontally and the <u>influence clusters</u> vertically (cf. Figure 2.7: Theoretical framework) in relation to the developed findings (i.e. concepts and dimensions of this section 6.2). These constituents together form a **tentative case framework on contemporary leadership understanding and practice** in the case study of Wealth Management leaders in the major Swiss bank UBS.

Figure 6.8: Tentative case framework of leadership understanding and practice (RQ)
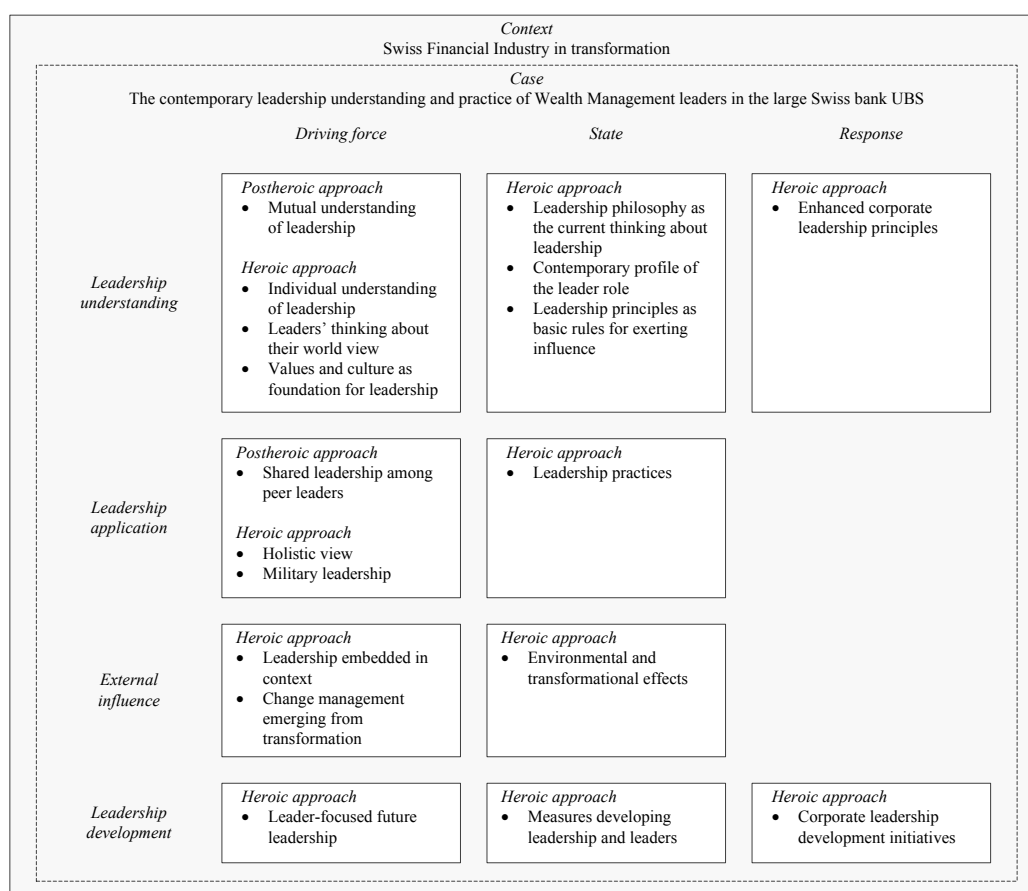
Source: developed for this research based on case study data

The four themes on the horizontal axis (i.e. leadership understanding, application, external influence and development) that emerge from this case research reflected concepts that tend to sustain a heroic approach to leadership. *Firstly,* this means that leadership understanding is mainly based on the basic assumption of **individual agency**. The individual Wealth Management leader is perceived as required, relevant and remaining individually accountable for leader activities. This notion is supported by all the identified attributes and concepts of contemporary leadership understanding (i.e. world view, values, culture, philosophy, leader role, principles). However, indications for a post-heroic approach to leadership were identified. This implies a mutual understanding represented by the basic assumption of **conjoint agency**, whereby a collaborative mind-set and the aim of favorable behavior is involved. *Secondly,* leadership application in this case includes the post-heroic form of **shared leadership among peer leaders**. Positive experience with an advanced or post-heroic approach to leadership and perceived value creation result in affirmation. Conversely, structural and individual barriers in a multinational enterprise of the banking environment seem to restrict the practicability of post-heroic forms of leadership. On the other hand, the case study revealed that the Wealth Management leaders interviewed at UBS **mainly apply traditional or heroic forms of leadership** maintaining a leader-centric focus in their activities. *Thirdly,* the concepts of contextual conditions, transformation and its effects cultivate a traditional external influence on leadership. *Fourthly,* leadership development with a leader-focused concept of future leadership and individually aligned development measures also nurtures the perpetuation of the heroic approach.

The three influence clusters (i.e. driving force, state, response) on the vertical axis address the leadership dimensions in a multifaceted way. On the one hand, the post-heroic approach signifies a driving force for leadership understanding and practice, whereby no spillover effect to current state or organizational response was recognized. On the other hand, the heroic approach to leadership was similarly acknowledged as a driving force, current state and organizational response. In particular the current state of identified leadership practices emphasizes the individual leader, consistent with the individual notion in the leader mind-set. Further, the external influence on leadership represents a driving force embedding leadership in context and resulting in permanent change management. The current state creates environmental and transformational effects. Firstly, change, dynamics and the regulatory framework lead to new business models which form structures and operations. Secondly, dynamics, uncertainty and complexity as well as virtual organizations intensify leadership. Thirdly, organizational stability allows simpler leadership and follower autonomy.

In brief, **heroic leadership is recognized as predominant in all aspects of the tentative case framework, whereas post-heroic leadership was only identified in the described particular constellation.** *As a final point,* no genuinely new narratives of leadership (i.e. theoretical proto-types) were detected in the case. However, it was demonstrated with the tentative case framework that hybrid forms (see Bolden 2011; Gronn 2009, 2011) exist in the examined leadership understanding and practice (cf. 6.4). Following the conclusions about the research question, research sub-questions and related research issues, the research problem is discussed with an added level of abstraction.

6.3   Conclusions about the research problem and contribution to leadership theory

The tentative framework of the contemporary leadership understanding and practice in the case of leaders in the UBS Wealth Management Switzerland and International units was discussed in the previous section. It represents the data structure developed in the form of a *"static picture"* of the phenomenon (Gioia, Corley & Hamilton 2012, p. 16). In this section conclusions are drawn about the dimensions of leadership emerging from theory (cf. chapter 2) and the empirical case namely a post-heroic approach and a heroic approach. A case-based dynamic model is created that serves several purposes according to Gioia, Corley and Hamilton (2012, p. 16):

(i)   *"captur[ing] the informants' experience in theoretical terms"*;

(ii)   activating the view of the phenomenon *("motion picture")* by rendering the dynamic relationships within themes, concepts and dimensions;

(iii)   and unveiling associations between case data and parent theory.

The major relationships between the four themes that were developed (i.e. leadership understanding, application, external influence and development), the concepts and dimensions (cf. section 6.2) and the findings that evolved from the network analysis (cf. appendices G1-G7) form the tentative case model of this study. Only those network relations that demonstrate considerable influence are included in the tentative case model. Furthermore, the model does allow us to recognize the principal constituents of the data structure (cf. figure 6.8) as well as acknowledging theoretical understanding beyond a preset data arrangement (Gioia, Corley & Hamilton 2012). *In consequence,* the outcome of matching themes, concepts, dimensions and relations result in an integrated approach to leadership as represented by (a) a _tentative case model_. This tentative case model is one of the major contributions to theory based on this UBS case study. Moreover, the interpretation of the tentative framework and tentative case model lead to (b) _tentative propositions_ (see section 3.5 for details on the methodological background).

a. ***Tentative case model as a contribution to theory***. The UBS case of emergent leadership tends to sustain a heroic approach and traditional forms (cf. 6.2) within the industry context. It implies an understanding of leadership and practice emphasizing the individual leader. Leader mind-set and action are influenced in the direction of a traditional approach by external factors and leadership development. At the same time, leadership in the case investigated displays a tentative step towards a post-heroic approach that enables shared leadership among peer leaders (cf. 6.2.1 and 6.2.2). This means that common value is created, leaders' strength is combined and mutual support provided. Post-heroic leadership does not only require that leaders have positive experiences, but that the external influence provides vital enabling factors in a context that includes an empowering environment and stakeholders. The integration (leadership understanding) and combination (leadership application) of the two dimensions (heroic and post-heroic leadership) lead to the **tentative case model of 'the hybrid approach to heroic leadership', whereby mutual understanding and practice are embedded.** This tentative case model as a contribution to theory is depicted in figure 6.9 and each part addressed subsequent to the figure.

Figure 6.9: Tentative case model of hybrid approach to heroic leadership
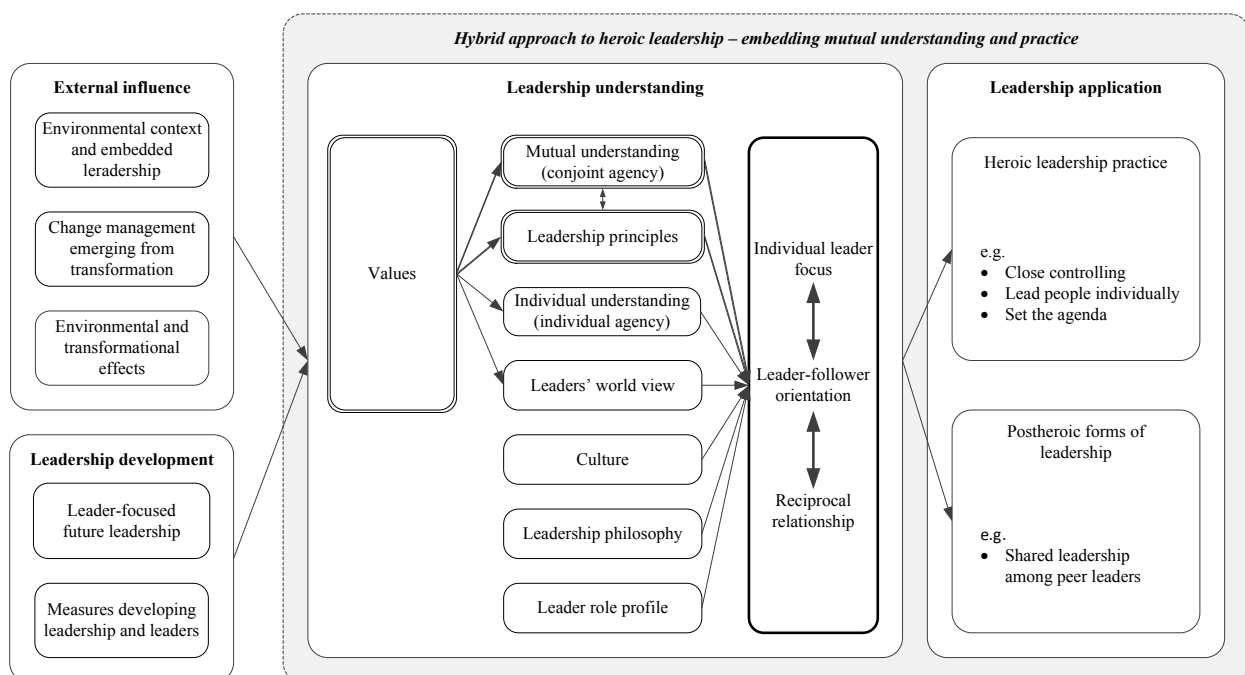
Source: developed for this research based on case study data

The **external influence** in this tentative case model sustains the traditional approach. The *environmental conditions* of the financial industry continue to nurture heroic leadership through emphasis on the individual leader (e.g. incentives, individual goals). This implies that both intense

leadership (e.g. supporting people) and simple leadership (e.g. enabling autonomy) are provided by the established leader. The embedding in different (e.g. dynamic environment versus organizational stability) and the changing context is related to positional not emergent leaders. The *transformation* in the financial industry moderately accentuates the individual leader as a *change manager*. Accordingly, heroic leadership is maintained to cope with external effects. External factors are thus influencing the leader mind-set holistically (i.e. arrow from external influence towards leadership understanding).

Leadership development supports the individual notion solidly with the *measures* implemented concentrating on the individual leader (e.g. training, structure and process). Preserving the leader focus (e.g. consistent guidance) as a strong view about *future leadership* will also sustain a heroic approach to leadership and jointly exerting influence on the leadership understanding (i.e. arrow from leadership development towards leadership understanding).

The **leadership understanding** in this <u>**integrated approach to leadership is based on a general heroic notion embedded in a mutual mind-set.**</u> On the one hand, leaders in UBS Wealth Management show an *individual understanding of leadership (individual agency)*. This individual agency means a leader-centric approach that involves uniqueness in position, quality and influence. Furthermore, the *leaders' world view* entails a determined leader-follower orientation. This is contradictory to prior research advocating follower equality and integration (see Avolio, Walumbwa & Weber 2009; Fletcher 2004). A similar mind-set influences the *culture* in the bank, since the common understanding of leadership disseminates an individual approach. In the same way, traditional thinking about leadership *(leadership philosophy)* maintains a positional leader view. Moreover, the *profile of the leader* in the finance industry entails heroic qualities (e.g. leader importance, accountability).

On the other hand, the heroic understanding of leadership in this tentative case model is <u>not exclusively</u> focused on the individual, a point of criticism in prior research (see Fletcher 2002; Fletcher 2004; Pearce 2004; Uhl-Bien, Marlon & McKelvey 2007). A *mutual understanding of leadership (conjoint agency)* is one of the basic assumptions of leadership in this tentative case model. It involves the willingness of the leader to share and collaborate. It implies partnership, using synergies of skills and preferences as well as steadiness. Support is not simply provided to followers, their opinion is actively solicited. <u>A mutual understanding sustains the leader-follower relationship by acknowledging reciprocal need and balance in the stakes of both parties.</u> Despite the mutual notion in the leaders' mind-set, no equality of leaders and followers in leading is in-

cluded. To act in favor of stakeholders is an important characteristic of a mutual understanding of leadership. Assuming this mind-set of conjoint agency allows the leader to overcome selfishness.

The foundation that enables collaboration and a mutual understanding of leadership (conjoint agency) is built on *values* like trust and honesty with an attitude of 'give and take'. These values are also the basis for an individual understanding of leadership (individual agency) based for instance on transparency with the aim of bringing clarity to the stakeholder relationship. These values form a set of basic beliefs sustaining other elements of leadership understanding and practice for instance the leadership principles and the leader's world view. The exertion of influence represented by the *leadership principles* is also reciprocally inspired by a mutual understanding of leadership. This means that human relationships, collaboration, support and exemplary behavior are an integral part of the leadership principles. This approach compensates for the other leadership principles regarding results, direction and framing that are reserved for the individual leader. Once again, the traditional leader-follower orientation is promoted in these empathic but individualistic rules of leadership that keep the leader in the center and at the same time allow reciprocal relationship.

Consequently, all elements of leadership understanding in the tentative case model sustain an *individual leader focus* resulting in *leader-follower orientation* which still sets apart leader and followers being distinct from an egalitarian notion. Nevertheless, a mutual notion in leader mind-set enables *reciprocal relationship*. Values particularly build the basis for the leader mind-set including type of agency (individual and mutual), world view and principles. However, not enough evidence was found in the data (co-occurrence analysis) to present other relations between the elements than explained in the previous paragraphs.

The **leadership application** in this integrated approach to leadership includes generally *heroic leadership practices* exerted by individual leaders in traditional manner (i.e. direct arrow from understanding to practice), but is not limited to that. It does allow for *post-heroic influence on leadership* in leader action such as shared leadership among peer leaders (i.e. direct arrow from understanding to post-heroic forms). The opportunities for advancing leadership, as required by prior research (e.g. Pearce 2004; Uhl-Bien, Marlon & McKelvey 2007), are developed from an embedded leadership understanding that entails a mind-set of conjoint agency (e.g. collaboration, sharing and support).

In brief, the tentative case model concentrates on the individual leader and a leader-follower orientation originating from a claim for headship and accountability as well as individual goals and incentives. This emphasis results in the perpetuation of the heroic approach to leadership. At the same time, the values of leaders form an essential foundation for any form of leadership. However, the tentative case model <u>does not show pure heroic or individual leadership</u>. Rather a balanced approach to exerting influence is implied by the leadership principles. This means that an embedded mutual understanding, the willingness to collaborate, reciprocal relationship with followers and allowing stakeholder variety expand current thinking. <u>So the 'hybrid approach to heroic leadership' embedding a mutual notion is the outcome of this development process.</u> Such integration offers the opportunity to mitigate the problematic effects of an individual orientation to leadership (e.g. selfishness, prevailing stakeholder). *Again,* the tentative case model shows emergent forms of hybrid leadership (see Bolden 2011; Gronn 2011) in assembling cultures and dimensions (cf. 6.4) as well as implying *"mixed leadership patterns"* (Gronn 2009, p. 17).

b. <u>*Tentative propositions*</u>. The research problem and question on the understanding and practice of contemporary leadership in the case of leaders in UBS Wealth Management units as being externally influenced are addressed with three tentative propositions (TP):

> *TP1: Leadership is <u>associated with</u> a heroic approach to leadership evolving from a continuum of individual understanding that emphasizes the positional and not emergent leader.*

> *TP2: A mutual understanding of leadership of being embedded and embracing collaboration, sharing and support together with people orientation <u>moderate</u> the negative effects of a heroic approach to leadership such as a predominant view of the individual leader.*

> *TP3: Cultivated by the understanding of future leadership, leadership development <u>continues to foster</u> the individual leader.*

In conclusion, this case study examined the research question by providing rich description of the phenomenon (Yin 2009), structured data presentation (Gioia, Corley & Hamilton 2012) and meaningful display (Miles & Hubermann 1994). The outcome provided revelatory and unique insight while contributing to the understanding of bank leadership. Having drawn conclusions about the research problem, the next section will address the further implications for the wider body of knowledge.

6.4 Further implications for theory

The phenomenon of contemporary leadership understanding and practice in the context of a transforming Swiss financial industry was discussed in four research sub-questions and related research issues (cf. 6.2 and 6.3). Two distinct views in the underlying theory about leadership were reviewed in chapter 2 emphasizing heroic or traditional leadership and post-heroic or advanced leadership. Heroic leadership is associated with an individual understanding of leadership (individual agency) and a leader-centric approach (see Avery et al. 2004; Bass & Bass 2008; Bolden 2011; Northouse 2012; Yukl 2012). Post-heroic leadership involves a mutual understanding of leadership (conjoint agency) applying plural forms of leadership grounded in a transforming, complex and knowledge-intense business environment (see Pearce 2004; Schneider 2002; Uhl-Bien, Marlon & McKelvey 2007). Based on these parent theories of leadership, this study aims to investigate the gap in empirical research on leadership in fluctuating organizations such as multinational enterprises (see Bolden 2011; Fletcher 2004; Schneider 2002). Moreover, further case research is offered in the domain of dynamic leadership research (see Denis, Langley & Sergi 2012).

The **implications for theory** emerge from the richness of the case data, whereby the heroic and post-heroic dimensions of leadership as theoretical prototypes are reflected differently in theory than in reality (i.e. empirical case model of 'the hybrid approach to heroic leadership'). _A first line of argumentation and contribution to this study_ involves contrasting the empirical results with the three distinct narratives of the stakeholder perspective that inspire conjoint agency. *One,* the empirical results identifying a mutual understanding and practice of leadership support, to some extent, the four relational models of Bridoux and Stoelhorst (2015). Balance and reciprocity in the leader-follower relationship correspond with their form of *"equality matching"* (p. 11), whereby collaboration seems to adhere to the principles of 'give and take' or *"tit-for-tat"* (p. 12). In sharing leadership among peer leaders equality in decision making emerges, whereas individual leader behavior still emphasizes the heroic decision process corresponding to their *"authority ranking"* model (p. 11). The pure individuality and selfishness of the *"market pricing"* model (p. 12) is transcended, but joint value creation at the level of *"communal sharing"* (p. 10) is not yet realized. Consequently, the current leader mind-set and action of this case study show an amalgamation of attributes and transitioning towards the next stage of relationship. *Two,* the typology of stakeholder cultures as established by Jones, Felps and Bigley (2007) scale from complete individualism to absolute altruism. The tentative case model of 'the hybrid approach to heroic leadership' is not ascribed to a particular culture, it rather moves from an instrumentalist towards

a moralist culture. A tendency to care of all stakeholders and not only shareholders is inherent. However, the degree of individuality on the one hand and morality on the other hand varies and is influenced by several factors (cf. figure 6.9 on the tentative case model). Sachs and Rühli (2011) combine cultural (see Bridoux & Stoelhorst 2015; Jones, Felps & Bigley 2007) and stakeholder (see Freeman, Martin & Parmar 2007) narratives to exemplify leadership. 'The hybrid approach to heroic leadership' embedding a mutual notion as developed in this case study goes beyond the mode of self-interest and predominant stakeholder view. Consistency is achieved to a great extent with the leader type *"instrumentalist"* (p. 169), whereby, for example, the capability of followers to create value is recognized and used by leaders. This still means a relation that excludes equal and collective leadership and rejects the notion of *"stakeholders as owners"* (p. 169). On the other hand, a notion of the *"mutual value creator"* (p. 169) is acknowledged in the instance of shared leadership among peer leaders revealed by the case study. *Consequently,* the considerations involved with theoretical prototypes (i.e. prior research) and empirical reality (i.e. case) confirm the ongoing advance in stakeholder-oriented leadership.

A second line of argumentation and contribution of this study assumes the notion of surpassing particular categorization. This means that combining qualities of different types will result in *"a hybrid form"* (Gronn 2011, p. 441). The tentative case model on 'the hybrid approach to heroic leadership' thus blends attributes of the heroic dimension with aspects of the post-heroic dimension of leadership denoting *"mixed leadership patterns"* (Gronn 2009, p. 17). *Accordingly,* the perception of a purely heroic and individual approach to leadership is modified with the embedding of conjoint agency (i.e. mutual understanding and practice of leadership). Moreover, the distinct view developed by prior research intentionally separating traditional and advanced forms of leadership is questioned by this tentative case model that advocates an integrative and hybrid perspective on leadership.

Stehle (2004) distinguishes *three* **areas of contribution**, namely: the confirmation and extension of literature; the combination of literature that adds further perspective; and new insights to theory. *Firstly,* this study corresponds with previous research on traditional leadership (e.g. Northouse 2012; Yukl 2012) and expands it with related opinions and factors applicable to banking institutions in Swiss Wealth Management. The extension is performed through empirical case research entailing description (cf. chapters 4 and 5), network analysis (cf. appendices G1-G7) and findings (cf. chapter 6). Agreement with the literature is found in the results regarding an individual understanding of leadership (individual agency) entailing for instance leader characteristics, preferred stakeholders and topics as well as selfishness. Expansion is provided with

the attributes of individual leader accountability and the acknowledgement of the specific environment in the financial industry. *In addition,* the study enhances prior research with the identification of environmental conditions in the financial industry that considerably influence leadership. Correspondence can be found in the forces of change affecting all industries (e.g. Hay Group 2015; Institute for Crisis Management 2012; Phatak, Bhagat & Kashlak 2009).

Secondly, the study contributes to leadership literature (parent theory) by combining it with stakeholder theory (supporting discipline, cf. 2.5) adding the perspective of a mutual understanding of leadership (e.g. Freeman et al. 2010; Freeman, Martin & Parmar 2007; Parmar et al. 2010) to the individual leader approach. The findings contribute to the discussion on stakeholder capitalism through the addition of empirical indications for collaboration, sharing, favorable behavior and balance in the stakes of leaders and followers in the context of bank leadership. *Furthermore,* this case research enriches leadership literature with the empirical examination of transformational influence on leadership (related theory, cf. 2.6) in the context of the Swiss financial industry. This is achieved through the definition of attributes that emerge from the external and internal environment, regulatory framework, financial crisis and financial industry development. The findings build on leadership development research (related theory, cf. 2.7) by adding empirical findings with regard to future leadership. This includes the approach to follower guidance, leader reflection and environment adjusted leadership practice. Other addendums are a holistically framed leadership development and aligned measures at the individual, collective and structural level of leadership.

Thirdly, the study contributes new insight to the body of knowledge with regard to plural leadership in the context of Wealth Management leaders in a major Swiss bank. Factors relevant for shared leadership (e.g. Pearce, Conger & Locke 2008) are revealed. This is achieved by the identification of indications that affirm the application of a post-heroic approach to leadership namely positive leader experience and mutual value creation. Attributes that reject advanced approaches to leadership are also evident, expressed in the bank leader's hesitancy and ambiguity about the practicability of post-heroic forms of leadership. However, an enabling environment and encouraging stakeholders are found to overcome existing barriers. *On the other hand,* the anticipated general progress in leadership (e.g. Fletcher 2004; Pearce 2004; Schneider 2002; Uhl-Bien, Marlon & McKelvey 2007) elicited contradictory opinions. This means that the outcome of the data analysis conflicts with the literature which predicts a considerable increase in post-heroic forms of leadership due to environmental change. *On the contrary*, the findings indicate persistence in the individual understanding of leadership, resulting in a traditional approach

whereas no evidence of an increase in post-heroic forms was found. *However,* the tentative case model on 'the hybrid approach to heroic leadership' developed proposes a new insight, with an integrative and hybrid approach to leadership combining individual and mutual understanding and application. *Finally,* unique insight is offered with attributes of the leadership understanding of Wealth Management leaders in a major Swiss bank covering leadership values, leadership philosophy, leader role and leadership principles.

In brief, this study contributes to the domain of leadership theory by enriching the understanding of leader mind-set and action in a banking environment. Considering the justifications for the study (cf. 1.3.2), this case research provides an original contribution to leadership namely attributes and a convergent tentative framework, a tentative case model on 'the hybrid approach to heroic leadership' and tentative propositions together with attributes of mutual understanding and practice adding to stakeholder-oriented leadership. Following the presentation of the implications for theory in this section, the implications of the study for managerial practice are addressed next.

6.5   Implications for managerial practice

Implications for practice emerging from the case research on contemporary leadership understanding and practice in a banking environment are covered in this section. A further key outcome of this study is the practical recommendation for managers in the private sector. The practical implications address the main themes of this study in four paragraphs (a-d).

a. Leadership understanding. The mind-set of a leader that is directing the leader's actions can be influenced by the basic assumptions (i), values (ii), leadership philosophy (iii), definition of the leader role (iv) and the leader's principles (v). Key guidelines developed from this case study thus are:

(i)   The leader is conscious about own basic assumptions or the beliefs and attitudes about business conduct that forms the foundation for leadership. A mutual understanding of leadership implying the willingness to collaborate contains the benefit potential of creating value for stakeholders. Leaders thus develop awareness for the implications of an individual understanding of leadership (e.g. leader characteristics, accountability, individual goals, selfishness), which entails the risk potential of capturing or diminishing value. Leaders think about their world view and develop opinions on dealing with people, the claim of headship as well as ethics in leadership.

(ii)   The leader knows that values as basic set of beliefs drive leadership and chooses own values based on informed decision.

(iii)   The leader thinks actively about leadership which creates a leadership philosophy that covers the own approach to the leadership culture, establishing of vision and balancing between leadership (guide and develop people) and management (providing structure for leadership activities).

(iv)   The leader appreciates the diversity of the leader role (e.g. decide, own, inspire, guide, qualify).

(v)   The leader defines leadership principles which represent the basic rules for exerting own influence (e.g. dealing with people, approach to results, collaboration, degree of autonomy, own exemplary behavior, direction giving).

Detailed action recommendations to assess and inform the own leadership understanding are available in ***Appendix K1.***

b. *Leadership application*. Leader action means that the leader is able to assume different approaches to leadership, i.e. individual practices as well as advanced forms such as shared leadership. The key guideline for practical leadership requires the leader to regularly and actively assess current and future states while applying an expanded leadership repertoire. Detailed action recommendations on the various forms of leadership are offered in ***Appendix K2.***

c. *External influence*. The leader recognizes the external influence on leadership that evolves from contextual factors, environmental conditions and industry transformation. The key guideline entails the expectation towards the leader to adjust behavior to circumstances of major importance (e.g. crisis leadership, distinct form of leadership) while being aware of negative effects involved. Furthermore, the leader is able to deal with constant change management. Detailed action recommendations on identifying the external influence and acknowledging potential impact are provided in ***Appendix K3.***

d. *Leadership development*. The leader achieves a suitable balance between stability (e.g. reliable frame for followers) and advancement (e.g. technology). Key guidelines include that the leader reflects about innovative approaches to leadership and adopts change. This means that the leader is able to adjust the own leadership practice to the developing environment. The leader thus makes use of various development measures (e.g. on-the-job and off-the-job learning activities). Detailed action recommendations for reflecting about future leadership and measures to develop as leader are proposed in ***Appendix K4.***

In conclusion, it has become obvious that the current leader mind-set and action still involves a heroic orientation to a great extent, i.e. single leader focus, positional leadership, individual goals and accountabilities. But the world has changed and will continue to do so due to globalization, knowledge becoming a key asset, virtualization and digitization. Moreover, business has been considerably re-shaped, which is why the disregard of previous and upcoming change in financial industry entails the risk of missing a development. Today's leaders are asked to think about where to make use of mutual understanding and cooperation and thus to start applying and promoting post-heroic forms of leadership.

Considering the justifications for the study (cf. 1.3.2), practical contribution is delivered by guidelines with good practices (e.g. Appendix K), findings and measures that enhance leadership development as well as the insights of experienced leaders about future leadership. Following the presentation of the practical implications, the next section focuses on implications for methodology.

6.6   Implications for methodology

This section addresses the implications of the case research for methodology. In the review of the research strategy and study purpose, the semi-structured interviews provided data that allowed rich description and illustration of the phenomenon of leadership understanding and practice. Furthermore, insight was gained, contributing to the body of knowledge from a theoretical, practical and empirical perspective. Attributes and findings emerged from the exploration being unique and relevant, but no genuinely new narratives of leadership were disclosed. Nevertheless, this study supports the comprehension of the phenomenon in a real world situation, offering an insightful account of authentic leadership behavior (Yin 2012). Having applied constituents of the Eisenhardt template for the results presentation (cf. chapters 4 and 5), it turned out to be vital for this study to assume the Gioia template for the findings and discussion (cf. chapter 6). This allowed a *"stepping-up in abstractness"* (Gioia, Corley & Hamilton 2012, p. 20) resulting in several concepts and a tentative case model. Accordingly, the qualitative research design using case study method, triangulation with interview and documentation data as well as within-case and cross-case analysis together with methodological templates appeared appropriate to investigate the phenomenon, in particular for leadership research (see Denis, Langley & Sergi 2012; Denis, Lamothe & Langley 2001). On the other hand, challenges in the research process occurred from the interview guide that was developed further with each interview to keep the frame and structure consistent (cf. 3.4.2 comments in paragraph d) as well as the handling of the volume of qual-

itative data during the analysis. The detailed explanation of the methodology in chapter 3 allowed the assurance of methodological rigor in the application of data collection and data analysis.

Considering the justifications for the study (cf. 1.3.2), this research provides an empirical contribution using the qualitative case study method for the topic of bank leadership. Following the discussion of the implications, the limitations are acknowledged next.

6.7 Limitations of this research

Key limitations such as researcher bias and applied methodology have been addressed in subsection 1.3.4, but the limitations emerging from research conduct are addressed in this section. This study – designed as a qualitative and exploratory case research – provided rich and insightful description about the phenomenon of leadership understanding and practice of Wealth Management leaders in the major Swiss bank UBS although the sampling was limited to twelve informants. The limited sample of interviews is open to critique, but can be defended by the argument that an extensive amount of research data has been systematically analyzed with contribution to the body of knowledge in a field (i.e. post-heroic leadership) still to be further explored.

A purposeful sampling was applied to find experienced leaders, but the fact that only a quarter were female leaders and cultural aspects related to leaders of the Germanic Europe cluster has to be acknowledged (Weibler & Wunderer 2007). Moreover, the study concentrated on a geographic region and financial industry as well as one bank as a single case. The responses appeared to be open and honest as confidentiality and anonymity were assured and the interviewer was familiar with the situation, coming from the HR organization. This required keeping information about the respondents (e.g. demographic or organizational details) at a high level. With the refinement of the interview guide after each interview, its focus became clearer, as specific aspects noted by the respondents such as female leadership, stakeholder networks or leader contribution to society receded into the background. On the other hand, internal documents had to be used for triangulation as external information on the study object was rarely available, particularly in English. This could have expanded the study through presenting a multiplicity of evidence. Furthermore, the unique blend of German interview and English translation, Swiss culture and international company as well as the use of English leadership literature as basis deserves recognition. The generalization of the findings is thus bound to the indicated context and integrated in the wider body of knowledge (Yin 2009) as discussed in sections 6.2, 6.3 and 6.4.

In conclusion, limitations of this study were acknowledged and several mitigation measures implemented in particular through rigor in the methodology as described in chapter 3 to reinforce the value of this case study. Further research to build on the study outcome is presented in the next section.

6.8   Directions for further research

The implications for further research emerging from this study are addressed in this section. This research aimed to investigate the phenomenon of contemporary leadership understanding and practice of Wealth Management leaders in the context of a major Swiss bank with a qualitative case study. On the one hand, the outcome, namely attributes and concepts, tentative framework, tentative case model and tentative propositions have to be tested with quantitative methodology to further substantiate and generalize them. On the other hand, replication could include the same context but different banks as well as more geographical dispersion within and outside Switzerland. This is not only applicable for Wealth Management but also for other divisions, e.g. retail banking, investment banking, corporate center. Also a comparison with varying contexts could be examined. As specific conditions in the financial industry were identified (cf. 4.4), the transfer of this bank leadership understanding and practice to other industries could be studied. The leadership principles (cf. 4.2.6) have considerable influence on leadership understanding, which might be further investigated. A broad range of environmental and transformational factors were examined. However, the influence of virtualization (see Boje et al. 2011) and digitalization (see A.T. Kearney & Efma 2014; Capgemini Consulting & MIT Center for Digital Business 2012) on leadership requires further investigation.

Delimiting to the German speaking part of Switzerland, meant that the Germanic Europe cluster was applied as a cultural lens for this study (see Weibler & Wunderer 2007). Switzerland also has French and Italian speaking areas, grouped as the Latin cluster, which opens opportunities to search for cultural similarities and differences. Furthermore, a multinational organization like a global bank also allows a transfer to other cultural clusters, e.g. Anglo cluster or Asian clusters.

The indications for mutual and individual understanding of leadership recognized, together with the question of a shift in leaders' basic assumptions voiced by Fletcher (2004) still require further empirical research. In the same way, the findings on post-heroic forms of leadership (cf. figure 6.5) are related to shared leadership in this case study, implying the need for further research to explore other plural forms specifically in fluctuating organizations and multinational

companies (Bolden 2011; Fletcher 2004; Schneider 2002). Indications for the use of hybrid forms (Bolden 2011; Gronn 2009, 2011) have been detected inviting more comparative studies.

As no genuinely new narratives for leadership were revealed, a potential for additional exploration remains unexploited. In addition, the implications of entrepreneurship and follower autonomy in the banking business represent an interesting area for future research. The transfer of military leadership into a business context offers possibilities for more enquiries. *Finally,* the investigation of practices that enhance leadership development based on a mutual leadership model (Day 2000) has not been concluded. Following the provision of directions for further research, chapter and study are concluded next.

6.9   Conclusion

Chapter 6 discussed the findings of this study according to the four research sub-questions and related research issues. Conclusions were drawn on the phenomenon of contemporary leadership understanding and practice of Wealth Management leaders in a major Swiss bank. Furthermore, implications on theory, practice and methodology were addressed, limitations acknowledged and directions for further research proposed. Rich description resulting in attributes and findings about the phenomenon under study were provided with this qualitative case research. Original contributions to leadership theory and in particular stakeholder oriented leadership were made through the development of the tentative framework, case model and propositions. Practical contribution was delivered with the recommendation for actions addressed to managers. Finally, this qualitative case study contributes empirically by enriching the understanding of genuine leadership behavior in a banking environment.

The case research conducted shows indications of the concept of a mutual understanding of leadership in the basic assumptions of the first-line, second-line and department leaders interviewed. Basic assumptions represent their beliefs and attitudes about business conduct. Indications of the concept of an individual understanding of leadership were also identified. The leaders' world views were a new aspect of the foundations for leadership that emerged. Further elements of understanding leadership were detected, whereby values as a basic set of beliefs represent a key constituent of the leader's mind-set. Their leadership philosophy, how they think about leadership, emphasizes culture as a driving force. Providing a vision and balancing leadership between the people aspect and technical management is the current state of leadership understanding revealed in the case study. Comprehension of the leader's profile involves recognizing the importance, responsibility, capability, empowerment and change in the leader role. The basic rules

for exerting influence were summarized in the leadership principles. They encourage the leader to support, know and care about people as well as directing and empowering them and being a role model.

Indications for shared leadership emerged although affirmations and rejections of this approach were both expressed, as well as obstacles and requirements noted. No genuinely new narratives for leadership were revealed. However, aspects of a holistic view, evolutionary entrepreneurship and military leadership transformation brought up by the respondents include new and unanticipated factors. Moreover, with 'the hybrid approach to heroic leadership' embedding mutual understanding and practice, a hybrid form of leadership (see Gronn 2009, 2011) was identified and developed from the case study. Contextual conditions and transformation in the financial industry have considerably influenced the interviewed leaders. Furthermore, future leadership is seen as requiring leaders to guide, reflect and adjust. Finally, leadership development is expected to support leadership with a consistent framework. Particular measures are expected to enhance the individual, collective and structural levels of leadership.

In brief, the individual leader and the leader-follower relationship are in focus, indicating the continuation of a heroic approach to leadership. This leadership understanding emphasizes the positional rather than emergent leader (TP1) and is embedded in headship as well as individual goals, incentives and accountability. However, a mutual understanding involving collaboration, sharing and support, together with people orientation, mitigate the negative effects of a heroic approach to leadership such as the predominant view of individual leaders (TP2). In addition, elements of post-heroic leadership were identified in the form of shared leadership among peer leaders. Conversely, the understanding of future leadership fosters leadership development that supports the individual leader (TP3).

Finally, this study applies an integrative perspective that offers an expansion of current thinking with the tentative case model of 'the hybrid approach to heroic leadership' embedding mutual understanding and practice.

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List of abbreviations

AG	Public limited company / corporation (Aktiengesellschaft)
CEO	Chief Executive Officer
DBA	Doctorate in Business Administration
FAO	Food and Agriculture Organization, United Nations
FSA	Financial Services Act (Swiss law)
HR	Human Resources
HREC	Human Research Ethics Committee, USQ
HWZ	University of Applied Sciences in Business Administration Zurich (Hochschule für Wirtschaft Zürich), Switzerland
ILDS	Integrated Leadership Development Strategy (UBS leadership initiative)
Mgt	Management
OECD	Organization for Economic Cooperation and Development
Pos.	Position of a reference in an e-book
RI	Research issue
RSC	Regions for Sustainable Change (http://www.rscproject.org)
RQ	Research question
SNB	Swiss National Bank
SLE	Senior Leadership Experience (UBS leadership development program)
SLP	Senior Leader Program (UBS leadership development program)
SQ	Research sub-question
TP	Tentative proposition
UBS	UBS AG, financial services institution (global Swiss universal bank)
USQ	University of Southern Queensland, Australia
WAV	Waveform (audio file format standard)
WM	Wealth Management

Appendix A: Case and informants details (sampling)

As detailed in the sub- sections on research design (cf. 3.3.2) and interview (cf. 3.4.2) the case of the major Swiss bank UBS was selected to provide a unique and revelatory insight into the phenomenon of contemporary leadership understanding and practice (RQ). Accordingly, appendix A summarizes a) the background of the *UBS case* and b) the two *embedded cases* entailing the Swiss and International business units of Wealth Management as well as a summary of c) the *UBS leader sample* to provide context for the subsequent data analysis based on the research issues.

a. Case of UBS. UBS has a long history in banking that goes back to the 19th century with the Bank in Winterthur established 1862 merging with the Toggenburger Bank to form the Union Bank of Switzerland in 1912 (UBS 2012). UBS AG was the result of a merger in 1998 between the Union Bank of Switzerland and the Swiss Bankers Corporation founded in 1872 (UBS 2012). UBS operates as a universal bank offering the complete range of financial services including wealth management, investment banking and asset management globally as well as corporate and retail banking in the home country Switzerland (UBS 2015b). This service catalog is represented in the organizational structure with five divisions including Wealth Management Americas and extended by corporate center functions as visualized in Figure A1.

Figure A1: Current organizational chart of the major Swiss bank UBS

Notes: Org chart as of 01.01.2015 with focus on units under study excluding staff units (e.g. WM Chief of Staff), support units (e.g. Chief Operating Officer WM), corporate center (e.g. Chief Financial Officer), group functions (e.g. Human Resources) as well as regional CEOs (e.g. Group Regional CEO APAC); Global Asset Management was renamed in UBS Assset Managemnt in fall 2015
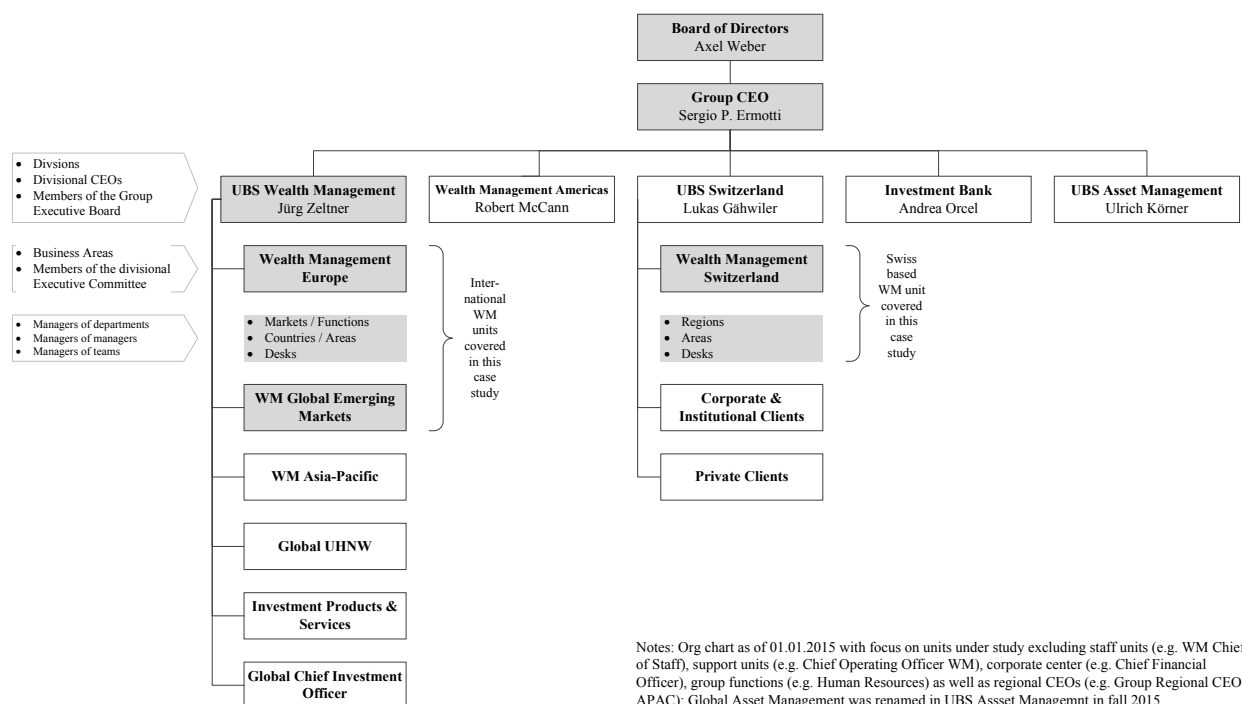
Source: adapted from UBS internal electronic phone book 'who-is-who'

UBS is the largest bank in Switzerland and the biggest wealth manager globally (UBS 2014, 2015c). UBS has subsidiaries in 50 countries with about 60,000 employees working worldwide of these 21,600 employees (36%) are assigned to Switzerland (UBS 2015b). Figure A2 illustrates the development of UBS from 2007 till today, indicating key historical events, changes in the senior leadership of UBS as well as important stages and milestones in the cultural progress of UBS leadership understanding as well as UBS leadership development which is reflected in the documentation used for data analysis as well as compared with the outcome of the interview analysis.

Figure A2: Recent development of UBS
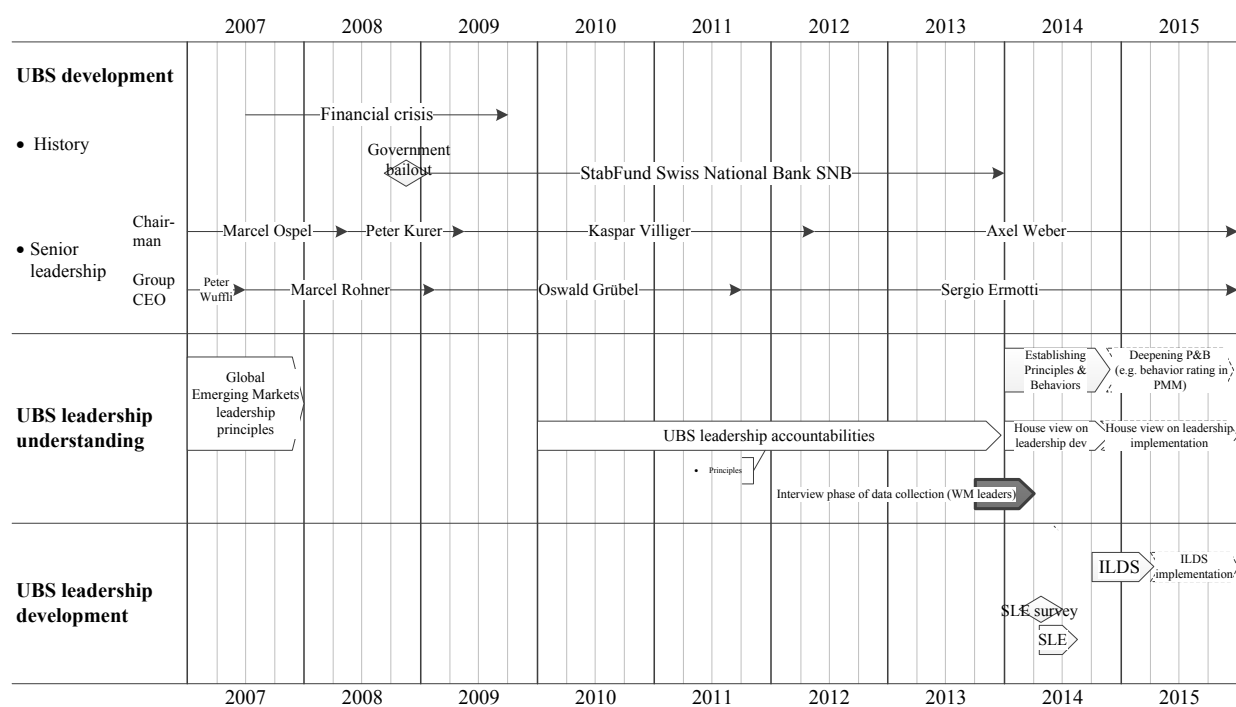
Notes: WM = Wealth Management, ILDS = Integrated Leadership Development Strategy, SLE = Senior Leadership Experience Program, dev = development, PMM = Performance Measurement and Management (Management by Objectives system)

Source: developed for this research

UBS was particularly damaged by the financial crisis also known as the subprime mortgage crisis or second great contraction (Reinhart & Rogoff 2009). This made a government bailout necessary in 2008, in which the stabilization fund of the Swiss National Bank SNB took over the toxic investments of UBS which it then sold back at a profit in 2013 (SNB 2013). During that time several top leaders succeeded in the roles of Chairman of the Board of Directors and Group CEO. In 2010 the structured influencing of the Group's culture started with several initiatives to foster leadership culture (e.g. leadership accountabilities) which has been intensified since 2014 (e.g. Principles & Behaviors, ILDS Integrated Leadership Development Strategy). In this study, the focus is on the UBS Wealth Management division, which provides wealthy clients with advi-

sory and investment products and services (UBS 2015a). The embedded cases of the two deployment units of the leaders interviewed are introduced in the following paragraph.

b. Embedded cases. *(i) Wealth Management Switzerland unit:* Despite belonging to the UBS Switzerland division from a hierarchical perspective, the Wealth Management Switzerland unit is functionally guided by the UBS Wealth Management division. The unit serves wealthy clients in Switzerland and is organized in 10 regions, comprising several areas and desks with client advisors. The organizational principle is thus according to the criterion of geographical distribution. (ii) *Wealth Management International units:* The former organizational unit of Wealth Management International was reorganized into UBS Wealth Management (for detail cf. org chart in paragraph a.). The two units with international orientation present in Switzerland were included in this study. Wealth Management Europe serves wealthy European clients offshore from Switzerland, in fully compliance with the laws of the respective countries. Wealth Management Global Emerging Markets covers four regions (e.g. Latin America) and four functions. The leaders of this unit who were interviewed for this study are based in Switzerland, although the business comprises onshore representation offices in the respective countries. The organizational principle of the units under study is according to the criteria of offshore/onshore and the maturity of the markets. The details of the interviewed leaders and their affiliation with unit and management level are portrayed in the next paragraph.

c. UBS leader sample. The case on contemporary understanding and practice of leadership in UBS includes twelve interviews with carefully selected UBS leaders (cf. 3.4.2) working for UBS Wealth Management. The interview partners cover locations in the German-speaking part of Switzerland including the Zurich headquarters. The interviews with selected UBS leaders were conducted between autumn 2013 and spring 2014. The ethical clearance for this study required a guarantee of anonymity and a de-identified representation of the leaders interviewed allowing them to express their opinions openly (cf. 3.7). In consequence, the participants' details are kept to a minimum and anonymized to honor this arrangement. That is why the questions A1 and A2 were used as ice breakers but are not reported, to avoid any opportunity to identify a respondent. Table A3 summarizes the profile of the interview population (including date of interview).

Table A3: Interview audience overview

| IVC	IVN	Role	Level of management	Unit	Unit name	Gender	Interview date
A	6	Desk Head	Manager of team	CH	Wealth Management Switzerland	Male	20.01.14
B	10	Desk Head	Manager of team	CH	Wealth Management Switzerland	Male	31.01.14
C	2	Desk Head	Manager of team	Int.	Wealth Management Europe	Male	16.10.13
D	7	Desk Head	Manager of team	Int.	Wealth Management Global Emerging Markets	Female	23.01.14
E	8	Area manager	Manager of managers	CH	Wealth Management Switzerland	Male	23.01.14
F	11	Area manager	Manager of managers	CH	Wealth Management Switzerland	Male	04.03.14
G	3	Area manager	Manager of managers	Int.	Wealth Management Europe	Female	01.11.13
H	5	Area manager	Manager of managers	Int.	Wealth Management Global Emerging Markets	Male	03.12.13
I	1	Regional manager	Manager of department	CH	Wealth Management Switzerland	Male	15.10.13
J	9	Regional manager	Manager of department	CH	Wealth Management Switzerland	Male	28.01.14
K	4	Market / Functional Head	Manager of department	Int.	Wealth Management Global Emerging Markets	Male	04.11.13
L	12	Market / Functional Head	Manager of department	Int.	Wealth Management Europe	Female	10.03.14

Notes: IVC = interview case (category/topic relation), IVN = interview number (process relation), CH = Switzerland, Int. = international

Source: developed for this research

Four informants belong to each of the three different levels of management: (1) managers of teams (interview cases A to D) with the role of desk head responsible for a number of followers, working as single contributors with the role of Wealth Management client advisors, covering clients assigned from a geographical perspective; (2) managers of managers (interview cases E to H) with the role of area manager responsible for several desks led by desk heads as their direct reports again organized geographically; (3) managers of departments (interview cases I to L) with the role of regional manager, responsible for geographical areas in their regions led by area managers as direct reports, respectively market / functional head with responsibility for a cross-unit topic or a market. Six interview participants of the audience are members of the Swiss unit of Wealth Management (interview cases A, B, E, F, I, J) and the other six are in the international units 'Wealth Management Europe' and 'Global Emerging Markets' (interview cases C, D, G, H,

K, L). A quarter of the interview population were female leaders. The quotations (e.g. 2-145) used to support the results of the data analysis in chapters 4 and 5 refer to interview number (1 to 12) and the position of the coded text block in the data set (ATLAS.ti data base). Finally, figure A4 combines the interview case (IVC) with the type of the case study (cf. figure 3.3).

Figure A4: Audience and case integration
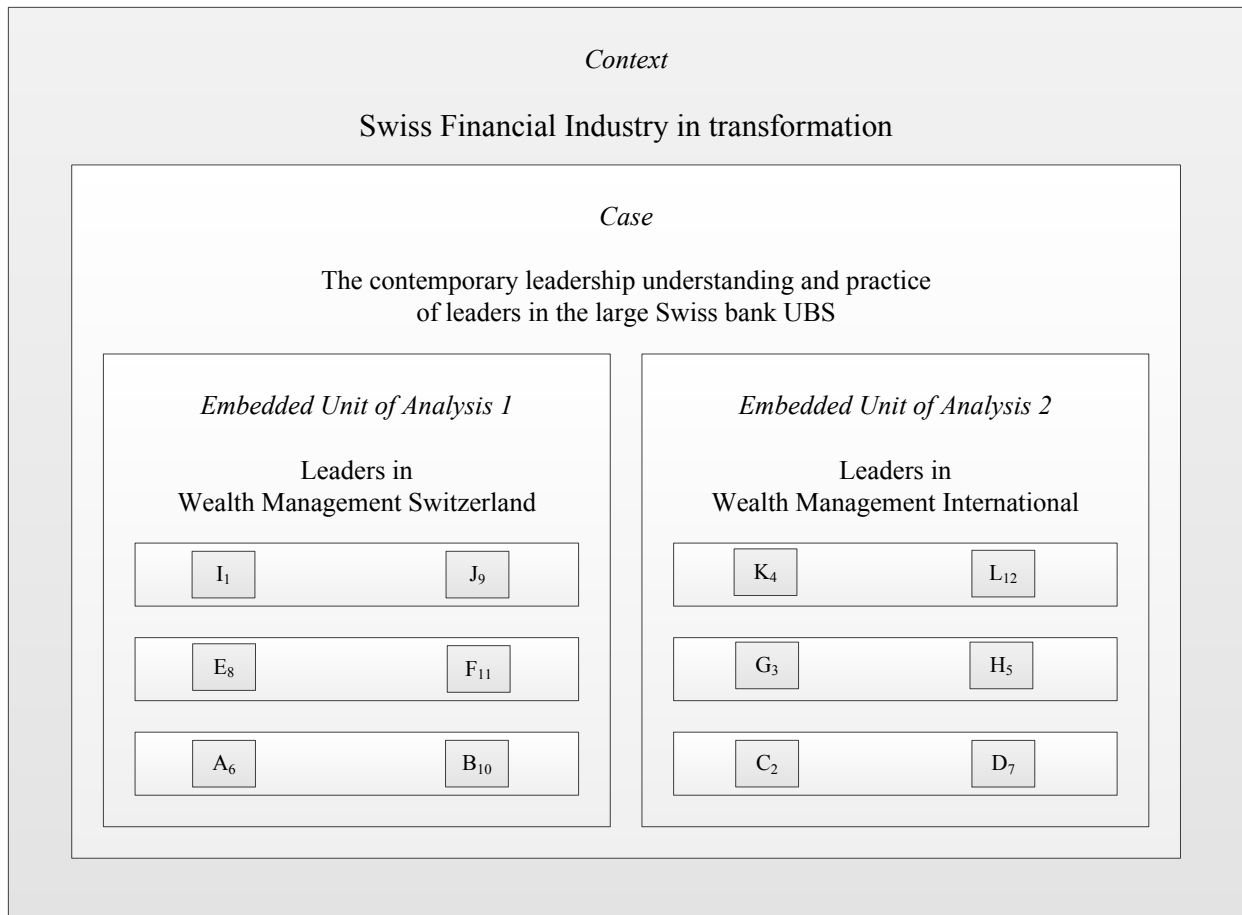
Notes: characters = interview case (IVC); numbers = interview number (IVN)l

Source: developed for this research

Appendix B: Information sheet and consent form

HREC Approval Number: H13REA155

Full Project Title: Financial industry in transformation: case research on the contemporary understanding and application of leadership in a large Swiss bank

Researcher: Reto Imhasly

I would like to invite you to take part in this research project. Please find below a summary of the project as well as information on proceedings and research ethics.

1. Introduction to the project

Doing business in the 21st century is influenced by uncertainty, change and complexity. Organizations are required to constantly adapt to the transformation emerging from globalization, technological development, increasing competition and knowledge as vital production asset. Leaders are a core factor in this process, affected by these challenges and affecting others with their actions. Leaders in banks are especially concerned with change. The financial industry is in a transition phase that has been induced by the financial crisis together with the pressure arising from regulators and ethical discussions. The Swiss financial center reflects the global development on a small scale making it an attractive study object to focus on.

Accordingly, the aim of this study is to examine in-depth the actual state of Swiss bank leadership. In particular, the research question addresses the phenomenon of *Swiss bank leaders' contemporary leadership understanding and practice as influenced by the transformation in Switzerland's financial industry.*

To answer this research question, a case study will be conducted focusing on UBS that has experienced the transformation of the financial industry and its implications on the organization and leadership. Therefore, the target population for this study consists of UBS's leaders of different hierarchical levels (team leaders, managers of managers, managers of departments). They are selected from the two client-facing divisions UBS Wealth Management and Wealth Management Switzerland.

With the gained insights it is intended to make a practical contribution to the development of new narratives for leadership and guidelines with good practices, thereby supporting an overarching project of the University of Applied Sciences in Business Administration Zurich (HWZ). Furthermore, the research findings should support the enhancement of the design of leadership programs and the advancement of talent development in UBS with respective guidance reflecting theory and practice to enlarge leader mind-sets.

As an UBS leader, you can provide this rich insight into the understanding and practice of leadership with your involvement in this research project. The proceedings in this study, questions of anonymity and confidentiality as well as on obtaining consent for participation are addressed in the next chapters.

---

2.   Procedures

Participation in this project will involve

- *one semi-structured interview of about an hour with the researcher at the office of the participant, the interview is audio recorded;*
- *participants will receive their own written interview (transcript) for review;*
- *the researcher is part of UBS, but working for the Corporate Center (HR department) and the research is conducted within the Doctor of Business Administration Program of the University of Southern Queensland and HWZ Zürich;*
- *participants contribute to further leadership development in UBS and the business community;*
- *anonymity and confidentiality of the participant (internally and externally) are assured by the researcher as well as UBS, UBS agreed on the ethics standards for thesis research;*
- *free consent to participate in the project or to withdraw is guaranteed;*
- *only aggregated and de-identified data will be published.*

3.   Voluntary Participation

Participation is entirely voluntary. **If you do not wish to take part you are not obliged to.** If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. Any information already obtained from you will be destroyed.

Your decision whether to take part or not to take part, or to take part and then withdraw, will not affect your relationship with the University of Southern Queensland, HWZ or UBS AG. Please notify the researcher if you decide to withdraw from this project.

Should you have any queries regarding the progress or conduct of this research, you can contact the dissertation supervisor:

Prof Dr Sybille Sachs
Institute for Strategic Management and Stakeholder view
University of Applied Sciences in Business Administration Zurich (HWZ)
Lagerstrasse 5
8001 Zürich
Phone: +41 43 322 26 45
Email: sybille.sachs@fhhwz.ch

If you have any ethical concerns with how the research is being conducted or any queries about your rights as a participant please feel free to contact the University of Southern Queensland Ethics Officer on the following details.

Ethics and Research Integrity Officer
Office of Research and Higher Degrees
University of Southern Queensland
West Street, Toowoomba 4350
Ph: +61 7 4631 2690
Email: ethics@usq.edu.au

The University of Southern Queensland
Consent Form

HREC Approval Number: H13REA155

TO: UBS leaders

Full Project Title: Financial industry in transformation: case research on the contemporary understanding and application of leadership in a large Swiss bank

Researcher: Reto Imhasly

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.

- I understand the purpose of the research project and my involvement in it.

- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.

- I confirm that I am over 18 years of age.

- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential even to UBS AG.

- I understand that the audio file will be stored at the researcher's home office with access only by the researcher.

- I understand that I will be audio taped during the interview.

Name of participant…………………………………………………….......

Signed…………………………………………….**Date**………………………

If you have any ethical concerns with how the research is being conducted or any queries about your rights as a participant please feel free to contact the University of Southern Queensland Ethics Officer on the following details.

Ethics and Research Integrity Officer
Office of Research and Higher Degrees
University of Southern Queensland
West Street, Toowoomba 4350
Ph: +61 7 4631 2690
Email: ethics@usq.edu.au

Appendix C: Interview guide

I. Introduction / Einleitung

- Relate to the facilitator and thanks for the opportunity to conduct an interview for about 1 hour
- *Sich auf den Türöffner beziehen und für die Interview-Möglichkeit bedanken. Darauf hinweisen, dass für das Interview ca. eine Stunde benötigt wird.*

- Introduction of the researcher and the project
- *Sich als Forscher kurz vorstellen und in das Projekt einführen*

- Refer to the participant information sheet provided
- *Sich auf das vorgängig versandte Teilnehmer-Informationsblatt beziehen*

- Assure confidentiality / anonymity → consent form (to be signed by the participant)
- Dem Interview-Partner nochmals Anonymität und Vertraulichkeit versichern und ihn um Unterzeichnung des Zustimmungs-Blattes bitten

- Information on recording procedures and storage
- *Ihn darauf hinweisen, dass das Interview aufgezeichnet und ausserhalb von UBS, d.h. beim Forscher selber, aufbewahrt wird.*

II. Guiding questions (aligned with RI1-RI4) / Leitfragen (ausgerichtet auf RI1-RI4)

Q-Nr.) Main questions (English)	F-Nr.) Kernfragen (German)
• *Specifying and deepening questions (English)*	• *Spezifizierungs- und Vertiefungsfragen (German)*
A) Become familiar with the interviewed leader and his/her leadership development	
A1) Please give a brief overview of your leadership career (important steps)	A1) Geben Sie einen kurzen Abriss über ihre Führungskarriere (wichtigste Stationen)
A2) What kind of leadership development did you complete?	A2) Welche Führungsausbildung haben Sie absolviert?
B) Gain insight into the environment, the setting and the embedding as well as the condition of the organization the interview partner is acting as a leader in, including development and actual situation	
B1) Describe the actual leadership situation in your organization(s)	B1) Wie präsentiert sich die aktuelle Führungssituation in ihrer/ihren Organisation(en)
C) Identify the leadership understanding (leader mind-set, individual / mutual, further elements) and factors that affect it (RI1/RI3)	
C1) Please describe your personal understanding of leadership. • *Leadership philosophy, Leadership principles*	C1) Beschreiben Sie ihr Führungsverständnis. • *Führungsphilosophie, Führungsgrundsätze, Führungsprinzipien*

	C2)	What are the basic assumptions of your leadership being embedded in your view of the world?	C2)	In welches Weltbild ist Ihr Führungsverständnis (-philosophie, -grundsätze, -prinzipien) eingebettet?
	C3)	Which values are important for you as a leader?	C3)	Welche Werte sind Ihnen als Führungskraft wichtig?

C4)   To what extent has your understanding of leadership recently been influenced by (decision matrix)

	0	1	2	3	4
	No influence or impact on leadership understanding	**Recognized** but low impact on leadership understanding	**Some influence** leading to selective adjustments to leadership understanding	**Strong influence** leading to substantial change of leadership understanding	**Major influence** leading to fundamental change of leadership understanding
(i) the global financial crisis	☐	☐	☐	☐	☐
(ii) the general transformation of the financial industry (regulatory framework, shrinking margins, cost pressure)	☐	☐	☐	☐	☐
(iii) public opinion or the press	☐	☐	☐	☐	☐
(iv) other influencing factors such as your private environment	☐	☐	☐	☐	☐
(v) UBS internally (culture, senior management impulse, leadership development)	☐	☐	☐	☐	☐

C4)   Wie stark wurde Ihr Führungsverständnis in der letzten Zeit beeinflusst durch (Entscheidungsmatrix)

	0	1	2	3	4
	Kein Einfluss bzw. keine Wirkung auf das eigene Führungsverständnis	**Zur Kenntnis genommen** bei geringer Wirkung auf das eigene Führungsverständnis	**Gewisser Einfluss spürbar** mit punktueller Anpassung des Führungsverständnisses	**Stark beeinflusst worden** mit erheblicher Korrektur des eigenen Führungsverständnisses	**Grundlegend beeinflusst** mit fundamentaler Veränderung des eigenen Führungsverständnisses
(i) die Finanzkrise	☐	☐	☐	☐	☐
(ii) die generellen Entwicklung in der Finanzindustrie (Regulatorien, Marge, Kostendruck)	☐	☐	☐	☐	☐
(iii) die öffentliche Meinung oder durch die Medien	☐	☐	☐	☐	☐
(iv) andere Einflussfaktoren wie das private Umfeld	☐	☐	☐	☐	☐
(v) UBS intern (Kultur,	☐	☐	☐	☐	☐

C5)	Why did you rate it that way?		C5)	Weshalb haben Sie so entschieden?
	• *Deepen a-e*			• *a-e vertiefen*
C6)	Should the performance and reward system be adjusted?		C6)	Müssen die Anreiz-/MbO-Systeme verändert werden?
C7)	What is the positioning of a leader today in your view?		C7)	Wie ist der heutige Stellenwert einer Führungskraft aus Ihrer Sicht einzuschätzen?
C8)	What are the roles of a leader?		C8)	Welche Rollen nehmen Sie als Führungskraft ein?

D) Investigate leadership practice (leader action) including existing forms of leadership (heroic / post-heroic) and detect potential new approaches to leadership (RI2/RI3)

D1)	How do you apply / practice leadership?		D1)	Wie führen Sie (im Alltag)?
	• *Your way to lead?*			• *Wie ist Ihre Art zu führen?*
	• *Your emphasis?*			• *Auf was legen Sie Wert (Fokus)?*
D2)	How much room for maneuver do you have to lead your organization?		D2)	Wie gross ist Ihr Spielraum in der Führung?
D3)	Has leadership changed from inexistent control to excessive control under the influence of the financial crisis?		D3)	Hat sich die Führung durch die Finanzkrise von laisser-faire in Richtung Kontrolle entwickelt?
D4)	How is leadership in a stable environment respectively in a dynamic environment?		D4)	Wie wird heute in einem stabilen Umfeld bzw. in einem dynamischen Umfeld geführt?
D5)	Is there a difference in leadership (among leaders) between WM CH and WM I?		D5)	Bestehen Unterschiede im Führungsverhalten (der Führungskräfte) zwischen WMCH und WMI?
D6)	How important is the <u>individual</u> leader (today)?		D6)	Wie stark steht für Sie der <u>individuelle</u> Leader (heute/heutzutage) im Zentrum?
D7)	What do you think about shared or collective leadership? What about leading each other? (following others)		D7)	Wie beurteilen Sie Formen von geteilter oder gemeinsamer Führung? Wie sehen Sie es, einander gegenseitig zu führen?
D8)	Any news / trends in leadership?		D8)	Gibt es etwas Neues / Trends in der Führung?
D9)	How will executives lead an organization at your management level in the future?		D9)	Wie werden Führungskräfte auf Ihrer Stufe in der Zukunft führen?

E) Detect measures to adjust leadership development for advanced leader mind-set and action (RI4)

E1)	Are leadership principles established?		E1)	Bestehen Führungsgrundsätze?
E2)	What has to be improved / changed in leadership development in order to advance leadership?		*E2)*	*Was müsste in der Führungsausbildung verbessert / verändert werden um das Führungsverständnis weiterzuentwickeln?*
E3)	How to include senior leadership?		E3)	Wie ist das ‚senior leadership' einzubeziehen?

F) Get the broader view and closing remarks			
F1)	Please describe the network of partners you work with as a leader?	F1)	Beschreiben Sie, mit wem Sie als Führungskraft zusammenarbeiten bzw. interagieren?
F2)	Which of these relations are strong and which are superficial?	F2)	Welche dieser Beziehungen sind stark ausgeprägt und welche oberflächlich?
F3)	Is one or more specific stakeholder particularly important?	F3)	Ist ein spezifischer Stakeholder besonders wichtig oder sind es mehrere)
F4)	How would you describe your contribution to society as a leader?	*F4)*	Wie würden Sie Ihren Beitrag als Führungskraft in der Gesellschaft sehen (beschreiben)?
F5)	Did I miss any leadership aspect that you would like to address?	F5)	Habe ich einen Aspekt von Führung vergessen, den Sie noch ansprechen möchten?

III. Closing and further proceedings

- Thanks for participation in the interview
- Inform participant about next steps (e.g. transcription, review, analysis, presentation of aggregated and anonymized results, report)

IV. After action review

- Complete interview protocol
    - Surrounding of interview (location)
    - Atmosphere of interview, convenience for interview partner
    - Any special occurrence
- Complete field notes

Appendix D: Interview protocol template

Interview No.	
Date and time	
Name of informant	
Phone / email	
Function	( )
Unit	
Demographics	Rank ( ) Gender ☐ male ☐ female Age ( )
Location	
Ethics	☐ Information provided ☐ consent gained (signed form)
Length of interview	
Interview language	☐ German ☐ English
Documentation (E1)	
Progress of interview	
Setting and atmosphere (e.g. quiet / noisy, interruptions, convenience)	
Immediate impression (e.g. how the interview went)	
Depth of interview / lack of information	
Usability of interview guide	
Particular observations / special occurrence	
Interviewer reflection	
Data recording (file)	☐ registered in inventory

Appendix E: Case study database

Data source	Title	Lang	Date	Format	Classification
Primary data					
Process	PT01 pilot interview consent form	ENG	09.08.13	Paper	Data collection
Interview	PT01 interview audio recording	ENG	09.08.13	WAV	Data collection
Process	PT02 pilot interview consent form	ENG	26.08.13	Paper	Data collection
Interview	PT02 interview audio recording	ENG	26.08.13	WAV	Data collection
Process	IV01 consent form	ENG	15.10.13	Paper	Data collection
Interview	IV01 interview audio recording	ENG	15.10.13	WAV	Data collection
Interview	IV01 C4 question	ENG	15.10.13	Word	Data collection
Interview	IV01 Transcript ENG	ENG	17.12.13	Word	Data collection
Interview	IV01 Transcript GER	ENG	17.12.13	Word	Data collection
Notes	IV01 interview protocol	ENG	15.10.13	Paper	Data collection
Process	IV02 consent form	ENG	16.10.13	Paper	Data collection
Interview	IV02 interview audio recording	ENG	16.10.13	WAV	Data collection
Interview	IV02 C4 question	ENG	16.10.13	Word	Data collection
Interview	IV02 Transcript ENG	ENG	16.12.13	Word	Data collection
Interview	IV02 Transcript GER	ENG	16.12.13	Word	Data collection
Notes	IV02 interview protocol	ENG	16.10.13	Paper	Data collection
Process	IV03 consent form	ENG	01.11.13	Paper	Data collection
Interview	IV03 interview audio recording	ENG	01.11.13	WAV	Data collection
Interview	IV03 C4 question	ENG	01.11.13	Word	Data collection
Interview	IV03 Transcript ENG	ENG	16.12.13	Word	Data collection
Interview	IV03 Transcript GER	ENG	16.12.13	Word	Data collection
Notes	IV03 interview protocol	ENG	01.11.13	Paper	Data collection
Process	IV04 consent form	ENG	04.11.13	Paper	Data collection
Interview	IV04 interview audio recording	ENG	04.11.13	WAV	Data collection
Interview	IV04 C4 question	ENG	04.11.13	Word	Data collection
Interview	IV04 Transcript ENG	ENG	16.12.13	Word	Data collection
Interview	IV04 Transcript GER	ENG	16.12.13	Word	Data collection
Notes	IV04 interview protocol	ENG	04.11.13	Paper	Data collection
Process	IV05 consent form	ENG	03.12.13	Paper	Data collection
Interview	IV05 interview audio recording	ENG	03.12.13	WAV	Data collection
Interview	IV05 C4 question	ENG	03.12.13	Word	Data collection
Interview	IV05 Transcript ENG	ENG	30.12.13	Word	Data collection
Interview	IV05 Transcript GER	ENG	30.12.13	Word	Data collection
Notes	IV05 interview protocol	ENG	03.12.13	Paper	Data collection
Process	IV06 consent form	ENG	20.01.14	Paper	Data collection
Interview	IV06 interview audio recording	ENG	20.01.14	WAV	Data collection
Interview	IV06 C4 question	ENG	20.01.14	Word	Data collection
Interview	IV06 Transcript ENG	ENG	12.01.14	Word	Data collection
Interview	IV06 Transcript GER	ENG	12.01.14	Word	Data collection
Notes	IV06 interview protocol	ENG	20.01.14	Paper	Data collection
Process	IV07 consent form	ENG	23.01.14	Paper	Data collection
Interview	IV07 interview audio recording	ENG	23.01.14	WAV	Data collection

Data source	Title	Lang	Date	Format	Classification
Interview	IV07 C4 question	ENG	23.01.14	Word	Data collection
Interview	IV07 Transcript ENG	ENG	17.02.14	Word	Data collection
Interview	IV07 Transcript GER	ENG	17.02.14	Word	Data collection
Notes	IV07 interview protocol	ENG	23.01.14	Paper	Data collection
Process	IV08 consent form	ENG	23.01.14	Paper	Data collection
Interview	IV08 interview audio recording	ENG	23.01.14	WAV	Data collection
Interview	IV08 C4 question	ENG	23.01.14	Word	Data collection
Interview	IV08 Transcript ENG	ENG	11.02.14	Word	Data collection
Interview	IV08 Transcript GER	ENG	11.02.14	Word	Data collection
Notes	IV08 interview protocol	ENG	23.01.14	Paper	Data collection
Process	IV09 consent form	ENG	28.01.14	Paper	Data collection
Interview	IV09 interview audio recording	ENG	28.01.14	WAV	Data collection
Interview	IV09 C4 question	ENG	28.01.14	Word	Data collection
Interview	IV09 Transcript ENG	ENG	23.02.14	Word	Data collection
Interview	IV09 Transcript GER	ENG	23.02.14	Word	Data collection
Notes	IV09 interview protocol	ENG	28.01.14	Paper	Data collection
Process	IV10 consent form	ENG	31.01.14	Paper	Data collection
Interview	IV10 interview audio recording	ENG	31.01.14	WAV	Data collection
Interview	IV10 C4 question	ENG	31.01.14	Word	Data collection
Interview	IV10 Transcript ENG	ENG	18.02.14	Word	Data collection
Interview	IV10 Transcript GER	ENG	18.02.14	Word	Data collection
Notes	IV10 interview protocol	ENG	31.01.14	Paper	Data collection
Process	IV11 consent form	ENG	04.03.14	Paper	Data collection
Interview	IV11 interview audio recording	ENG	04.03.14	WAV	Data collection
Interview	IV11 C4 question	ENG	04.03.14	Word	Data collection
Interview	IV11 Transcript ENG	ENG	18.03.14	Word	Data collection
Interview	IV11 Transcript GER	ENG	18.03.14	Word	Data collection
Notes	IV11 interview protocol	ENG	04.03.14	Paper	Data collection
Process	IV12 consent form	ENG	10.03.14	Paper	Data collection
Interview	IV12 interview audio recording	ENG	10.03.14	WAV	Data collection
Interview	IV12 C4 question	ENG	10.03.14	Word	Data collection
Interview	IV12 Transcript ENG	ENG	13.03.14	Word	Data collection
Interview	IV12 Transcript GER	ENG	13.03.14	Word	Data collection
Notes	IV12 interview protocol	ENG	10.03.14	Paper	Data collection
Interview	Interview description and categorization	ENG	11.08.14	Word	Data analysis
Documentation	Atlas.ti HU project internal documents	ENG	27.10.14	HPR7	Data analysis
Interview	Interview results report	ENG	17.12.14	Word	Data analysis
Interview	Atlas.ti HU project interviews	ENG	01.02.15	HPR7	Data analysis
Interview	Data references and data categorization	ENG	04.04.15	Excel	Data analysis

Data source	Title	Lang	Date	Format	Classification
Secondary data					
Documentation	DOC01 Our journey to sustainable value creation, CEO Message (Communication)	ENG	13.11.13	PDF	Data collection
Documentation	DOC02 Conduct feedback conversations and set objectives that meet business goals, reflect UBS's behaviors and build your skills, Group News (Communication)	ENG	08.01.14	PDF	Data collection
Documentation	DOC03 Guidance for setting objectives about principles and behaviors, Group News (Communication)	ENG	13.01.14	PDF	Data collection
Documentation	DOC04 Message from Axel Weber and Sergio Ermotti, Performance awards 2013, Group News (Communication)	ENG	04.02.14	PDF	Data collection
Documentation	DOC05 Our priorities for 2014, Group Head of HR, E-Mail message (Communication)	ENG	18.02.14	PDF	Data collection
Documentation	DOC06, Message from Sergio Ermotti: Winning 2014, Group News (Communication)	ENG	07.01.14	PDF	Data collection
Documentation	DOC07 Managing @ UBS II, Workbook, ENG (Leadership development)	ENG	05.13	PDF	Data collection
Documentation	DOC08 Managing @ UBS I, 2013 Participant Booklet (Leadership development)	ENG	01.13	PDF	Data collection
Documentation	DOC09 Update on Leadership Behavior, Update (Leadership development)	ENG	21.08.13	PDF	Data collection
Documentation	DOC10 Managing @ UBS today, eClassroom offering (Leadership development)	ENG	14.02.12	PDF	Data collection
Documentation	DOC11 eLearning offering (Leadership development)	ENG	06.01.12	PDF	Data collection
Documentation	DOC12 Leadership and management development, Offering 2014 (Leadership development)	ENG	2014	PDF	Data collection
Documentation	DOC13 The UBS Change Handbook, Engaging people in change (Leadership development)	ENG	12.13	PDF	Data collection
Documentation	DOC14 The UBS Change Toolkit, Providing you with the tools to successfully engage people in change (Leadership development)	ENG	10.10.13	PDF	Data collection
Documentation	DOC15 UBS Schweiz Diversity Strategie & Massnahmen (Leadership development)	GER	30.01.14	PDF	Data collection
Documentation	DOC16 UBS Principles & Behaviours, Behaviors Examples (Principles, company level)	ENG	20.12.13	PDF	Data collection
Documentation	DOC17 Behaviors and principles at a glance, What are the UBS principles and behaviors? (Principles, company level)	ENG	n/a	PDF	Data collection
Documentation	DOC18 Update on Leadership Behavior, Work stream (Principles, company level)	ENG	02.09.13	PDF	Data collection
Documentation	DOC19 UBS Principles and Behaviors, Behavioral Examples Guide (Principles, company level)	ENG	19.11.13	Word	Data collection
Documentation	DOC20 We are UBS, Our principles and behaviors (Principles, company level)	ENG	01.14	PDF	Data collection
Documentation	DOC21 UBS Leadership accountabilities, Intranet (Principles, company level)	ENG	11.02.14	PDF	Data collection
Documentation	DOC22 Our journey to superior value creation (Principles, company level)	ENG	07.01.14	PDF	Data collection
Documentation	DOC23 Principles & Behaviors Weekly Update #2 (Principles, company level)	ENG	01.11.13	Word	Data collection

Data source	Title	Lang	Date	Format	Classification
Documentation	DOC24 4 - Leadership Model, ENG (Principles, WMCH)	ENG	07.12	PDF	Data collection
Documentation	DOC25 Sales Framework, Privat, HNWI, Geschäftskunden (Principles, WMCH)	GER	08.08	PDF	Data collection
Documentation	DOC26 Vernetzung Verkaufsführungen (Principles, WMCH)	GER	01.09.08	PDF	Data collection
Documentation	DOC26 WM Desk Head - Role objective and areas of responsibilities (Principles)	ENG	31.07.13	Word	Data collection
Documentation	DOC28 DH – Knowledge, skill and behavioral competencies (Principles)	ENG	16.07.13	Word	Data collection
Documentation	DOC29 Desk head risk supervision principles for Wealth Management (Principles)	ENG	04.10.13	PDF	Data collection
Documentation	DOC30 Message from Sergio Ermotti: Priorities 2012, Group News (Communication)	ENG	10.01.12	PDF	Data collection
Documentation	DOC31 Message from Sergio Ermotti: Our focus in 2013, Group News (Communication)	ENG	07.01.13	PDF	Data collection
Documentation	DOC32 Speak up. Listen. Challenge, Group News (Communication)	ENG	11.06.13	PDF	Data collection
Documentation	DOC33 The importance of speaking up, Video text (Communication)	ENG	07.02.14	PDF	Data collection
Documentation	DOC34 SLE Pre Survey Reporting-Global Summary	ENG	15.04.14	Word	Data collection
Documentation	DOC35 Slides HR Townhall	ENG	16.06.14	PDF	Data collection
Documentation	DOC36 Global HR Townhall, Group CEO, video recording transcript	ENG	16.06.14	Word	Data collection
Documentation	DOC37 House view on leadership for CoE Talent	ENG	12.08.14	PDF	Data collection
Documentation	DOC38 UBS behaviors on computer screen	ENG	25.08.14	PDF	Data collection
Documentation	DOC39 Senior leadership experiences II, slide set on the house view on leadership	ENG	19.09.14	PDF	Data collection
Documentation	DOC40 Principles & behaviors integration plan update_v2	ENG	29.08.14	PDF	Data collection
Documentation	DOC41 WM Team Desk Head Profile	ENG	12.11.13	PDF	Data collection
Documentation	DOC42 Country Team / Rayon / Segment Head Profile	ENG	30.06.10	PDF	Data collection
Documentation	DOC43 Senior Manager WM Profile	ENG	25.06.10	PDF	Data collection
Documentation	DOC44 Responsibility matrix Wealth Management Europe International	ENG	15.03.12	PDF	Data collection
Documentation	DOC45 Wealth Management Global Emerging Markets leadership principles	ENG	(2007)	PDF	Data collection
Documentation	DOC46 The UBS House View on Leadership Brochure	ENG	(2015)	PDF	Data collection
Documentation	DOC47 Integrated leadership development strategy discussion document	ENG	03.10.14	PDF	Data collection

Notes:
- See *Appendix C: Interview guide* for details on 'C4 question' (decision matrix) referenced in the primary data section
- n/a means that no time stamp is available in the document
- Access to UBS internal documents (DOC01-DOC47) was granted to the researcher by UBS in writing, i.e. the researcher was authorized by UBS to view and analyze these documents
- Documentation information was intensively used for data analysis to support conclusions and included in the final report where appropriate

Appendix F: Code book for data analysis

Code / abbreviation	Brief description	Code level Question ref.	Code type
Leadership understanding (LUN)	Leader mind-set	Theme SQ1	Structure code
Basic assumptions (BAS)	Beliefs and attitudes on business conduct building foundation for leadership	Category RI1a	Sub-code
LUN-BAS-Individual agency	Individual notion indicating heroic leadership with focus on leader characteristics, directing, determined perspective and disconnect	Sub-category	Provisional code, value code (attitude)
LUN-BAS-Conjoint agency	Mutual notion relating to post-heroic leadership allowing collaboration based on mutuality, leading to share, support and care	Sub-category	Provisional code, value code (attitude)
LUN-BAS-World view	Strong opinion on how to conduct business and drive leadership by liking people, exerting headship including ethics and variety in perspectives	Sub-category	Value code (belief)
Values (VAL) as further element of leadership	Common set of basic beliefs	Category RI1b	Sub-code
LUN-VAL-Transparency	Transparent leadership aims to bring clarity to the stakeholder relationship through mutual knowledge of people, objectives, the current situation and future development	Code / descriptor	Value code (values)
LUN-VAL-Follow-through	Leader practices leadership consistently	Code / descriptor	Value code (values)
LUN-VAL-Honesty	Honest leadership consists of mutual trust and comprehension	Code / descriptor	Value code (values)
LUN-VAL-Predictability	Leadership activities that are familiar and consistent strengthening stakeholder certainty.	Code / descriptor	Value code (values)
LUN-VAL-Trust	Trusted leadership allows autonomy that is carefully managed based on mutual understanding. Leader gives and receives confidence	Code / descriptor	Value code (values)
LUN-VAL-Credibility	Leaders demonstrate expertise and act professionally while contributing the same as they expect from others	Code / descriptor	Value code (values)
LUN-VAL-Authenticity	Authentic leadership displays reality and stability within the interplay of personal ambition, common convention and stakeholder opinion	Code / descriptor	Value code (values)
LUN-VAL-Passion	Passionate leadership is founded on enthusiasm, commitment and a desire to lead the organization	Code / descriptor	Value code (values)
LUN-VAL-Fairness	Fair leadership requires unbiased and appropriate leader behavior	Code / descriptor	Value code (values)
LUN-VAL-Openness	Followers get to know the leader; stakeholders are open to new ideas and to change	Code / descriptor	Value code (values)
LUN-VAL-Integrity	Leaders and followers play by the rules that were agreed on

Corporate level value (behavior) involving responsibility, diligence and walking the talk | Code / descriptor | Value code (values) |
| LUN-VAL-Collaboration | Corporate level value (behavior) to work together interdisciplinary, unselfishly and respecting diversity | Code / descriptor | Value code (values) |
| LUN-VAL-Challenge | Corporate level value (behavior) whereby leaders and followers question the status quo, learn from positive as well as negative occurrences and ad- | Code / descriptor | Value code (values) |

Code / abbreviation	Brief description	Code level Question ref.	Code type
	dress topics that are not going in the right direction		
LUN-VAL-Risk awareness	Corporate level value (behavior) of taking appropriate risk and managing it for sustainable performance	Code / descriptor	Value code (values)

Leadership Philosophy (PHI) as further element of leadership	Thinking about leadership	Category RI1b	Sub-code
LUN-PHI-Cultural foundation	Cultural foundation representing a common understanding on which to build leadership	Code	Evaluation (comment)
LUN-PHI-Cultural gap	Lack of consistent leadership philosophy in the organization, hesitant leaders and absent senior guidance	Code	Evaluation (comment)
LUN-PHI-Vision	Leader identifies the right thing to do giving direction and explaining its meaning	Sub-category / code	Value code (belief)
LUN-PHI-Leadership	People aspect of leading an organization (relationship, humanity)	Code	Descriptive code
LUN-PHI-Management	Technical aspect of leading an organization (tasks, result orientation, managerial techniques) with structured process to achieve objectives	Code	Descriptive code
LUN-PHI-Leadership / management balance	Opinion on the approach towards leadership and management	Code	Value code (attitude)

Leader role (ROL) as further element of leadership	Profiling the leader role	Category RI1b	Sub-code
LUN-ROL-Function	Functions that the leader role embraces	Code	Descriptive code
LUN-ROL-Importance	Leader role seen as required, crucial and having influence	Code	Descriptive code
LUN-ROL-Change (advancement)	Understanding of leader role developed from assigning best client advisor, to a dedicated and comprehensive view of leadership due to increased business complexity. Laisser-faire and a passive approach to leadership replaced by an active and consequent execution of leader role	Code	Descriptive code
LUN- ROL-Responsibility / accountability	Responsibility as an integral part of the leader role, internally and externally applicable, together with the requirement of ownership, decision taking and related accountability	Code	Value code (attitude)
LUN- ROL-Autonomy	Available autonomy (room for maneuver, leeway, scope, autonomy, freedom) for the leader role limited by regulations, guidance and results	Code	Descriptive code
LUN-ROL-Balance	Complementing leader profiles in the leadership team balance out weaknesses, fill gaps and cover lacks and foster strength matching the skills requirements	Code	Descriptive code
LUN-ROL-Motivation	A leader's motivation to perform a leadership job	Code	Value code (attitude)

Leadership Principles (PRI) as further element of leadership	Basic rules for exerting influence	Category RI1b	Sub-code
LUN-PRI–Autonomy	Leadership principle to allow autonomy by defining scope and limits	Code	Value code (belief)
LUN-PRI–Direction	Leadership principle to give direction as leader	Code	Value code (belief)

Code / abbreviation	Brief description	Code level Question ref.	Code type
LUN-PRI–KYEE	Leadership principle asking to know your employee	Code	Value code (belief)
LUN-PRI–People	Leadership principle of being able to work with people and also care about them	Code	Value code (belief)
LUN-PRI–Result orientation	Leadership principle of achieving results with initiated activities	Code	Value code (belief)
LUN-PRI–Role model / example	Leadership principle requiring you to act as a role model and lead by example	Code	Value code (belief)
LUN-PRI–Support	Leadership principle that requires the leader to provide support	Code	Value code (belief)

Leadership application (APP)	Leader action	Theme SQ2	Structure code
Postheroic forms (POS)	Advanced forms of leadership; distributed, shared, collective, plural, …; dynamic environment (fluctuating organization, applied within an organization facing change	Category RI2a	Sub code
APP-POS-Supported	Leaders are supportive of post-heroic forms of leadership and see the benefits	Sub-category	Evaluation (comment)
APP-POS-Rejected	Benefit of post-heroic leadership denied as impracticable, negatively experienced as well as lacking of accountability and cultural misfit	Sub-category	Evaluation (comment)
APP-POS-Obstacles	Factors that obstruct the application of post-heroic leadership	Sub-category	Evaluation (comment)
APP-POS-Requirements	Factors that enable the application of post-heroic leadership	Sub-category	Evaluation (recommendation)

Other forms (OTH)	Forms of leadership with remarkable and unpredicted character	Category RI2b	Sub-code
APP-OTH-Holistic view	Holistic understanding of the whole value chain including regulatory requirements, techniques and content, processes, numbers and stakeholders to be able to lead within new bank (transforming environment)	Sub-category	Descriptive code
APP-OTH-Evolutionary approach	Foster followers to perform their job like entrepreneurs developing their (own) business while allowing them more autonomy which requires different leadership skills	Sub-category	Descriptive code
APP-OTH-Military leadership	Application of leadership practices used in military environment and adjusted to business context	Sub-category	Descriptive code

Leadership practice (PRA)	Heroic forms of leadership as exerted in traditional manner by individual leaders	Category RI2c	Sub-code
APP-PRA-Accompany people	Leader is frequently and closely connected to followers which provides security	Code	Process code
APP-PRA-Agenda setting	Leader gives direction and sets focus while transforming vision into mission	Code	Process code
APP-PRA-Conditional impact	Adjust leadership practice to the environmental conditions (e.g. external environment, dynamic or stable situation, people and personal aspects such as individuality, conviction, motivation, mindset/mind-change, corporate values and culture, information technology, performance system and	Code	Descriptive code

Code / abbreviation	Brief description	Code level Question ref.	Code type
	strategy)		
APP-PRA-Close controlling	Leader constantly knows what followers do and ensures follow-through	Code	Process code
APP-PRA-Delegation	Leader delegates certain management tasks institutionally to achieve regular and systematic execution	Code	Process code
APP-PRA-Direct message	Leader addresses message directly to followers, not cascading through visibility, walk the floor and open door policy allowing them to also get feedback from followers	Code	Process code
APP-PRA-Feedback	Leader receives, accepts and reflects on feedback from followers, superiors and other stakeholders	Code	Descriptive code
APP-PRA-Information management / communication	Analysis and triage of incoming information and targeted communication	Code	Process code
APP-PRA-Interaction / exchange / conversation	Leader actively and regularly interacts with followers and stakeholders irrespective of location and hierarchy	Code	Process code
APP-PRA-Issue addressing	Leader corrects wrong developments immediately	Code	Process code
PRA-Lead people individually	Leader treats people individually based on their function, development, experience and personality	Code	Process code
APP-PRA-Leader impact	Impact of the leader on followers	Code	Descriptive code
APP-PRA-Leading in times of crisis	Crisis management capabilities of leader	Code	Process code
APP-PRA-Reflections	Leaders think about themselves, leadership, strategy, organization and future development	Code	Process code
APP-PRA-Visibility	Leader is visible to followers using all communication channels but is also physically available and interacts on site	Code	Descriptive code
APP-PRA-Gap in leadership	Leadership within the organization is not felt	Code	Evaluation (comment)

| External influence (EXT)	External influence on leadership understanding and practice represented by components emerging from the transformation in the Swiss financial industry	Theme SQ3	Structure code
Environment (ENV)	Influence of the environment around the organizational unit of the leaders interviewed	Category RI3(a)	Structure code
EXT-ENV-Change	Major change management process initiated including reorganization, change of priorities and operating model with front-to-back responsibility	Code	Descriptive code
EXT-ENV-Dynamic environment	Transformation in progress with short-term view and increased frequency of reorganization while volatility in business and markets lead to more ad-hoc situations as well as intense leadership activity	Code	Descriptive code
EXT-ENV-Dynamic environment – Intense leadership	Dynamic developments require increased leadership activity, i.e. communication, framing, priorities and visibility.	Code	Descriptive code
EXT-ENV-Increased complexity	Complex setting based on advanced preconditions involving geographic dispersion; enhanced technical-content focus (e.g. complex product universe); exacerbating regulatory environment; risk management / compliance; lower limits of tolerance; demanding clients as well as a broad scope requiring a holistic view, importance of details (depth) and issues of prioritizing	Code	Descriptive code
EXT-ENV-Uncertainty	Job insecurity, changing employer and employee	Code	Descriptive code

Code / abbreviation	Brief description	Code level Question ref.	Code type
	markets, future market developments and company set-up (e.g. operating model, organization) is unknown		
EXT-ENV-Regulatory framework	Regulators defining the boundaries of conducting business (what and how), increased intensity of regulations	Code	Descriptive code
EXT-ENV-Internal politics	Organizational environment that is affected by internal politics represented by insider networks, exposure and middle management influence	Code	Descriptive code
EXT-ENV-Organizational stability	Stable structures inherited from the past that continue toexist, only some (small) reorganizations	Code	Descriptive code
EXT-ENV-Stable environment – simple leadership	Stable environment leads to steadiness in leadership with less frequent management rhythm, enough time for reflection and more freedom for followers		Descriptive code
EXT-ENV-Virtual	Organizational environment with virtual / dispersed structures that require leader visibility and cultural integration	Code	Descriptive code
EXT-ENV-Performance	Performance including measurement, evaluation, incentives, compensation as a guiding instrument considered critically. Specific aspects such as focus on numbers, time orientation, composition of salary and scope of performance goals addressed	Code	Descriptive code
Transformation (TRA)	Factors that impact leadership in a changing environment	Category RI3(b)	Structure code
EXT-TRA-Leadership impact	Main impact of the transformation on the leader represented by a need for leadership, risk and compliance together with occurrence of a managerial culture reinforcing management capabilities	Code	Descriptive code
EXT-TRA-External influence	Influencing factors of the external environment: political, economic, social, technological, ecological, legal	Code	Provisional code
EXT-TRA-Regulatory implications	Change in doing business (e.g. boundaries, control mechanisms, different ways, new chances), involving uncertainty and reputational impact	Code	Descriptive code
EXT-TRA-Financial crisis implications	Financial crisis requiring crisis leadership but also showing deficiencies in leadership. New realities ask for persistent distinct and direct leadership. Reflective leadership fostered that changes leader´s mind-set	Code	Provisional code
EXT-TRA-Financial industry influence	Transformation based on altered environmental conditions in the industry: financial crisis, regulations, ethics, banking secrecy requiring change management	Code	Provisional code
EXT-TRA-Internal influence	Influencing factors of the internal environment (e.g. cost management, decreasing margins, revised product portfolio, adjusted operating models, risks, performance, culture)	Code	Provisional code
Leadership development (DEV)	Factors that influence leadership development	Theme SQ4	Structure code
Future leadership (FUT)	How leaders should lead in the future – trends for leadership	Category RI4(a)	Sub-code
DEV-FUT-Sustainable frame	Consistent frame for leadership expected that involves back and forth in leadership approaches	Code	Descriptive code

Code / abbreviation	Brief description	Code level Question ref.	Code type
	influenced by external and internal environment		
DEV-FUT-Leadership	People aspect of leading an organization that remains important and is associated to values (e.g. trust, honesty)	Code	Descriptive code
DEV-FUT-Entrepreneurship	Leader and followers acting as entrepreneurs with more empowerment and independence within frame	Code	Descriptive code
DEV-FUT-Information	Dealing with excessive inflow of information (information management)	Code	Evaluation (recommendation)
DEV-FUT-Communication	How leaders should communicate to stakeholders in future	Code	Evaluation (recommendation)
DEV-FUT-Flexibility	Increase in dynamics requires flexible leaders	Code	Evaluation (recommendation)
DEV-FUT-Addressing issues / challenge	Leader addresses wrong development and initiates correcting measures showing accountability and responsibility	Code	Process code
DEV-FUT-Virtual organization	Leader have to cope with decentralized or virtual organizations due to technical advancement and globalization	Code	Descriptive code
DEV-FUT-Work-Life-Balance	Leader has to cope with decentralized or virtual organizations due to technical advancement and globalization	Code	Evaluation (recommendation)
DEV-FUT-Performance – team goals	Leader to balance work life and private life to maintain energy and remain performant	Code	Evaluation (recommendation)
DEV-FUT-Performance – leadership goals	Idea of setting team goals instead of focusing purely on individual goals	Code	Evaluation (recommendation)

Leadership development measures (MEA)	Measures that develop leadership and leaders	Category RI4(b)	Sub-code
DEV-MEA-Foundation	Gap in overall concept and leadership approach to being trained and followed	Code	Evaluation (comment)
DEV-MEA-Experience	Leadership is learned and developed from experience	Code	Evaluation (comment)
DEV-MEA-Internal training	Leadership training is attended and no changes required, but more consistency desired	Code	Evaluation (comment)
DEV-MEA-Internal training – refresher	Updates on actual and relevant leadership topics, repeating technical aspects and sharing best practice	Code	Evaluation (recommendation)
DEV-MEA-Internal training – networking	Enabling leadership networks to learn from other leaders' experience	Code	Evaluation (recommendation)
DEV-MEA-Internal training – benefit	Benefit of corporate leadership training programs	Code	Evaluation (comment)
DEV-MEA-Internal training – benefit – limited	Limited benefit of corporate leadership training programs	Code	Evaluation (comment)
DEV-MEA-External training – benefit	Benefit of leadership training outside of corporate leadership programs	Code	Evaluation (comment)
DEV-MEA-Techniques	Training of technical leadership aspects to be improved	Code	Evaluation (recommendation)
DEV-MEA-Senior leadership involvement / role model / cascading	Senior leadership involved in leadership, people and organizational development through acting as role model (e.g. behavior, collaboration, communication, implementation, visibility) and cascading leadership (e.g. provide training, speeches, ex-	Code	Evaluation (recommendation)

Code / abbreviation	Brief description	Code level Question ref.	Code type
	change, follow through the organization)		
DEV-MEA-Network	Leader gains access to internal and external network creating more visibility and contact with senior leaders and stakeholders to advance career	Code	Evaluation (recommendation)
DEV-MEA-Leader development	Leader is developed, future perspectives / opportunities and increased requirements, also applicable to followers	Code	Evaluation (recommendation)
DEV-MEA-Leader involvement	Being involved in strategic development as a leader	Code	Evaluation (recommendation)
DEV-MEA-Closing gaps	Current leadership population assessed, gaps showed and followed up with interventions at different levels in targeted and adjusted way	Code	Evaluation (recommendation)
DEV-MEA-Systematic screening	More potential in systematically finding suitable leaders and putting them in the right places	Code	Evaluation (recommendation)
DEV-MEA-Research	Empirical investigation of how crisis and transformation in the financial industry have impacted the topic of management and leadership	Code	Evaluation (recommendation)
DEV-MEA-Diversity	Establish framework that fosters advancement of female leadership	Code	Evaluation (recommendation)
DEV-MEA-Framework	Corporate initiative to establish talent development framework	Code	Description

Note. Codes appear (are sorted) along meaningful account of data, i.e. not based on alphabet or frequency

Appendix G1: Network view of basic assumptions (RI1a)
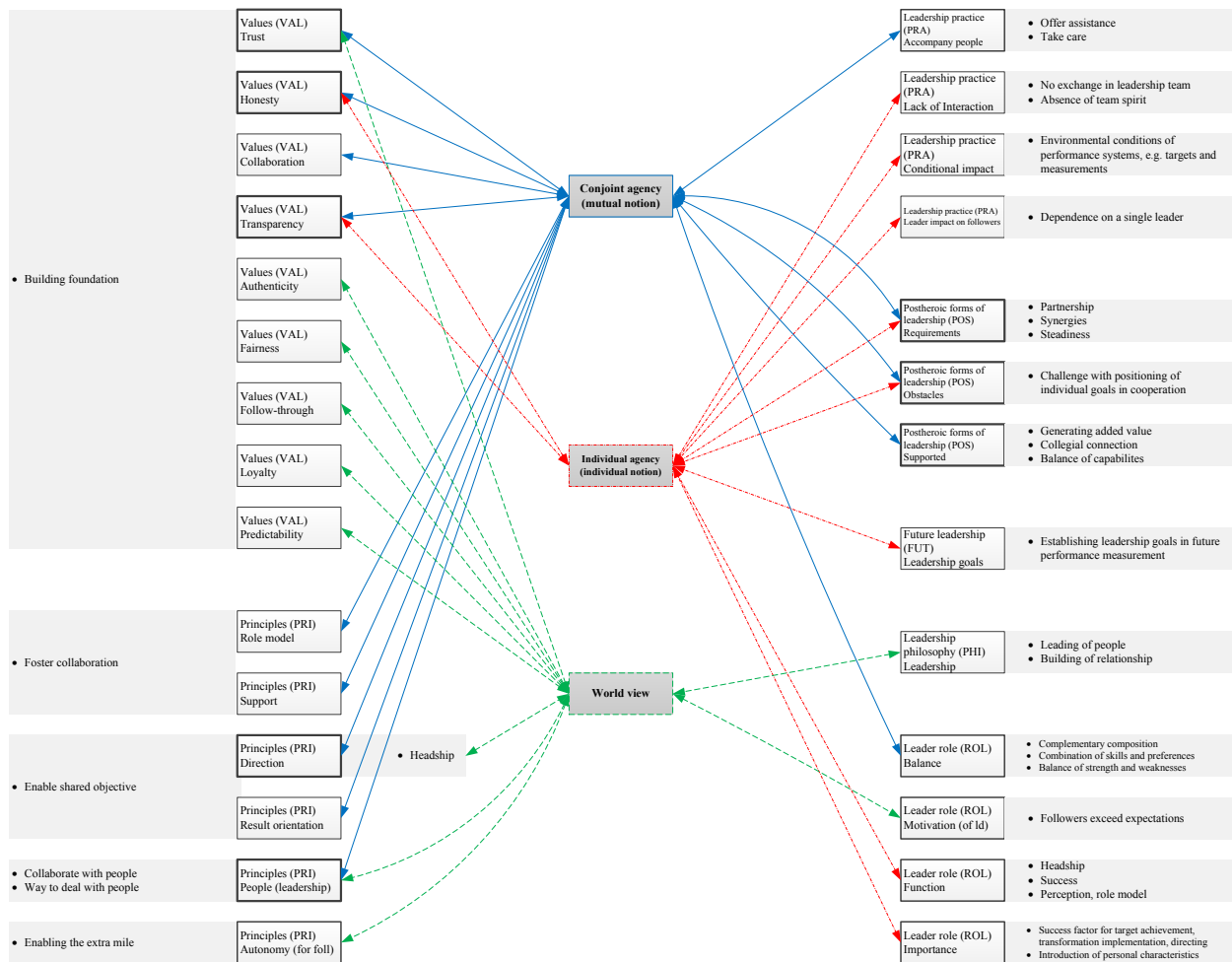
Source: developed for this research based on case study data

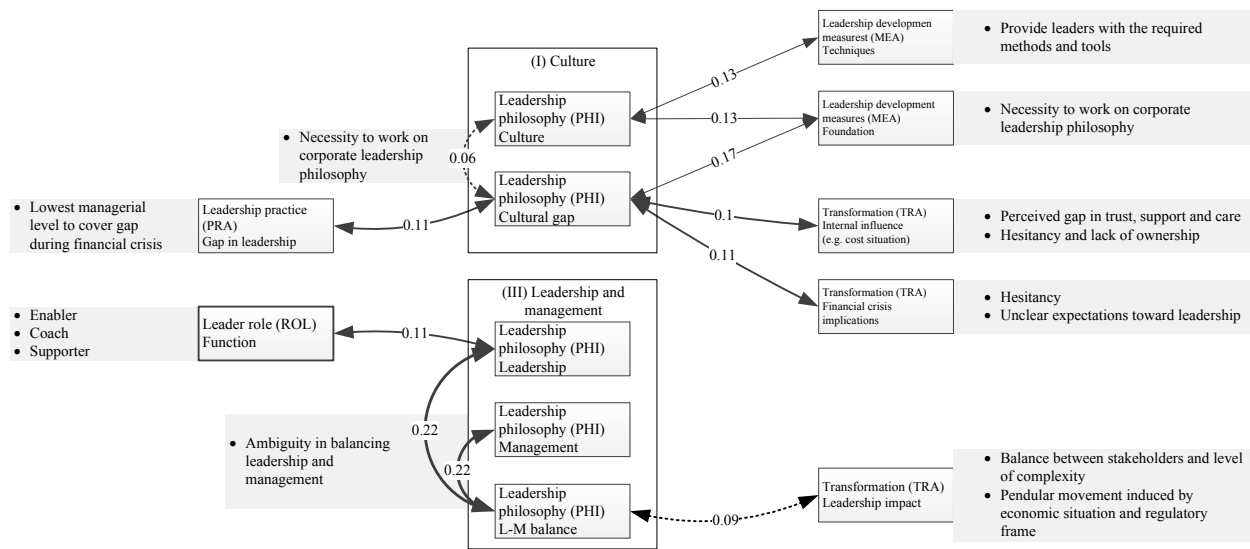# Appendix G2: Co-occurrence of values (RI1b)

Legend for shaded cells: ▓ = dark grey (> 0.3), ▒ = grey (0.1–0.3), ░ = light grey (0.01–0.1)

	Honesty	Trust	Transparency	Integrity	Follow-through	Openness	Fairness	Predictability	Collaboration	Credibility	Passion	Authenticity
VAL – Honesty		▒	▓			▒	░					
VAL – Trust	░					░				░		
VAL – Transparency	▓					▒	░					
VAL – Openness	▒		▒		▒			▒				
VAL – Follow-through						▒			▒			
VAL – Fairness	▒		▒									
VAL – Predictability					▒							
VAL – Integrity								░	▓			
VAL – Credibility												▒
VAL – Passion												
VAL – Collaboration				▓								
VAL – Authenticity										▓		
BAS – World view	░				░							░
BAS – Conjoint agency	░	░										
BAS – Individual agency	░											
PHI – Cultural foundation									▒			
PHI – Cultural gap	░											
PHI – Leadership												
PHI – Management					░							
ROL – Autonomy (for leader)	░			░								
ROL – Responsibility	░											
PRI – People		░	░								░	
PRI – Result orientation	░											
PRI – Role model									▒	▒		
PRI – Autonomy (for followers)		░										
PRI – KYEE												
PRI – Support		░							▒			
PRA – Accompany people												
PRA – Agenda setting												
PRA – Conditional impact			░									
PRA – Feedback (to leader)												
PRA – Information management			░									
PRA – Interaction												
PRA – Lead people individually			░		▒							
PRA – Reflections												
PRA – Close controlling												
POS – Requirements												
POS – Rejected												
ENV – Performance	░		░									
DEV – Leader involvement	░		░									

Notes:
- C-coefficient is represented by colors namely **dark grey** (> 0.3), **grey** (0.1-0.3) and **light grey** (0.01-0.1) to indicate the level of association between the codes
- Definition of c-coefficient (ATLAS.ti Online Help): *"The c-coefficient indicates the strength of the relation between two codes similar to a correlation coefficient. […] The c-coefficient should vary between 0: codes do not co-occur, and 1: these two codes co-occur wherever they are used."*
- No statistical interpretation is intended (cf. chapter 3 on methodology for details)

Source: developed for this research based on case study data

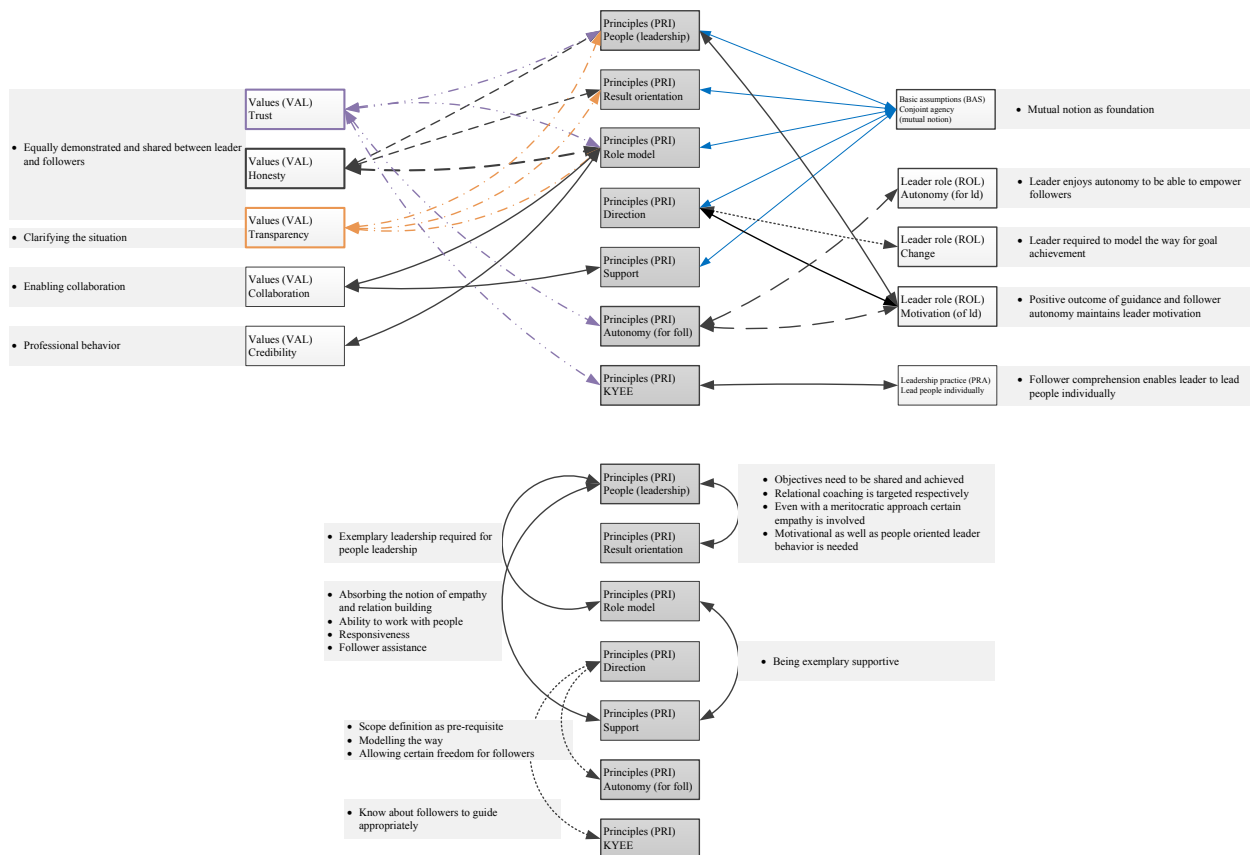# Appendix G3: Network view of leadership philosophy (RI1b)

Notes:
- Arrows entail the c-coefficient to indicate the level of association between the codes
- Definition of c-coefficient (ATLAS.ti Online Help): *"The c-coefficient indicates the strength of the relation between two codes similar to a correlation coefficient. [...] The c-coefficient should vary between 0: codes do not co-occur, and 1: these two codes co-occur wherever they are used."*
- No statistical interpretation is intended (cf. chapter 3 on methodology for details)

Source: developed for this research based on case study data

Appendix G4: Network view of leader role (RI1b)
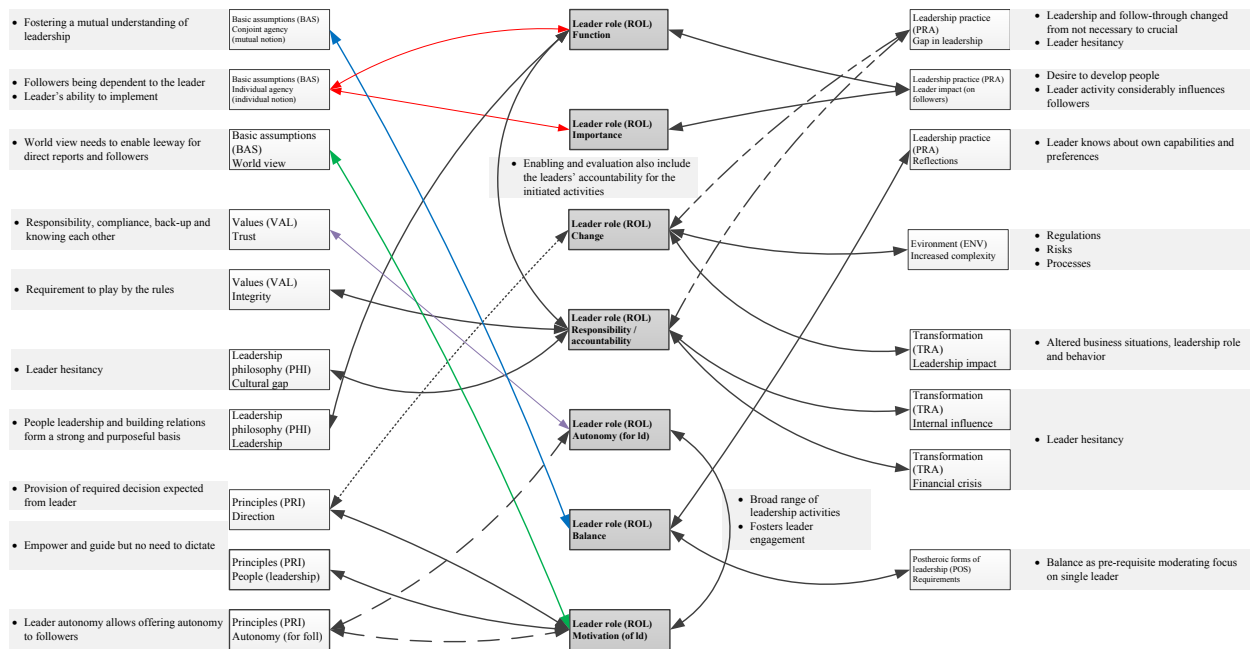
Source: developed for this research based on case study data

Appendix G5: Network view of leader principles (RI1b)

Source: developed for this research based on case study data

Appendix G6: Network view of post-heroic forms of leadership (RI2a)
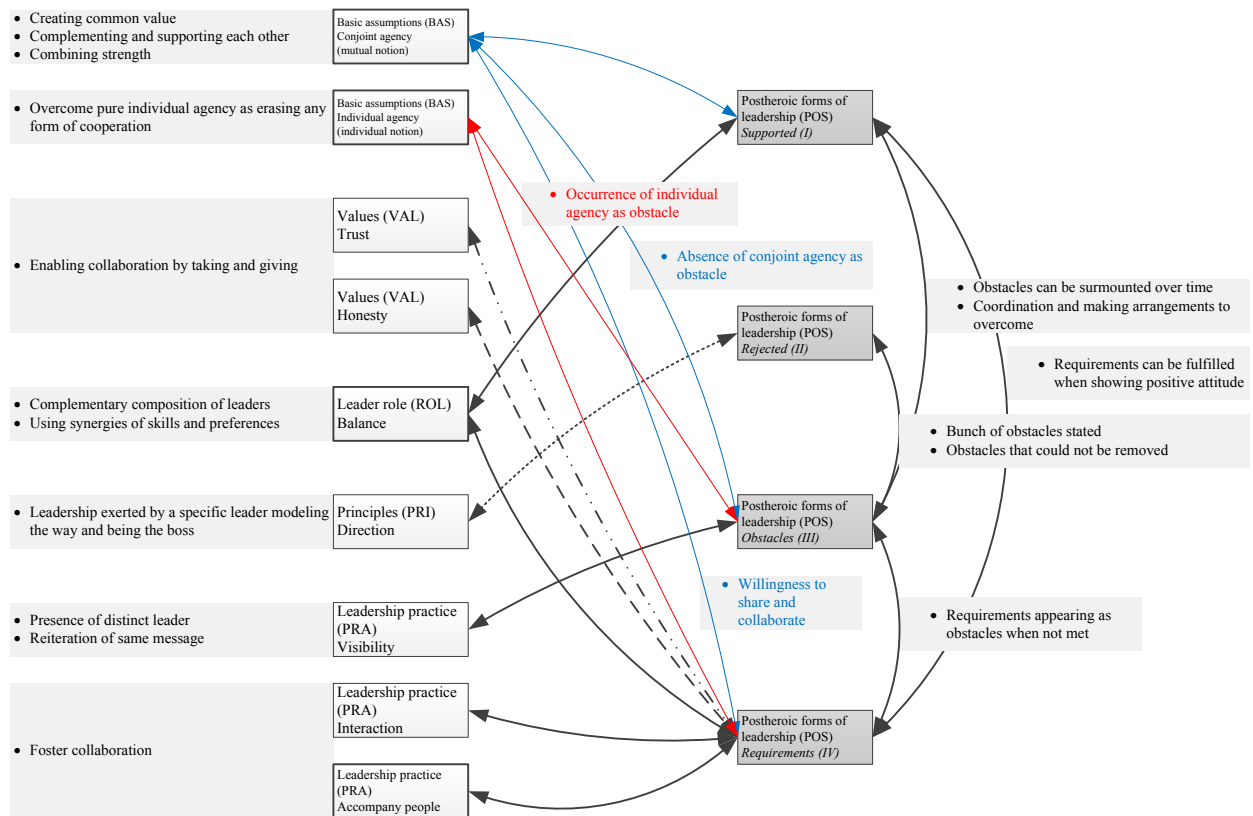
Source: developed for this research based on case study data

Appendix G7: Network view of transformation (RI3)
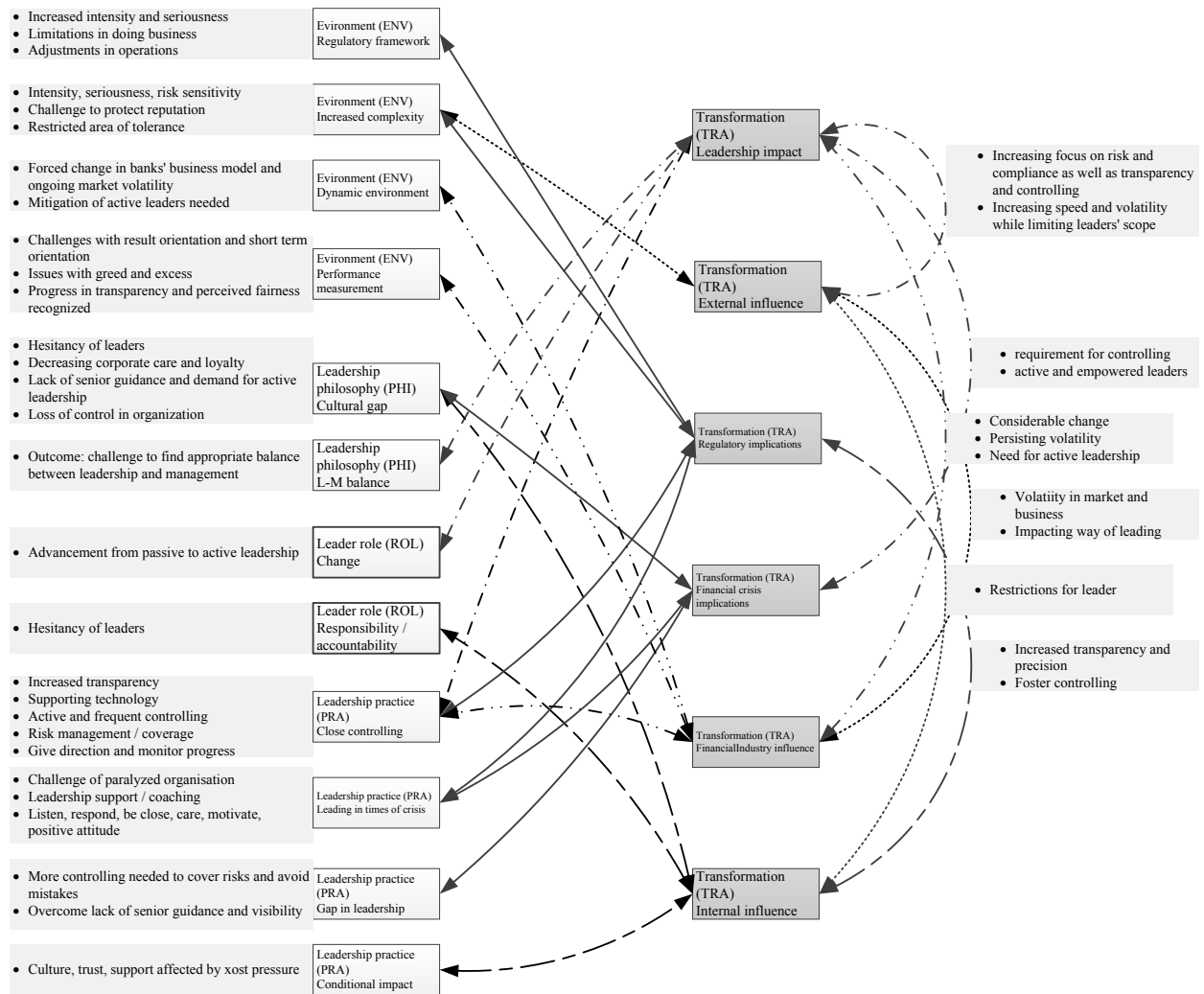
Source: developed for this research based on case study data

Appendix H1: Detail table of cross-case analysis

Theme Category Sub-category Codes	AR	RR	WM Switzerland	WM international*	Managers of teams	Managers of managers	Managers of departments
Leadership understanding LUN (SQ1)							
Basic assumptions BAS (SQ1 / RI1a)							
(I) Conjoint agency (RI1a)	4	33%	-	100% (4)	25% (1)	50% (2)	25% (1)
(II) Individual agency (RI1a)	5	42%	40% (2)	60% (3)	40% (2)	40% (2)	20% (1)
(III) World view (RI1a)	7	58%	71% (5)	29% (2)	29% (2)	29% (2)	43% (3)
Values VAL (RI1b)							
(I) Leader values							
Honesty	8	66%	50% (4)	50% (4)	25% (2)	50% (4)	25% (2)
Trust	6	50%	50% (3)	50% (3)	-	50% (3)	50% (3)
Transparency	6	50%	67% (4)	33% (2)	33% (2)	17% (1)	50% (3)
Fairness	5	42%	60% (3)	40% (2)	20% (1)	60% (3)	20% (1)
Integrity	4	33%	50% (2)	50% (2)	-	50% (2)	50% (2)
Authenticity	4	33%	75% (3)	25% (1)	50% (2)	25% (1)	25% (1)
Openness	4	33%	75% (3)	25% (1)	25% (1)	25% (1)	50% (2)
Follow-through	3	25%	67% (2)	33% (1)	-	67% (2)	33% (1)
Credibility	2	17%	50% (1)	50% (1)	50% (1)	50% (1)	-
Passion	2	17%	50% (1)	50% (1)	50% (1)	50% (1)	-
Predictability	2	17%	100% (2)	-	-	50% (1)	50% (1)
Collaboration	1	8%	-	100% (1)	-	100% (1)	-
Philosophy PHI (RI1b)							
(I) Culture	8	66%	38% (3)	63% (5)	13% (1)	50% (4)	38% (3)
Cultural foundation	3	25%	67% (3)	33% (1)	-	33% (1)	67% (2)
Cultural gap	6	50%	33% (2)	67% (4)	17% (1)	50% (3)	33% (2)
(II) Providing vision	3	25%	67% (2)	33% (1)	33% (1)	33% (1)	33% (1)
(III) Leadership and management	11	92%	45% (5)	55% (6)	36% (4)	36% (4)	27% (3)
Leadership	7	58%	43% (3)	57% (4)	14% (1)	43% (3)	43% (3)
Management	6	50%	33% (2)	67% (4)	33% (2)	33% (2)	33% (2)
Leadership-management-balance	11	92%	45% (5)	55% (6)	36% (4)	36% (4)	27% (3)
Leader role ROL (RI1b)							
Function	7	58%	57% (4)	43% (3)	57% (4)	29% (2)	14% (1)
Importance	7	58%	57% (4)	43% (3)	43% (3)	29% (2)	29% (2)
Change	5	42%	40% (2)	60% (3)	60% (3)	-	40% (2)
Responsibility	5	42%	80% (4)	20% (1)	20% (1)	40% (2)	40% (2)
Autonomy	6	50%	33% (2)	67% (4)	50% (3)	17% (1)	33% (2)
Balance	4	33%	25% (1)	75% (3)	25% (1)	25% (1)	50% (2)
Motivation	2	17%	-	100% (2)	-	50% (1)	50% (1)
Leadership principles PRI (RI1b)							
(I) Leader principles	12	100%	50% (6)	50% (6)	33% (4)	33% (4)	33% (4)
People	8	66%	62% (5)	38% (3)	38% (3)	38% (3)	25% (2)
Result orientation	6	50%	50% (3)	50% (3)	33% (2)	50% (3)	17% (1)
Role model / example	6	50%	83% (5)	17% (1)	17% (1)	50% (3)	33% (2)
Direction	6	50%	50% (3)	50% (3)	50% (3)	33% (2)	17% (1)
Support	4	33%	50% (2)	50% (2)	25% (1)	50% (2)	25% (1)

Theme Category Sub-category Codes	AR	RR	WM Switzerland	WM international*	Managers of teams	Managers of managers	Managers of departments
Autonomy	4	33%	25% (1)	75% (3)	-	25% (2)	25% (2)
Know your employee	2	17%	100% (2)	-	50% (1)	50% (1)	-
Leadership application (SQ2)							
Post-heroic forms (RI2a)							
(I) Supportive	5	42%	40% (2)	60% (3)	40% (2)	60% (3)	-
(II) Rejecting	10	83%	60% (6)	40% (4)	40% (4)	20% (2)	40% (4)
(III) Obstacles	10	83%	50% (5)	50% (5)	40% (4)	20% (2)	40% (4)
(IV) Requirements	6	50%	17% (1)	83% (5)	50% (3)	33% (2)	17% (1)
Other forms (RI2b)							
(I) Holistic view	4	33%	50% (2)	50% (2)	50% (2)	25% (1)	25% (1)
(II) Evolutionary approach	1	8%	100% (1)	-	-	100% (1)	-
(III) Military leadership	2	17%	50% (1)	50% (1)	50% (1)	50% (1)	-
Leadership practice (RI2c)							
Accompany people	3	33%	33% (1)	67% (2)	33% (1)	67% (2)	-
Agenda setting	7	58%	43% (3)	57% (4)	29% (2)	57% (4)	14% (1)
Conditional impact	3	25%	33% (1)	67% (2)	-	33% (1)	67% (2)
Close controlling	12	100%	50% (6)	50% (6)	33% (4)	33% (4)	33% (4)
Delegation	1	8%	100% (1)	-	-	-	100% (1)
Direct message	6	50%	50% (3)	50% (3)	33% (2)	33% (2)	33% (2)
Feedback	4	33%	50% (2)	50% (2)	50% (2)	25% (1)	25% (1)
Information management and communication	4	33%	25% (1)	75% (3)	25% (1)	25% (1)	50% (2)
Interaction / exchange / conversation	4	33%	-	100% (4)	25% (1)	50% (2)	25% (1)
Issue addressing	3	25%	33% (1)	67% (2)	33% (1)	33% (1)	33% (1)
Lead people individually	11	92%	45% (5)	55% (6)	36% (4)	36% (4)	27% (3)
Leader impact	7	58%	57% (4)	43% (3)	29% (2)	43% (3)	29% (2)
Leading in times of crisis (crisis leadership)	4	33%	50% (2)	50% (2)	-	50% (2)	50% (2)
Reflections	3	25%	-	100% (3)	33% (1)	33% (1)	33% (1)
Visibility	8	67%	38% (3)	63% (5)	38% (3)	38% (3)	25% (2)
External influence (SQ3)							
Environment (RI3)							
Change	8	66%	50% (4)	50% (4)	25% (2)	25% (2)	50% (4)
Dynamic environment	8	66%	50% (4)	50% (4)	25% (2)	38% (3)	38% (3)
Increased complexity	4	33%	50% (2)	50% (2)	50% (2)	-	50% (2)
Uncertainty	3	25%	-	100% (3)	33% (1)	33% (1)	33% (1)
Regulatory framework	4	33%	75% (3)	25% (1)	50% (2)	-	50% (2)
Internal politics	2	17%	-	100%(2)	50% (1)	50% (1)	-
Organizational stability	7	58%	71% (5)	29% (2)	14% (1)	43% (3)	43% (3)
Virtual organization	3	25%	33% (1)	67% (2)	-	67% (2)	33% (1)
Performance	10	83%	50% (5)	50% (5)	40% (4)	40% (4)	20% (2)
Transformation (RI3)							
(I) Leadership implications	9	75%	56% (5)	44% (4)	33% (3)	22% (2)	44% (4)
Need for leadership	7	58%	57% (4)	43% (3)	43% (3)	14% (1)	43% (3)
Risk and compliance	4	33%	75% (3)	25% (1)	-	50% (2)	50% (2)
Reinforced management	6	50%	50% (3)	50% (3)	50% (3)	17% (1)	33% (2)
(II) External influence	6	50%	50% (3)	50% (3)	50% (3)	50% (3)	-
(III) Regulatory implications	6	50%	67% (4)	33% (2)	50% (3)	17% (1)	33% (2)
(IV) Financial crisis implica- tions	11	92%	55% (6)	45% (5)	36% (4)	36% (4)	27% (3)

Theme Category Sub-category Codes	AR	RR	WM Switzerland	WM international*	Managers of teams	Managers of managers	Managers of departments
(V) Financial industry influence	5	42%	20% (1)	80% (4)	40% (2)	40% (2)	20% (1)
(VI) Internal influence	6	50%	33% (2)	67% (4)	17% (1)	50% (3)	33% (2)
Leadership development (SQ4)							
Future leadership (RI4)							
(I) Sustainable frame	4	33%	50% (2)	50% (2)	50% (2)	25% (1)	25% (1)
(II) Leadership (leading people)	3	25%	33% (1)	67% (2)	33% (1)	33% (1)	33% (1)
(III) Entrepreneurship	2	17%	50% (1)	50% (1)	-	50% (1)	50% (1)
(IV) Information management	3	25%	67% (2)	33% (1)	33% (1)	-	67% (2)
(V) Flexibility	2	17%	-	100% (2)	50% (1)	50% (1)	-
(VI) Addressing issues	1	8%	-	100% (1)	-	100% (1)	-
(VII) Virtual organization	1	8%	-	100% (1)	100% (1)	-	-
(VIII) Manage work-life-balance	1	8%	-	100% (1)	100% (1)	-	-
(IX) Enhanced performance systems	2	17%	-	100% (2)	-	50% (1)	50% (1)
Leadership development measures (RI4)							
(I) Foundations	1	8%	100% (1)	-	-	-	100% (1)
(II) Experience	8	66%	50% (4)	50% (4)	50% (4)	25% (2)	25% (2)
(III) Internal training	12	100%	50% (6)	50% (6)	33% (4)	33% (4)	33% (4)
(IV) External training	5	42%	80% (4)	20% (1)	40% (2)	40% (2)	20% (1)
(V) Improvement measures	10	83%	50% (5)	50% (5)	30% (3)	30% (3)	40% (4)
Leadership techniques	2	17%	50% (1)	50% (1)	-	-	100% (2)
Line management	8	66%	38% (3)	63% (5)	38% (3)	38% (3)	25% (2)
Networking	2	17%	50% (1)	50% (1)	100% (2)	-	-
Leader involvement	1	8%	100% (1)	-	100% (1)	-	-
Closing gaps	1	8%	-	100% (1)	-	-	100% (1)
Systematic screening	2	17%	50% (1)	50% (1)	-	-	100% (2)
Research	1	8%	100% (1)	-	-	-	100% (1)
Diversity	1	8%	-	100% (1)	-	-	100% (1)

First and second columns: N = 12, thereof AR = absolute response, and RR = relative response

Following columns (embedded units and managerial level columns): percentage = relative response compared to the number of responding leaders in the first column (AR) per cluster (row), (x) = absolute number of responding leaders per cluster (row), - = no answers provided by informants

*incl. WM Europe, WM Global Emerging Markets (GEM)

Source: developed for this research based on case study data

Appendix H2: Results overview of embedded case analysis
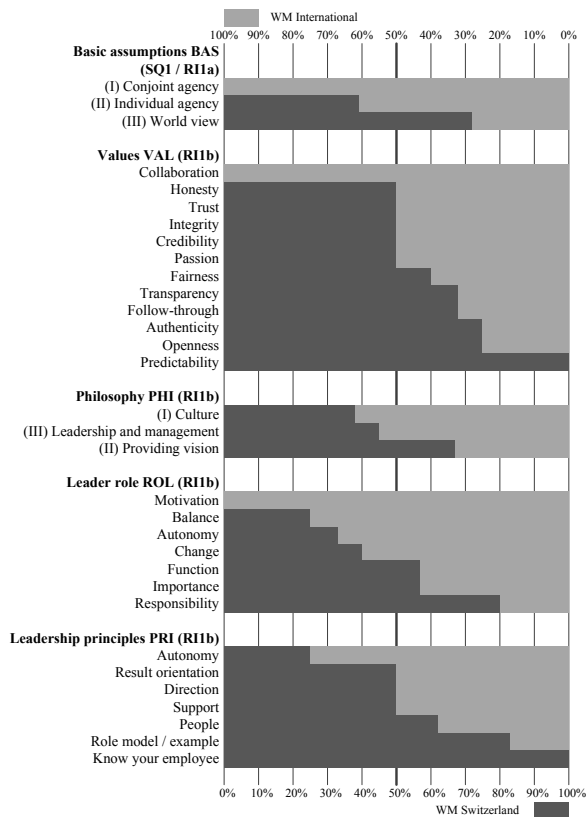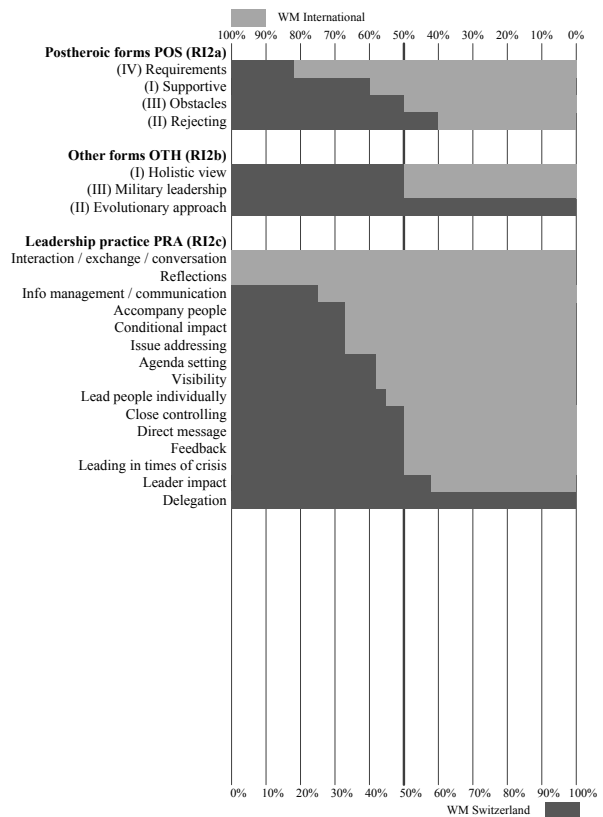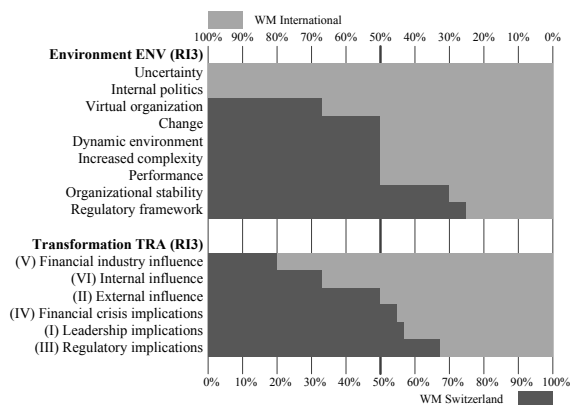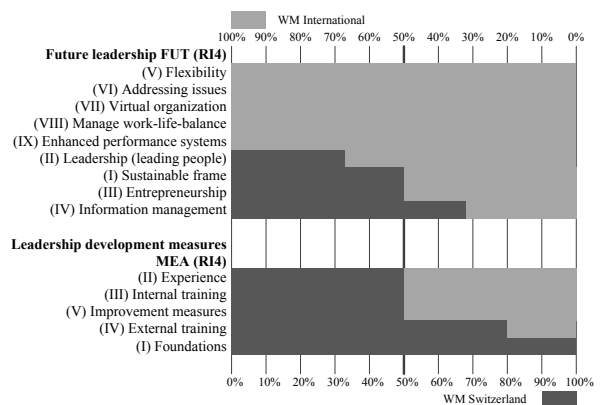
Notes:
- The figure depicts the outcome of the comparison based on interview data.
- The relative share of informants from Swiss unit (dark grey) and international unit (light grey) is aligned with the developed data structure of the data analysis entailing themes, categories and codes (cf. chapters 4 and 5).
- The figure does not report statistical results, but rather shows emphasis of the managers on shared attributes.

Source: developed for this research based on case study data

Appendix H3: Results overview of management level analysis
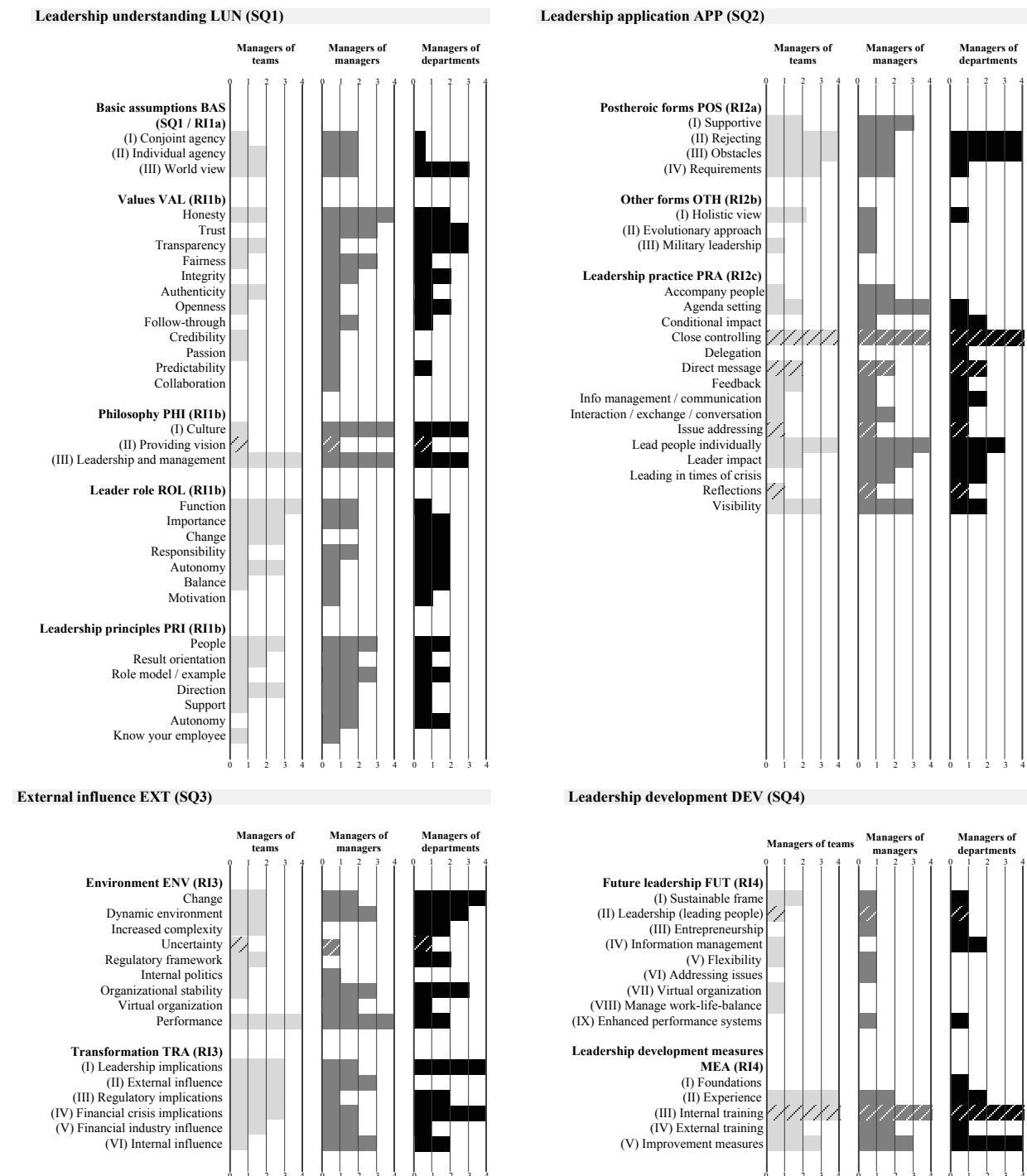
Notes:
- The figure depicts the results of the analysis.
- The absolute number of responding managers of teams (light grey), managers of managers (dark grey) and managers of departments (black) is aligned with the developed data structure of the data analysis entailing themes, categories and codes (cf. chapters 4 and 5).
- An attribute that was equally addressed by all management levels is shown with a share of 33% each (shaded).
- The figure does not report statistical results, it rather shows the emphasis of the leaders' respectively shared attributes.

Source: developed for this research based on case study data

Appendix I: Data structure

Theme (SQ)	Leadership understanding (SQ1)					Leadership application (SQ2)			External influence (SQ3)		Leadership development (SQ4)		
Category (RI)	Basic assumptions of leadership (SQ1/RI1a)	Further elements (RI1b)				Postheroic forms (RI2a)	Other forms (RI2b)	Leadership practices (RI2c)	Environmental conditions (RI3)	Transformation (RI3)	Future leadership (RI4)	Leadership development measures (RI4)	Corporate leadership development
		Values	Leadership philosophy	Leader role	Leadership principles								
Sub-category - Code - *Descriptor*	**(I) Mutual understanding / conjoint agency** - *Collaboration* - *Tolerance* - *Sharing and support (of followers)* - *Acting in favor* - *Pre-conditions for conjoint agency: team composition, dependence/ reliance, bi-directional exchange, stability/ comfort* **(II) Individual understanindg / individual agency** - *Leader characteristics (attributes, behavior)* - *Direction* - *Adherence to a particular view* - *Stakeholder disconnect* **(III) World view** - *People* - *Headship* - *Ethics* - *Diverse perspective*	**(I) Leader values** - Honesty - Trust - Transparency - Fairness - Integrity - Authenticity - Openness - Follow-through - Credibility - Passion - Predictability - Collaboration **(II) Corporate values** - Integrity - Collaboration - Challenge - Risk awareness - Openness - Honesty - Trust **(III) Common values** - Honesty - Trust - Openness	**(I) Culture** - Cultural foundation - Cultural ga*p* **(II) Providing vision** - *Direction* - *Communicate and explain* - *Allowing guided indepen-dence of followers* **(III) Leadership and management** - Leadership (leading people) - Management (techniques) - Leadership-management-balance	- Function - Importance - Change (advancement of role) - Responsibility - Autonomy - Balance - Motivation	**(I) Leader principles** - People - Result orientation - Role model / example - Direction - Support - Autonom - Know your employee KYEE **(II) Addtional corporate leadership principles** - *Client leadership* - *Change management* - *Business collaboration* - *Functional objectives (diversity, talent, risk, efficiency)*	**(I) Supportive (affirmation)** - *Acknowledgem ent* - *Shared leadership* - *Added value* **(II) Rejecting** - *Statement of denial* - *Individual accountability* - *Industry culture* **(III) Obstacles** - *Leader personality / behavior* - *Additional coordination effort* - *Inconsistency* - *Performance system design* - *Misleading implementation* - *Emergency management* **(IV) Requirements** - *Partnership* - *Synergies* - *Steadiness* - *Alignment* - *Enabling environment*	**(I) Holistic view** - *Acknowledge new realities* - *Cover various dimensions* **(II) Evolutionary approach** - *Follower autonomy* - *Enhanced leadership* **(III) Military leadership** - *Leadership in tough times* - *Early responsibility* - *Structured problem solving* - *Development benefit*	- Accompany people - Agenda setting - Conditional impact - Close controlling - Delegation - Direct message - Feedback - Information management and communication - Interaction / exchange / conversation - Issue addressing - Lead people individually - Leader impact - Leading in times of crisis (crisis leadership) - Reflections - Visibility	- Change - Dynamic environment - Increased complexity - Uncertainty - Regulatory framework - Internal politics - Organizational stability - Virtual organization - Performance (measurement, incentives, compensation)	- Leadership impact (implications for leader) - External influence - Regulatory implications - Financial crisis implications - Financial industry influence - Internal influence	- Sustainable frame - Leadership (leading people) - Entrepreneur-ship - Information management - Flexibility - Addressing issues - Virtual organization - Manage work-life-balance - Enhanced performance systems	- Foundations Experience - Internal training - External training - Improvement measures - *Leadership techniques* - *Line management* - *Networking* - *Leader development* - *Leader involvement* - *Closing gaps* - *Systematic screening* - *Research* - *Diversity*	- House view on leadership - Integrated leadership development strategy

Source: developed for this research based on case study data

Appendix J: Detailed table of the appraisal of findings on external influence on leadership

Case study concepts and qualities	Corresponding author(s) and related aspects for *all* concepts*	Degree of agreement

Leadership embedded in context
 	
1) Change as key driver of business
 	
2) Dynamic environment demands new operating models
 	
3) Tight regulatory framework influences the way of banking
 	
4) Increased complexity emerging from external and internal conditions
 	
5) Increased uncertainty
 	
6) Existing organizational stability
 	
7) Virtual organizations requiring visibility of leader
 	
8) Performance system as vital environmental factor and guiding instrument
	Kotter (2001)
	• *"adapt to an increasingly competitive and dynamic business environment"* (p. 87)
	
	Schneider (2002)
	• Organizations affected by the environment requiring alteration [p. 209] and leadership [p. 217]
	
	Osborn, Hunt and Jauch (2002)
	• Individuals set in context [p. 799]
	• *"Volatility and complexity are keys to characterizing context"* (p. 802)
	• Development of contextual conditions [Table 1]:
	    o stability (consistency, predictability, individuality)
	    o crisis (demand and constraint)
	    o dynamics (incremental change)
	    o turmoil (rapid change, virtual context, collective leadership)
	• *"leadership shifts as the context shifts"* (p. 803); leadership to change with altering limitations [p. 803]
	
	Lane & Klenke (2004)
	• *"coping with ambiguity and managing uncertainty are central leadership competencies"* (p. 69)
	• Ambiguity tolerance as leadership differentiator in dynamic organizations [p. 69]
	
	Beugre, Acar and Braun (2006)
	• Volatility, uncertainty, complexity and changing environment to influence leadership; transformational leadership involved with change [pp. 53-56]
	
	Kotter (2007)
	• Management ensuring operations and risk reduction [p. 97]; change to build new organization requiring leadership [p. 97]
	• Urgency to overcome daily routine [p. 98]
	• Today's business reality and crisis as triggers for change [p. 99]
	• Success factors for change: vision, guidance, empowerment, behavior change [p. 99]
	
	Ullah (2011)
	• Changing financial industry, offering integration, collaboration [pp. 1-4]
	
	Yukl (2012)
	• *"to adapt and survive in an uncertain [...] environment"* (p. 87)
	
	Hay Group (2015)
	• Changing conditions: transparency, agility, collaboration, innovation, productivity [p. 3]
	• Change emerging from regulations in financial industry [p. 34]
		The concept of leadership as embedded in context corresponds with prior research by relating contextual conditions to leadership.
		
		The extracted qualities representing various contextual conditions influence leadership considerably and to a great extent show consistency with the literature (e.g. Beugre, Acar & Braun 2006; Hay Group 2015; Lane & Klenke 2004; Osborn, Hunt & Jauch 2002; Schneider 2002; Ullah 2011).
		
		Indications for a post-heroic approach to contextual view only occasionally addressed in related literature (e.g. Ullah 2011).
		
		Tendency to focus on the individual leader is acknowledged in prior research *and* this case study.

Transformation-induced change management 1) Active leader guidance and reinforced managerial activi-	Kotter (2001) • Guidance, vision, culture to facilitate change [p. 87] • *"adapt to an increasingly competitive and dynamic*	*The concept of transformation-induced change management is consistent with the recognition of change in business and the requirement for adaptive lead-*

Case study concepts and qualities	Corresponding author(s) and related aspects for *all* concepts*	Degree of agreement
...ties	*business environment"* (p. 87)	*ership in the literature.*
2) External development similarly restricts and ventures 3) Regulations pushed for alternative business scope and conduct 4) Leader behavior adjusting to circumstances of major importance 5) Banking leadership revamped by financial industry transformation 6) Leader challenged by internal management requirements and cultural ambiguity	Schneider (2002) • Traditional leadership: organizations with clear boundaries, vertical hierarchy, positional leaders [p. 217] Osborn, Hunt and Jauch (2002) • *"leadership shifts as the context shifts"* (p. 803); leadership to change with altering limitations [p. 803] Lane & Klenke (2004) • *"coping with ambiguity and managing uncertainty are central leadership competencies"* (p. 69) Beugre, Acar and Braun (2006) • Volatility, uncertainty, complexity and changing environment to influence leadership; transformational leadership involved with change [pp. 53-56] Kotter (2007) • Management ensuring operations and risk reduction [p. 97]; change to build new organization requiring leadership [p. 97] • Urgency to overcome daily routine [p. 98] • Today's business reality and crisis as triggers for change [p. 99] • Success factors for change: vision, guidance, empowerment, behavior change [p. 99] Ullah (2011) • Changing financial industry, offering integration, collaboration [pp. 1-4] Yukl (2012) • *"to adapt and survive in an uncertain [...] environment"* (p. 87) Hay Group (2015) • Changing conditions: transparency, agility, collaboration, innovation, productivity [p. 3] • Change emerging from regulations in financial industry [p. 34]	Tendency towards individual forms / heroic approach (e.g. Beugre, Acar & Braun 2006; Kotter 2001) or plural forms / post-heroic approach (e.g. Ullah 2011) cannot be clearly determined from prior research. However, case study concepts show indications (e.g. leader guidance / challenges) for an **individual understanding of leadership.**
Environmental and transformational effects 1) Change, dynamics and regulatory framework leading to new business models 2) Dynamics, uncertainty, complexity and virtual organizations require intensified leadership 3) Organizational stability denoting simpler leadership	See Kotter (2001), Schneider (2002), Osborn, Hunt and Jauch (2002), Lane & Klenke (2004), Beugre, Acar and Braun (2006), Kotter (2007), Ullah (2011), Yukl (2012), and Hay Group (2015)	*The concept of environmental and transformational effects is to some extent consistent with the literature offering additional insights (i.e. dynamic = intense leadership, stable = simple leadership).* Change, dynamics and regulatory frameworks as initiating factors for shaped business models in agreement with prior research (e.g. Hay Group 2015; Osborn, Hunt & Jauch 2002; Ullah 2011). Indications for simpler leadership related to traditional and stable leadership correspond with literature (e.g. Barker, 2001; Schneider 2002). Tendency to **sustain individual understanding of leadership.**

* i.e. *not* entailing a comprehensive presentation of each research article, rather relevant aspects / statements were extracted to compare this case study and prior research; (p.) = direct reference; [p.] = indirect reference

Source: developed for this research based on case study data and referenced literature

Appendix K1: Action recommendation for leadership understanding

Leaders to assess and inform own leadership understanding:

Leadership understanding (leader mind-set)	
Basic assumptions (beliefs and attitudes about business conduct building foundation for leadership)	

Value creation is grounded in a mutual understanding of leadership / mutual notion / conjoint agency	• Collaborate and share: *cooperation, working together, collegial connection and synergies*
	 • Be tolerant: *inner peace for it to actually work*
	 • Provide and receive support: *give and take*
	 • Act in favor of stakeholders: *overcome selfishness*
	 • Balance stakes of leader and followers
	     o *Establish a complementing team*
	     o *Matching strength and weaknesses*
	     o *Provide stability and comfort*

Awareness of implications emerging from individual notion / individual understanding of leadership / individual agency	• Be aware of
	     o *individual leader characteristics (skills, experience, philosophy, ambitions, success)*
	     o *leader role (e.g. need for leader)*
	     o *environment (e.g. performance systems)*
	 • Be aware of individual leader accountability for decisions
	 • Question focus on a single stake such as
	     o *premature praise and trust*
	     o *guiding measuring systems*
	     o *money driven approach*
	     o *target setting*
	     o *orientation towards numbers defining leeway*
	 • Reflect reasons for stakeholder disconnect
	     o *selfishness, lonesome fighting*
	     o *in-transparency, dishonesty, distrust*
	     o *uncertainty*

Thinking about leader's world view	• People: *support, care, give a certain degree of autonomy*
	 • Headship: *people want to have a leader and know who the boss is*
	 • Ethics
	     o *stakeholders are concerned by leader actions, require responsibility*
	     o *exemplary business and leadership behavior*
	 • Diverse perspective:
	     o *time perspective*
	     o *fairness in acknowledgement of contribution of others*
	     o *extended horizon going beyond bank leadership*

Values (basic set of beliefs driving leadership)	
Honest leadership	• Mutual trust and comprehension
Integrity in leadership	• Exemplary, living up to the established rules
Trusted leadership	• Allow autonomy that is carefully managed and based on mutual understanding
Transparent leadership	• Bring clarity to the stakeholder relationship through mutual knowledge of people, objectives, the current situation and future developments
Authentic leadership	• Show reality and stability in the interplay of personal ambition, common convention and stakeholder opinion

Fair leadership	• Unbiased and appropriate leader behavior
Openness in leadership	• Followers and leaders that familiarize with each other
	• Stakeholders open to new ideas and to change
Follow-through	• Leadership is practiced consistently
Credible leadership	• Knowing what to do and acting in an exemplary manner
Passionate leadership	• Sound enthusiasm and honest commitment
Predictable leadership	• Strengthen certainty for stakeholders by familiar and consistent actions
Collaborative leadership	• Assist followers with appropriate measures to foster goal achievement

Leadership philosophy (thinking about leadership)

Culture as foundation for leadership	• Foster corporate culture to drive common understanding of leadership
	• Ensure that leadership matters to build common ground
Providing vision	• Know what to do and set the direction
Awareness of leadership, management and its balance	• Use leadership to guide and develop people
	o *genuine interest in people, like people and working with them, understand and accept people, good relationships and solid foundation for trust*
	o *enabling, supporting, being humane and available*
	o *bundling, aligning, guiding, implementing, providing vision and defining autonomy*
	o *Motivate, appropriate leader behavior, passion, enthusiasm and joy*
	o *open opportunities, foster strength, work on weaknesses, coach followers towards the development goals*
	• Use management as a craft providing structure for leader activities
	o *transformation of strategy and objectives into concrete results*
	o *Influenced by risk, cost pressure, change, complexity, financial crisis, compliance, ambitious goals, numbers, profit as well as performance*
	o *analyzing, planning, deciding, taking minutes, administrating, structuring the day, implementing, monitoring, controlling*
	• Find appropriate balance between leadership and management to maintain sustainability

Leader role (profiling the leader role)

Appreciation of a diverse leader role	• Leader needed for decision making and direction setting (importance)
	• Ownership and accountability for leader activity (responsibility)
	• Capable and inspired leadership (autonomy, balance, motivation)
	• Empowered to guide (enabler, coach, supporter, evaluator)
	• Qualified and active leader (changed leader role)

Leadership principles (basic rules for exerting influence)

People	• Work with people and care about them
Result orientation	• Achieve results
Role model / example	• Act as role model and lead by example
Direction	• Give direction
Support	• Provide support
Autonomy	• Allow autonomy for direct reports and followers
Know your employee (KYEE)	• Know your employees and their activities
Enriching the way to exert influence	• Client leadership
	• Change management
	• Business collaboration
	• Functional objectives covering aspects of diversity, talent, risk and efficiency

Appendix K2: Action recommendation for leadership application

Leaders to include various forms of leadership in own leadership repertoire:

Leadership application (leader action)	
Post-heroic forms of leadership (advanced forms of leadership, e.g. shared leadership)	
Reflections about advanced approaches to leadership	• Observing contribution enables sponsorship • Ambiguity about practicability leads to denial • Realization limited by structural and individual barriers • Enabling environment and encouraging stakeholders required
Other forms of leadership (remarkable and unpredicted character)	

Thinking about different approach to leadership	• Holistic view (breadth) of leadership to understand today's advanced and complex business reality, e.g. goal break-down, process oversight, cover whole value chain
	 • Evolutionary approach to leadership emphasizing enhanced guidance and development of followers, i.e. cope with increased follower autonomy
	 • Transformation of military leadership into business context strengthening leader capabilities
	    o *Leadership in tough times: closeness, support, motivation*
	    o *Early responsibility: follower feedback, reflection*
	    o *Structured problem solving: tools, methodological skills*
	    o *Development benefit: individual progress, becoming and developing as business leader*

Leadership practice (activities of individual leaders)	
Accompany people	• Support directly and frequently (required by followers, irrespective of layer) • Provide security in an uncertain and complex business environment • Build mutual trust which is appreciated by followers • Apply various forms and intensity, e.g. join challenging client meeting, help with workload, be available, be in contact, exchange • Take account of individual follower characteristics, i.e. lead people individually
Agenda setting	• Give direction (e.g. induce specific topics and align followers) • Provide and enforce decisions (i.e. pressure and follow-through) • Allowing leeway within frame leads to motivation for followers

Conditional impact	• Leadership practice should be assessed and adjusted to the environmental conditions
	    o *External environment, i.e. developments outside the company*
	    o *Dynamic or stable situation defines the time available for a reaction*
	    o *People / personal aspects, e.g. individuality, conviction, motivation, mind-set / mind-change*
	    o *Values and culture, e.g. trust, honesty, transparency*
	    o *Information technology, i.e. processing information*
	    o *Performance system , i.e. targets and measurements*
	    o *Corporate strategy, e.g. understanding and application / re-alignment*

Close controlling	• Know your followers (KYEE). e.g. personality, portfolio, behavior (what they are doing) • Apply related activities (cycle), e.g. monitoring , controlling at a high level and in detail, influencing, correcting • Implement appropriately, i.e. close controlling as assisting managerial instrument, not self-perpetuating • Give clear instructions so that assignments and objectives are clear and understood

	by followers
	• Use techniques (management), i.e. managerial tasks, frequently, structured
	• Apply follow-through: ensure work is done, goals are achieved, activities completed, ensure consequences
	• Adjust to level of experience (qualitative), i.e. for leader with follower
	o *level of comfort, individual*
	o *new/less = more control*
	o *trust, proof = less control*
	• Implement framework (quantitative)
	o *general, frequent, structured*
	o *increased systematic controls*
	• Apply issue related
	o *events (financial crisis)*
	o *internal and external environment (regulations, cost pressure)*
	• Ensure transparency, i.e. assessment and action
	• Challenge, e.g. questioning, reflecting, reviewing, judging impact
	• Use technology, i.e. content available quickly and extensively, simplified controls
Delegation	• Institutional task re-assignment (regular and systematic execution)
Direct message	• Communicate to lowest level of organization
	o *bypassing the cascade*
	o *right and genuine content of the communication*
	o *understand and can ask question Be visible, e.g. town hall events, onsite visits*
	• Walk the floor
	o *be in touch with followers*
	o *hear their message*
	o *place, repeat and anchor the leaders view*
	• Practice open door
	o *accessibility*
	o *strengthen the ex-change of direct message*
	• Use technology in dispersed or virtual organization
Feedback	• Receive, accept, reflect and follow up on follower, superior and other stakeholder feedback
	• Pay attention to the feedback target, e.g. leaders themselves, direct reports or an issue
Information management and communication	• Reflect on how to provide information
	o *information filtering*
	▪ *protects the followers from information overflow*
	▪ *irrelevant or unhelpful information, distracting from set priorities*
	o *full transparency*
	▪ *provides understanding of the situation*
	▪ *increases level of comfort*
	o *guided mode*
	▪ *offers relevant answers*
	▪ *avoids* uncertainty
	• Frequently and standardized, e.g. team meetings and bilateral discussions
Interaction / exchange / conversation	• Overcome distance, i.e. embedded in the leadership rhythm
	• Give direction
	o *enables transparency, allows clear message, avoids misinterpretation, in-*

	creases security
	o *inspiring, motivating, understand view and direction*
	• Frequency and platforms, i.e. provide positive experience and foster collaboration
Issue addressing	• Talk straight
	o *address issues directly*
	o *correct wrong development immediately*
	o *provides transparency, avoids mistakes, minimizes risks, sets impulse*
	• Timely leader intervention is appreciated by followers
Lead people individually	• Respect different needs
	o *highly developed business, complex tasks and relationships*
	o *followers want to be treated individually*
	o *leeway connected to responsibility and performance*
	o *issue related*
	o *strengthens trust, recognition, being taken seriously, receiving support*
	o *communicate diversity of people, implying various measures, avoid misinter-pretation and feeling of unfair treatment*
	o *leaders desire to be led individually by superiors*
	• Apply leader experience
	o *level of comfort with follower (personality, behavior, performance)*
	o *get feeling and picture (personality, e.g. strength, weaknesses, and behavior, e.g. trustworthiness and reliability)*
	o *more individual focus (new follower, concerns, problems)*
	o *more autonomy and less observation (sustainable positive experience, e.g. responsibility, performance, professionalism, operations knowledge)*
	• Qualification
	o *profiles (e.g. training, junior, senior), followers′ skills, experience*
	o *personality*
	o *performance*
	• Situation and setting
	o *specific situation, an upcoming issue*
	o *setting (e.g. organizational structure, topic focus)*
	• Methods
	o *leadership rhythm (formal, informal, frequently, occasionally, agenda, notes, update, conversation)*
	o *technological support (e.g. video conferencing)*
	o *support, sparring*
	o *follow-up on specific goals*
	• Standards
	o *financial goals, regulatory aspects, certain controls*
	o *compliance and fairness*
	o *entire organization averting individual treatment*
	o *adult leadership personality and self-responsibility*
	• Volume and effort
	o *reduced appetite for leading individually (number of followers or direct reports, amount of interactions)*
	o *return on effort*
	• Replacement
	o *leading people individually limited*
	o *not performing despite being coached, huge shortfalls, unable to execute a job,*

	needs constant support, on bad terms with the leader

Leader impact	• Be aware of context
	  ○ *culture*
	    ▪ *different culture, different leadership experience*
	    ▪ *similar culture, multiplication of specific leadership*
	  ○ *leader* personality, i.e. leader defines leadership style
	• Act as service provider, i.e. coach and support towards goal
	• Define client leadership, i.e. how followers treat clients
	• Exert indirect influence, i.e. convince non-direct reports
	• Act as change manager, i.e. align mind-set and behavior of followers to new strategy

Leading in times of crisis (crisis leadership)	• Be aware of this atypical form of leadership compared to running business
	• Give direction
	  ○ *clear objectives, short intervals, lowest hierarchical level*
	  ○ *autonomous implementation when missing senior management guidance*
	• Practice close and frequent exchange
	  ○ *update, answer question, increase comfort*
	  ○ *picture of situation, analysis, measures*
	• Involve and care
	  ○ *followers feel sup-ported*
	  ○ *conscious mode of leading*
	  ○ *coaching instruments*

Reflections	• Reflect about strategic situation
	  ○ *assess direction, adjust long-term orientation*
	  ○ *internal and external environment analysis, priorities review, repeat continuous or introduce refined measures*
	• Practice self-reflection
	  ○ *situation analysis (e.g. SWOT)*
	  ○ *work on gaps*

Visibility	• Be present
	  ○ *involved and see positive development as well as upcoming challenges*
	  ○ *message repeated, misunderstandings mitigated*
	  ○ *additional effort in dispersed structures required*
	• Exchange with followers
	  ○ *apply forms or regular exchange (town halls, conventions, visits, walk the floor)*
	  ○ *senior guidance in times of crisis*
	• Use technology, i.e. visibility in various forms

Appendix K3: Action recommendation for external influence on leadership

Leaders to identify the external influence and acknowledge potential impact:

External influence	
Environment (contextual conditions as driving force for leadership)	
Change as key driver of business	• Appropriate business decisions, more detailed knowledge of front e.g. sales, back e.g. operations and risk aspects required

Dynamic environment demands new operating models	• Intense leadership
	  o *less transparency and more cautious leader behavior,*
	  o *focus on management*

Tight regulatory framework influences how banking is conducted	• strictness, appropriate control mechanisms, avoid reputation damage, compliant behavior
Internal politics can hinder development	• Be aware of a lack of transparency, power gaming, managerial amplification
Increased complexity emerging from external and internal conditions	• More complex and broader product universe, regulatory restrictions involved, e.g. suitability • Regulations to constrain risk appetite and reduce tolerance levels, more cautiousness required • Leader scope defined by external and internal environment, e.g. regulations, technology, sales, diverse employee population • Holistic understanding of the value chain (front or back) • Take care of the details • Increased volume similarly raises issue of prioritization
Increased uncertainty	• Intense leadership: close support for subordinates due to high degree of uncertainty

Existing organizational stability	• Simple leadership
	  o *more consistency and time for reflection*
	  o *fewer issues in terms of volume, scope and intensity*
	  o *lower frequency of actions*
	  o *allows more autonomy for followers*

Virtual organizations requiring visibility of leader	• Using the available technological infrastructure fosters leader-follower relationship
Performance system as vital environmental factor and guiding instrument	• Express expectations and evaluate performance as part of leadership • Adapt targets to individual situation of direct reports • Measurability of qualitative goals questioned • Share of qualitative objectives between 1/3 and 50%
Transformation (requiring permanent change management)	

Active leader guidance and reinforced managerial activities	• Leader to adapt, align followers, apply permanent change management
	• Manage risk and compliance *(monitor, control and enforce constantly)*
	  o *correction measures (mitigating high risks, greed, mistakes, liberty-taking)*
	  o *assess impact of future activities, cautious behavior*

External development similarly restricts and challenges	
Regulations pushed for alternative business scope and conduct	

Leader behavior adjusting to circumstances of major importance	• Crisis leadership
	  o *exchange (inform, listen, talk, be close, be personally involved, take care, set clear directions)*
	  o *support (mitigate uncertainty)*
	  o *responsibility and unique challenges*

	• Apply distinct leadership (management)
	o *detail orientation, controlling, risk coverage*
	o *performance monitoring, transparency, follow-up measures*
	o *transporting the message to the lowest level*
	• Reflective leadership
	o *reaffirm understanding (knowing the right way, implementing leadership credibly)*
	o *open mind, constant external screening, avoid rigidity*
	o *stormy side of leadership, requiring ability to adapt*
	o *mind-set change (hard work for success, lost aura)*
Revamped banking leadership	• From passive (being flooded with money) to active (hard work)
	• Change mind-set, ensure realignment of followers
	• Cope with tensions between progressive and conservative leader populations
Leader challenged by internal management requirements and cultural ambiguity	• Financial management: limitations and focus, management, precision, control, applying pressure
	• Cultural change: more rigid view on followers, i.e. strong focus on performance
	• Manage risks, i.e. zero tolerance, requiring appropriate focus

Appendix K4: Action recommendation for leadership development

Leaders to reflect about future leadership and selecting measures to develop as leader:

Leadership development	
Future leadership	
Leader provides reliable frame to guide people	• Apply consistency (people need guidance) • Balance leadership and management • Human leadership remains important
Leader regularly reflects about innovative approaches	• Allow autonomy in developing business or client books
Leader adjusts leadership practice to developing environment	• Develop ability to adapt to new challenges • Cope with technological advances • Ensure own physical and mental regeneration, manage energy levels better, ability to say no
Leadership development measures	

Apply holistic view that frames and aligns off- and on-the-job measures	• Ensure comprehensive leadership philosophy and integrated leadership development strategy
	• Learn and develop from experience
	  o *by doing, on the job in the daily business*
	  o *reflect on reactions and feedback from followers*
	• Use and provide opportunity to practice (familiarize with reality)
	  o *believe in a future leader*
	  o *allow trial and error*
	  o *set appropriate time frames*
	  o *be a patient superior*
	• Adapt from role models: learn and benefit from the experience of other leaders (e.g. superiors)
	• Foster exchange and networking: learning from the experience of other leaders to better cope with a challenging environment and difficult situations

Enhancing individual, collective and structural level of leadership	• Train leadership techniques: skills to cope with environmental challenges (e.g. crisis, cost cutting, layoffs)
	• Line management involvement
	  o *senior leader involvement, i.e. direction from the top, visibility, consistently filter down, skip-level, work with all levels, mutual network*
	  o *role model and cascading leadership, i.e. walk the talk, structure, impulse*
	• Foster networking
	  o *internal network, i.e. peers, senior management*
	  o *mutual benefit, but more effort required*
	  o *external networks to be fostered to avoid inbreeding*
	• Develop leaders
	  o *recognize desire of a leader to be developed by the superior and the organization*
	  o *cover increasing requirements with various leadership development measures, e.g. self-learning, on-the-job, off-the-job internally or externally*
	• Involve leaders of lower level in strategic development of organization
	• Close gaps
	  o *assess leadership population, identify and close leadership gaps*
	  o *targeted and adjusted to all management levels*

- Screen systematically
  - *more systematic approach to identifying suitable leaders in the organization*
  - *establish separate process to detect leaders for the future challenges in organization*
- Foster diversity
  - *mitigate lack of infrastructure support for female leaders (e.g. in-house child-care system, dry cleaner)*
  - *eliminate existing prejudice in value systems and internal culture; superiors need to be willing to support female leaders*
  - *women need to become a natural part, not the only one making them feel uncomfortable all the time*