

Linking leadership and psychopathy: Looking for evidence in tertiary institutions

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Abstract

The paper examined the established view of leadership styles with the emerging profile of psychopathic leaders by looking for pieces of evidence in the tertiary institutions. A modicum review of the literature demonstrated the shape of psychopathic leadership traits for future research within the context of the study. The implications and accurate and deep understanding drawn from this limited literature revealed the plausibility of psychopathic leadership traits within the context of tertiary institutions.

Keywords: *Leadership, psychopathy, tertiary institutions, models*

1. Introduction

The concept of leadership has emerged as one of the most researched aspects of organisational behaviour. The ever-growing interests in the field of governance have led to the conduction of various studies that aim to understand the impacts of leadership on the behaviour of subordinates, and the achievement of performance within the organisation. The interests of the concept of leadership have extended to tertiary institutions around the world. The drivers of such concerns are the influence of institutions in the development of students who eventually become leaders within the economic system and the constant changes in the sphere of institutional leadership itself – especially in light of the challenges facing the educational sector.

In recent times, several circumstantial shifts have emerged within the educational sector, particularly the advent of globalisation, the commercialisation of higher institutions, cuts in government funding and increased academic movement across borders. Over the years, researchers have queried the approach to leadership encountered in higher institutions due to the need to increase student enrolment whilst enhancing the overall teaching-learning experience within the institution. This situation has changed the expectations of universities such that they now adopt a student-focused approach which somewhat negates the traditional inward approach once taken in institutions globally (Scott 2011). These changes have also triggered a shift in most tertiary institutions from administration to the infusion of management in its organisational culture (Brown 2001, Black 2015)

There is a need for leaders in tertiary institutions to examine how to lead their organisations better and determine best management approaches that align with the context of higher education. The primary role of leaders is to ensure the achievement of goals through the harmonised efforts of subordinates – and so, one can assume that the adoption of productive leadership styles would positively influence the performance of teachers within higher institutions. As described by Chestnut (2017), the concept of leadership reflects the extent to which an organisation can attain success – only due to the influence leaders possess on the behaviour of subordinates. Therefore, leadership maintains a direct impact on the overall effectiveness of an institutions performance. According to Bevoc (2016), the demand for real leadership increases in alignment with the nature and growth of an organisation – and as such, multiplying the performance expectation of subordinates.

The leadership process in organisations works such that the leader influences subordinates and seeks their participation in the achievement of goals. This influential process is witnessed in

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higher institutions as leaders treat these institutions as organisations where leaders seek participation from teachers to achieve a common goal. Leadership is, therefore seen as a skill that can provide high levels of returns if adopted correctly within the context of a learning institution. There is a positive relationship between the styles of leadership adopted in organisations and the performance of their subordinates. Within the higher education context, effective leadership would refer to the extent with which an institution's leader progressively guides staff towards the achievement of objectives (Black 2015). Leadership, therefore, is an influential force that seeks to manage the affairs of people in a bid to support performance achievements.

In a bid to effectively examine the significance of leadership concepts within tertiary institutions, it is imperative to investigate the contemporary theory of leadership and make comparisons with the existing model of leadership in tertiary institutions. This paper would attempt to link the concept of leadership with psychopathy – with the aim of understanding if psychopathic leaders exist within tertiary institutions and if such leaders are equipped to drive the achievement of success within the context of higher education.

2. The Concept of Leadership

The concept of leadership has taken new forms towards the management of people within institutions. As Brown (2001) explained, leaders should possess the ability to understand the needs of subordinates and implement the right management style to address the demands of situations. Organisations implement various models of leadership to resolve different situations whilst guiding the behaviour of people. Leaders implement some of these styles solely to direct people, enhance decision making and empower people within the institution. Chestnut (2017) believes that several organisations do not perform optimally due to ineffective direction and the lack of proper implementation of management styles that suit different situations within an organisation.

Several studies have been carried out in the past to understand the importance of leadership and how it influences the achievement of performance through people. Most of these studies reveal that there are three predominant leadership styles adopted within organisations – which include autocratic, democratic and laissez-faire (Drugus&Landoy, Olson 2014, Schein & Schein 2018). Most of these studies showed that there was inadequate research work done on the effect of the democratic style of leadership on the performance achievement of subordinates. Although, there was a consensus that this management approach was critical to the overall sustainability of the leadership practices in an organisation. As a whole, the history of leadership dates back to many centuries ago – and as time progressed, leaders viewed individuals as a human resource as opposed to machines, and as such, requiring the need to implement leadership approaches to influence the behaviour of people towards the achievement of goals.

The area of leadership has evolved such that researchers have done extensive work to determine its degree of influence on the behavioural traits of people within an organisation (Landay, Harms & Crede 2019 (a)). Extensive research has also been conducted on leadership due to the complexities of business sectors and the need to improve the productivity of people in light of people management challenges and finding ways to address them. Researchers have worked on different management styles leaders adopt to manage the effectiveness of knowledge workers in different situations (Gordon 2017). Majority of these studies done was to identify the traits of leaders with the distinct beliefs that some people are born leaders naturally, whilst some would have to be taught to become successful leaders. The leadership traits approach revealed a notion of leadership in the face of varied functions that must be adopted to achieve goals. A foremost implication of this method is the shift from leadership traits concept to the leadership behaviour concept (Bevoc 2016).

In line with the view of Bevoc (2016), Maxwell (2019) opines that there are direct relationships that exist between a leaders' behaviour and the complaints of subordinates, which in itself can increase the turnover of people within an organisation. As Basit, Sebastian and Hassan (2017) explain, the human element in the concept of leadership holds two assumptions which include theory X and theory Y. Schein and Schein (2018) describes theory X as an assumption where average employees do not like to work by nature – thereby tending to avoid accountability within the workplace, This situation would require the supervision control of leaders in a bid to achieve desired goals within the institution. In the case of theory Y, Sandling (2015) explains this concept as an assumption that people are happy by nature, consequently requiring minimum supervision from

managers to achieve goals within the workplace. From these assumptions, one can infer that the theory X is somewhat undesirable due to the need for leaders to adopt control tactics to ensure the achievement of goals. However, in the case of theory Y, one can infer that these assumptions are affirmative with an emphasis on self-motivation, self-direction and self-regulation.

House (1996) explains the concept of leadership about a leader's role and responsibilities through the path-goal theory. This theory holds that leaders rely on the level of motivation and satisfaction of subordinates to perform within the workplace. This theory was subject to query, and the authors (Schein and Schein, 2018) later revised it and argued that leaders demonstrate behaviours that seek to balance the aptitudes of subordinates whilst compensating for any weaknesses they may have. This model is generally accepted because most successful leaders are those who help assistants in achieving both individual and organisational goals. Such goals include money, career growth, and the successful engagement of employees in challenging projects (Grieser 2017). Gordon (2017) further dissected the path-goal theory by identifying two dependent variables that help in demonstrating the appropriate leadership styles to adopt within a workplace. These variables include the individualities of employees and the pressures and difficulties of the workplace that affect employees.

Leaders are, therefore seen to be effective by clearly defining the roles and tasks of subordinates within the workplace (Drugus&Landoy2014). This view is supported by Basit, Sebastian and Hassan, (2017) who believe that leaders must address workplace challenges and eliminate all obstacles that impede the performance of people within the workplace. They further suggest that leaders should create opportunities for growth in a bid to enhance the level of motivation of people in an attempt to improve performance. Chestnut (2017) advocates the need for leaders to solicit the participation of subordinates in goal formation, task engagement and decision-making – as this helps create a sense of belonging and value, which in turn motivates people to work hard and perform within the workplace. As explained by Landay, Harms and Crede (2019 (a)), real leaders are those who reward people for good work performed within the workplace. They further advocate the need for leaders to define the expectation for rewards within the workplace clearly. This clarification is imperative so that people can understand what to do in a bid to achieve set targets in alignment with such compensation within the organisation. Finally, credible leaders must carry out activities that are in line with the expectations of subordinates within the workplace. This action is key towards reducing employee grievance and increasing motivation needed to achieve goals.

Various elements affect the ability of leaders to succeed in an organisation. Sandling (2015) outlined three of these factors to be critical, and these include leaders providing competitive services, leaders providing supervision to people and leaders, eliminating causes of fear within the workplace. Schein and Schein (2018) support this view and suggest that leaders would be highly effective if they appropriately integrate these three factors. The concept of leadership is significant to the effectiveness of people within the workplace. So, Maxwell (2019) believes that the values of leadership only would demonstrate a leader-follower relationship. Linking this view in the context of tertiary institutions, one can infer that there must be a leader and a follower before the idea of leadership commences. All faculty and non-faculty staff must be willing to subject themselves to the followership of leaders in tertiary institutions as this is the only way that the behaviour of leaders can influence them to achieve the goals within the institution.

3. The Concept of Psychopathy

Since the seminal work of Babiak and Hare (2006) titled “*Snakes in Suits: When Psychopaths go to Work*”, a profound interest of the application of the insights in the non-forensic context has gained impetus. Within the context of work, a successful psychopath is a person exhibits a sub-clinical feature of psychopathy, who has avoided the long arms of the law or have known mental health issues; and he or she engages in manipulative and antisocial behaviour (Stevens et al. 2012). Neumann & Hare (2008) asserted that successful psychopaths have tendencies towards increased alcohol consumption and violence while Boddy (2011) added bullying; Williams, Paulhus and Hare (2007) Capturing the four-factor structure of psychopathy in college students via self-report, *Journal of Personality Assessment* 88(2):205-219 noted substance use, anti-authority attitudes, minor law violations Boddy et al. (2010) found evidence of fraud and irresponsible leadership.

According to Andrews and Furniss (2009), clinical psychopathic disorder relates to the personality features involving superficial charisma and charm, lack of empathy and attachment to others, violation of social norms, and manipulation.

Mullins-Sweatt et al. (2010) have noted that the Cleckley's (1941) book titled *The Mask of Sanity* has aptly defined the clinical construct for diagnosis of mental disorders.

There is a well-established method for identifying individuals with psychopathic personality; the Psychopathy Checklist-Revised (PCL-R) (Hare 1996). Hare (1996) refined Cleckley's (1941) original clinical observations and put together the psychopathy checklist and its subsequent updates and revision. The PCL-R attempts to measure two interrelated elements: (1) affective and interpersonal traits: superficial charm, empathy and responsibility, deceitfulness and a sense of egoism, and (2) behavioural: impulsivity, antisocial or deviant behaviour, and erratic lifestyle. The academic debate currently focuses on whether psychopathy is a two, three or four-factor model, with proponents of the four-factor model promoting interpersonal, affective, lifestyle, and antisocial classifications (see Table 1 below).

Table 1: Domains and Traits of the Psychopath

Interpersonal Domain	Affective Domain	Lifestyle Domain	Antisocial Domain
Superficial	Lacks remorse	Is impulsive	Poor behavioural controls
Grandiose	Lacks empathy	Lacks goals	Adolescent antisocial behaviour
Deceitful	Does not accept responsibility	Is irresponsible	Adult antisocial behaviour

Some psychopathic profile traits in senior employees can derail tertiary institutions even though the leaders have been carefully selected and may consider having potentials (Furnham 2010). The traits are called dark because of their negative associations – research has shown one or more of these traits invariably link with counter-productive behaviour, and those sociopathic profiles which manifest them go off course (Furnham, Richards & Paulhus 2013). Some vocations or vocations are more likely than others to attract psychopathic traits (Dutton 2012).

According to Mintzberg, a professional institution is also very bureaucratic. The critical difference between this and machine institutions is that professional institutions rely on highly trained leaders who demand control of their work. So, while there is a high degree of specialisation, decision making is decentralised. This structure is typical when the institution contains a large number of knowledge workers, and it is why this is common in places like schools and universities, and accounting and law firms. Several abilities – skills make it challenging to see psychopaths or those that reveal psychopathic behaviour for who they are. The psychopaths have a knack for scanning people. They identify a person's likes, dislikes and vulnerabilities. They are usually masters of notion management with excellent communication skills.

The professional institution is complex, and there are lots of rules and procedures. The rules allow it to enjoy the efficiency benefits of a machine structure, even though the highly trained leaders who have self-directing freedom and considerable power generate output. The clear disadvantage with the professional configuration is the lack of control that senior executives can exercise because authority and power spread down through the organogram, and this can make these institutions hard to change.

The hallmarks of the psychopathic profile involve egocentric, grandiose behaviour, completely lacking sensitivity to the feelings of others and conscience. Psychopaths in the academic settings may be charming, charismatic and adept at manipulating one-on-one interactions. In a corporation, one's capacity to advance is determined in no small measure by a person's size to impress his or her direct manager, favourably. Unfortunately, sure of these psychopathic qualities – in particular charisma, charm, grandiosity (which can be mistaken for vision or confidence) and the capacity to perform very well in one-on-one settings – are also characteristics that can help one get

ahead in the world. Arguably, psychopaths in universities show traits of dominance and self-promotion, impetuosity, and playing what is known as the office.

4. Managers and Leaders – A Tertiary Institution Context

Various definitions seek to establish the connection between a leader and a manager. *Management* is a process where an individual inspires team members towards the achievement of goals (Olson 2014). This definition does not demonstrate the process a manager goes through in influencing team members – for instance, a situation where managers adopt compulsive situational methods to ensure the achievement of goals within the organisation. The adoption of such practices somewhat extends beyond the traits of leaders. According to Kouzes and Posner (2017), management is the process of creating a vision for people and having the ability to convert this vision to sustained reality. This term '*vision*' provides some level of optimism, where collaboration is needed to transform such dreams into reality.

The definitions of management described above suggest that we view the concept of leadership as a one-way process that involves subordinates being responsive to the leaders' actions, and as such, streamlining the work process in an organisation. Management and leadership can be distinguished instead of the notion that leadership possesses two generally accepted meanings. Firstly, *leadership* is a process where goals are achieved through positive influences that do not involve coercion (Mintzberg 2019). Secondly, leadership entails the demonstration of ideas and behaviour that would inspire others within the organisation (Roberts, 2015).

The department papers within the higher education context viewed leadership as a process where a person sets targets for a group of people, and through skill and influence, governs them to work together towards the achievement of a planned mission (Black 2015). Scott (2011) views leadership as a management position that monitors the activities of people – with the leadership behaviour manifesting as leaders influence people to achieve goals. The traits of leaders are often demonstrated when faced with new problems within the institution, as they propose better solutions and create a secure environment that transforms people towards a new system. Drugus and Landoy (2014) distinguish the primary difference between a manager and a leader, as people follow the former rules whilst the latter. In this case, a true leader is one who possesses and exercises power to influence people towards the achievement of a shared vision within the institution. Leadership represents a quality that is desired by all organisations to translate the ideas and visions of the organisation into reality.

Results-oriented leaders trust their strengths and create the confidence people need to achieve performance within an institution. In tertiary institutions, true leaders possess the ability to guide the activities of students and create a sustainable vision that communicates to them possible achievement (Black, 2015). Leaders inspire students by their confidence, thereby improving the self-confidence and morale of students to achieve learning outcomes. Hofmeyer, Sheingold, Klopper, & Warland (2015) suggests that leaders have extensive experience that enables them to see mistakes as a side distraction from the path to success. This view is supported by Sathye (2004) who believe that students feel more competent and confident when they are around good leaders – and as such, they possess the will to engage in learning activities as a way to develop their skills within the learning environment further. According to Brown (2001), the interests of successful leaders are often in specific leadership activities – which include planning or employee training. These leaders tend to possess confidence in their employees through the manifestation of behaviours such as encouraging employee participation in goal setting, project engagements and decision-making within the organisation.

Within the education landscape, leadership is essential because students who enrol in universities need role models they can emulate to shape their future. Teachers who demonstrate leadership qualities can help model the behaviour students such that they develop essential skills required to support their integration into the economic system. The concept of leadership in universities is complex. It reflects a critical area where researchers have developed an interest in attempting to discover leaders and their capacity to communicate their vision to the organisation and influence strategic activities towards the achievement of goals. These interests also extend to whether people are born to be leaders or whether they require training to acquire the desired leadership

qualities needed to add value to institutions (Sathye 2004; Black 2015; Hofmeyer, Sheingold, Klopper, & Warland 2015). The behaviour and activities of effective leader tend to revolve around what to do to favour the organisation as opposed to actions that favour oneself. Also, of these collective activities, Kouzes and Posner (2017) believe that a true leader tends to select areas in which they are most competent as this enables them to add value to the organisation. This view aligns with Mintzberg (2019), who suggests that efficient leaders tend to shy away from carrying out activities in which they are not competent. However, leaders make sure these needs are addressed by subordinates who are qualified and not afraid to collaborate with the strengths displayed in other people. This view demonstrates the fact that leadership is about delegating the management position to ensure the achievement of goals within the organisation.

As Lipman (2013) explains, some leaders do not succeed because they fail to harness and leverage the competencies of subordinates fully. Landay, Harms & Crede (2019 (b)) strengthen this view by suggesting that some leaders fail because they simply do not delegate tasks when required within the organisation. Effective leaders in higher institutions are those who know when and when not to allocate scarce resources – especially for projects that do not add value or are yet to achieve their intended goal. Chestnut (2017) argues that leaders must realise when to let go of things, and carry out decisions based on facts and logic as opposed to sentiments. Leaders in universities communicate effectively by allowing students to understand their expectations and intended actions (Drugus&Landoy 2014). This view suggests that leaders have a clear mission and purpose by following when to say "NO" about resource allocation. In a bid for tertiary institutions to succeed, leaders must provide a long-term vision for the system of education – which in turn must be supported by critical stakeholders within the institution and outside the institution – for instance, local communities, advocacy groups, agencies and the local government.

Leaders who oversee the activities of tertiary institutions must possess a vision that acts as a foundation for academic system policies and will demonstrate a milestone for the tactical positioning of tertiary institutions (Scott, 2011; Black, 2015). Sathye (2004) argues the need for leaders to show leadership capacity at the institutional level in a bid to help ramp-up the quest to achieve short and long-term goals. Brown (2001) advocates the need for universities to expand their study programs and customise learning activities in line with the requirements of students – for instance, by establishing programs built on different scholastic philosophies. Scott (2011) supported this view. He argues that effective leaders in universities help by creating curriculums that are module-focused – intending to stimulate student participation and engagement in alignment with the needs of the student. Leadership process in universities must support personalising learning activities of students by establishing alternative pathways towards achieving the same learning objectives. Black (2015) suggests that such channels essential must-have links towards the development of student skills that can add value to the institution and the wider society. Leaders in tertiary institutions must recognise the need for students to acquire competencies outside the contexts of higher education – as this is key towards supporting the integration of students within the global economic system.

5. Leadership in Tertiary Institutions

The roles of leaders in tertiary institutions possess several variances as compared to the conventional executive roles of business sectors. The leadership roles of tertiary institutions include positions like Vice-Chancellor and Pro-Vice-Chancellor, and these align with traditional C-suite leadership roles in business sectors such as Chief Executive, Executive Directors and Vice-Presidents (Brown 2001). However, as explained by Sathye (2004) academic management roles such as Head of Departments or Deans are somewhat unusual and possess varied complexities associated with transitions in different functions – for instance, a two-year rotation on various leadership roles.

Drugus and Landoy (2014) argue that in some instances, tertiary institutions provide roles on an honorary basis to an established individual within the university – often a professor.

Davies, Hides and Casey (2001) suggest that the management positions in a faculty often include the role of teachers, researchers and scholars. These positions all have a leadership responsibility that is clearly stated within the role. It is frequently seen for academics to take on external leadership roles within a particular field, professional body or collaborative project (Scott 2011). Apart from the known challenges of conventional legacy structures of tertiary institutions, the emergence of globalisation and the commercialisation of higher institutions has mounted pressure on

the need to manage and allocate resources all through the institution appropriately. Higher institutions are now demanding more management roles due to the need to create an excellent student experience, which includes the integration of course learning, social development and on-campus lifestyle – which in turn requires the collaboration of both academic and service functions within the institution (Davies, Hides, & Casey, 2001; Scott, 2011). In concordance with the teaching activities, research work of the university and professional services functions are increasingly becoming crucial to the provision of valuable services to students in areas of accommodation, sports amenities, student finance management, and other institutional responsibilities such as marketing, human capital and engagement with external business activities (Liefner 2003, Amey 2006). Because of these, leaders in these areas optimally focus on ensuring the achievement of operational performance.

The changes emerging in the educational landscape has shown the limited potency of traditional leadership models within tertiary institutions. The honorary leadership roles granted to professors is based mostly on collegiality values. However, it is worth mentioning that this does not align with the current pressures for effective management of scarce resources within the institution (Drugus&Landoy 2014). The emergence of the belief in the use of professional managers, coupled with the focus on flexibility, has created a clatter of working practices in tertiary institutions (Amey 2006). This view aligns with Black (2015) who suggest that the rise in policy emphasis, transparency and the commercialisation of student learning has created discomfort within the higher education sector. Black (2015) further argues that this should not be surprising since managers of professional services within tertiary institutions often possess a high sense of accountability and ownership in the interests of the institution.

The theoretical divide between management and leadership may be as a result of the defensive nature of people managed within the institution and the extent to which leaders view two styles of management as a means to an end (Brown 2001). Although in the recent literature of modern leadership and management, it is becoming reflective that distinguishing management from leadership can be counter-productive, as both concepts should balance each other by aligning strategic vision with organisational processes (Kouzes & Posner 2017; Mintzberg 2019). This view suggests that the integration of suitable models of leadership and management is extremely crucial in the success of institutions today. Consequently, senior leaders in tertiary institutions are beginning to face emerging challenges. Even though the top leaders have to represent the institution externally, they also have the responsibility of modelling the values of the institution to subordinates within the organisation.

With the evolution of institutions in line with the commercialised market, the values and the brand of the institution is re-evaluated and realigned with the changes in the market. In a bid to achieve these goals, leaders in institutions (i.e. both executive, academic and professional services roles) must address the priorities of subordinates. In the real world, this is done through the creation and growth of shared beliefs and values in a bid to ensure the institution is run efficiently without being hampered by bureaucratic organisational structures (Davies, Hides, & Casey, 2001; Hofmeyer, Sheingold, Klopper, & Warland, 2015).

5.1 Classic Leadership Models in Tertiary Institutions

The emergence of several leadership models in tertiary institutions is due to the increasing challenges experienced within the sector. These challenges exist in various institutions around the globe, irrespective of whether they are specialised, research-led or multi-faculty institutions. In line with the evolving nature of institutions, five leadership paradigms are discussed concerning tertiary institutions.

5.2 Hierarchical Models

The predominant leadership approach experienced in tertiary institutions today is the authority and power model related to the hierarchy of the institution (Liefner 2003). In high institutions, the adoption of the teacher-focused method tends to align with the autocratic style of leadership (Amey 2006). Olson (2014) argues that the undesirable areas stemming from this leadership style include the lack of motivation of staff to achieve goals. This situation may arise because of the use of control, and coercion leaders adopt towards the achievement of goals within the institution. A positive learning environment often inspires students creates a sense of openness

amongst staff and encourages participation through social changes are in direct contrast to the autocratic leadership style. Academic leaders within tertiary institutions tend to dish out authority, which is often associated with autocratic styles – in a bid to support more diverse learning approaches adopted by students (Brown 2001). Black (2015) argues that the autocratic style of leadership does not typically work well when adopted to manage colleagues within tertiary institutions.

5.3 Individualistic Models

The concept of individualistic leadership hinges on the achievement of personal status and recognition within a specific profession. According to Astin and Astin (2000), this leadership approach exists within faculty roles. It is a primary factor for driving research activities of high nominal value as opposed to teaching activities (Liefner, 2003). The attempt to strike a balance between teaching and research work has become a challenge and a topic of strategic discussions in various tertiary institutions. Amey (2006) believes that the negative aspects of this leadership approach are the lack of support for collaboration amongst peers since the competitive nature of research activities are viewed as more rewarding. Black (2015) supports this view and also stresses the fact that individualistic leadership approach possibly prejudiced against some subgroups – for instance, women who may take extensive career breaks to face motherhood may likely affect their ability to achieve and accumulate research accomplishments. This problem is predominant in the field of science and technology where the career growth of women is predominantly stalled – such that countries like the United Kingdom are beginning to implement initiatives to develop and ensure the progression of women in sciences, medicine and technology (Garforth & Kerr 2009; AHE 2015).

5.4 Collegial Models

Black (2015) describes the term collegiality as a method of governance that is supported by collective decision-making. This method of control demonstrates the traditional bureaucratic approach which sometimes creates undesirable results amongst academics (Bryman 2007; Black 2015) On the other hand, Bryman (2007) describes collegiality as the joint supportiveness amongst colleagues. Tertiary institutions value this method of leadership due to the democratic approach of leaders and the need for colleagues to participate in goal setting and decision-making processes. As described by Drugus and Landoy (2014), the concept of collegiality involves academics who collaborate on projects whilst retaining their interests, avoiding any manageable situation. This action enables people to have the autonomy to do their work as long as they carry out their normal duties. Thus, we adopt the collegial leadership model primarily for the benefit of clusters within the institution as opposed to external pressures mounted by external bodies such as local government.

5.5 Collaborative Models

The evolution of leadership and management over the years has focused on the need to implement collaborative approaches to achieve business goals (Kouzes & Posner 2017). However, tertiary institutions are yet to fully grasp the importance of collaborative exploration – primarily due to the conventional functions entrenched within departmental or faculty structures. Davies, Hides, and Casey (2001) explains how the concept of collaboration was commenced and supported by research funders instead of the tertiary institutions themselves. Successful leaders in academic roles are those that can develop partnerships and extensive networks hinged on collaboration (Amey 2006). Bryman (2007) agrees with this view and suggests that such partnerships must not be hierarchical – as this can prevent the achievement of desired goals due to potential bureaucracy that can limit the up and down flow of information in the chain of command. The conventional approach where a hierarchical authority chooses senior academics for short term leadership positions is no longer feasible due to the pressure and the demand for skills required to succeed as a leader in a modern tertiary institution (Hofmeyer, Sheingold, Klopper, & Warland 2015).

5.6 Transformative Models

The transformational leadership model has governed the mode of understanding of leadership within tertiary institutions and aligns with the basis for interactions that address the demands of leadership roles within faculties (Black, 2015). Sathye (2004) suggests that tertiary institutions require the concept of emotional intelligence as a leadership quality due to the need for human interaction.

From a learning environment perspective, the approach to learning somewhat aligns with the concept of transformational leadership. Besides, this leadership style is alignment with the complexities associated with the changes emerging within the higher education sector. Such changes include the emergence of globalisation and the constant changes in the needs of the student in line with shifts in technology (Amey, 2006; Drugus&Landoy 2014). Bryman (2007) argues that this leadership approach will help support the development of innovative solutions that would address these changes. Leaders in institutions must be willing to implement strategies that would enable the institution to adapt to changes, thereby improving their level of competitiveness within the highly commercialised higher education sector.

6. Explorative Arguments on Leadership Conceptual Frameworks on Leadership

In a bid to understand the concept of leadership and its approaches in the context of tertiary institutions, we evaluate two frameworks. These frameworks include:

- Ramsden leadership framework
- The five practices of exemplary leadership model

6.1 The Ramsden Leadership Framework

According to Ramsden (1998), as cited by Sathye (2004), some factors influence the effectiveness of leadership approaches in academic settings. These factors include:

- Leadership qualities in teaching activities
- Leadership qualities in research work
- Leadership that supports explorative collaboration and motivation of people
- Leadership qualities that enable networking and partnerships and also translate strategic vision to the achievement of goals.
- Leadership that supports efficient management
- Leadership that enables people development and values performance
- Leadership that leans on good interpersonal skills.

Within the context of teaching, leadership involves creating new teaching-related ideas into the faculty (Ramsden, 1998, as Cited by Sathye 2004). This view is supported by Amey (2006), who believes that leadership in teaching refers to the creation of enthusiasm about instructions within the faculty. Within the context of research, leadership involves stimulating respect as a researcher within the department (Ramsden, 1998). Scott (2011) agrees with this view as he suggests that research leadership consists of leading others by example. Other people show collaborative leadership, as explained by Liefner (2003) through the level of openness created by leaders within the institution. Collaboration enables colleagues to share knowledge, thereby supporting the creation of new knowledge that supports innovation within the institution. Bryman (2007) opines that the motivation of people and demonstrated through honesty and integrity within the faculty supports collaborative leadership. Sathye (2004) explains the need for leaders of educational institutions to network and create partnerships – as this helps in addressing the demands arising from the changes within the higher education sector. This view is supported by Drugus and Landoy (2014), who opines that leaders in institutions must possess strategic vision into action plans needed to guide the activities of the institution towards success. Such an approach to leadership creates confidence amongst colleagues such that they can collaborate effectively towards achieving a shared goal.

Leadership that supports efficient management is demonstrated by leaders who delegate tasks when necessary to achieve goals within the institution (Davies, Hides, & Casey, 2001). Kouzes and Posner (2017) agree with this view as they believe that this type of leader achieves results through effective planning. Linking this to the educational setting suggests that such leaders would carry out collaborative planning to organise the work activities of the faculty and accomplish tasks with little resistance from subordinates. Roberts (2015) advocates the need for leaders to recognise the performance of subordinates in a bid to increase motivation and accomplish goals. This view aligns with Hofmeyer, Sheingold, Klopper and Warland (2015) as they believe that leaders in higher institutions must sustain the success of employees within the faculty by praising and acknowledging success. They also suggest the adoption of intrinsic and extrinsic rewards that would stimulate the

motivation of colleagues needed to accomplish goals and improve performance within the department and the institution as a whole. Leaders of institutions must possess good interpersonal skills to communicate well with colleagues in the faculty. Mathieu, Neumann, Hare and Babiak (2014) opine that leaders need interpersonal skills to deliver the strategic vision of the institution to employees to translate this vision into realities that drive the institution towards success.

6.2 The Five Practices of Exemplary Leadership Model

Kouzes and Posner (2017) developed a leadership model that offers five practices of exemplary leadership. This model has been heavily examined by researchers and compared to present models used within tertiary institutions. The five features of this leadership model include (Kouzes & Posner, 2017):

- Model the way
- Inspire a shared vision
- Challenge the process
- Enable others to act
- Encourage the heart

'Modelling the way' involves leaders establishing principles on the way organisations treat their people. It also involves determining principles that create a pathway for subordinates to pursue and achieve goals within the faculty. As described by Kouzes and Posner (2017), leaders must set adequate standards that model excellence through the establishment of best practices that supports value-add within the institution. This phase also involves leaders breaking down bureaucracy that can limit the flow of information and hinder the productivity of academic and professional services employees within the institution. As part of modelling the way, leaders expectedly provide strategic direction for subordinates and creating opportunities for personal and departmental growth. This action is critical towards ensuring the accomplishment of goals within the institution.

'Inspiring a vision' as described by Kouzes and Posner (2017) involves leaders creating a shared belief that employees can make a difference within the institution. This view supports Maxwell (2019), who believes that leaders must create an exceptional image for the future for colleagues such that they believe and share in this strategic vision for the future. In line with this view, leaders must adopt actions that aim to bring this strategic vision to life by soliciting participation and engagement from colleagues to accomplish set goals and objectives. Bevoc (2016) argues that employees must have a dream such that they see exciting, achievable possibilities through effective collaboration within the organisation.

'Challenging the process' involves leaders searching for unique opportunities that bring about changes within the institution (Kouzes & Posner, 2017). Academic leaders need to implement initiatives that support innovation in a bid to improve their institutions (Drugus&Landoy 2014). Olson (2014) opines that successful leaders are those that take risks and experiment with ideas in a bid to stimulate innovation. This risk is essential within the higher education sector due to the constant changes in student learning and sectoral commercialisation. Leaders must be willing to explore opportunities through the acceptance of mistakes and failures as a way to learn – thereby enabling the development of better strategies that would drive performance within academic institutions.

'Enabling others to act' involves academic leaders creating a suitable learning environment that supports collaboration amongst teachers, researchers, professional services staff and students to enable the achievement of shared goals (Amey 2006; Drugus& Landoy,2014; Kouzes & Posner 2017). In a bid to achieve success, academic leaders must seek ways to encourage active participation of colleagues in goal setting, project engagement and decision-making within the institution. Teachers can act as leaders by encouraging students to participate actively and engage in learning tasks and assessment in a bid to develop skills and support the achievement of learning goals (Hofmeyer, Sheingold, Kloppe, &Warland 2015).

'Encouraging the heart' as described by Kouzes and Posner (2017) is a way in which leaders keep the hope alive in subordinates so that they possess the will and determination to succeed by achieving shared goals. Murphy (2018) explains the need for leaders to recognise the performance of employees through their contributions to the overall success of the institution. Recognising employee performance is critical towards stimulating motivational factors that support the achievement of

higher goals within an organisation. The need for academic leaders to sustain the determination of colleagues is crucial towards the achievement of continued success in institutions. Employers should see employees as valuable assets and celebrate excellent staff.

7. Connecting Leadership with Psychopathy in Tertiary Institutions

Leadership traits and their possible impact on the achievement of goals within tertiary institutions has attracted growing interest. These traits include psychopathic personality traits that are existent in some managers who lead teams and departments in tertiary institutions. As Perry (2015) explains, there are some psychopathic traits some leaders demonstrate which can hinder the achievement of business objectives, despite the fact these leaders have been cautiously selected and sometimes considered as people destined for great success. Psychopathy is generally associated with negative traits that can be counter-productive in teams seeking to achieve goals within an organisation. Brown (2017) suggests that some professions tend to attract psychopathic leaders – such include chief executive officers (CEOs) of business organisations, lawyers and media executives. The fact that higher institutions are increasingly becoming Brown (2017) suggests that some professions tend to attract psychopathic leaders – such include chief executive officers (CEOs) of business organisations, lawyers and media executives. The fact that higher institutions are increasingly becoming commercialised tends to point to the fact that some executive roles within the institution may currently hold psychopathic leaders or attract one in future (Lund & Forster 2020).

According to Schütte and Blickle (2016), leaders with psychopathic traits are selfish, conniving and tend to disrupt the work of colleagues ruthlessly just so that they look good themselves. For academic institutions as potential employers, psychopathic leaders are a meltdown to the success of teams and the achievement of goals within the institution (Landay, Harms, & Crede 2019 (b)). A study conducted by the University of Bonn reveals that certain people view leaders with psychopathic values as somewhat collaborative and helpful (Schütte&Blickle 2016). However, the research demonstrates that a valid requirement for this is that these leaders possess social skills for proper functioning. Lipman (2013) argues that psychopathic personalities often make their way into positions where leaders thoroughly exercise power. Psychopathic managers who disrupt the achievement of success in tertiary institutions do not deliver on target goals. For instance, Landay, Harms, and Crede (2019a) believe they adopt deplorable management practices and make ineffective decisions. This view aligns with Lund and Forster (2020), who suggests that psychopathic leaders do not delegate tasks when necessary and assign the wrong people to positions within the institution.

Leaders who are psychopaths are generally dishonest, cruel and reckless (Morse 2004). Within academic settings, such leaders can derail the entire department or faculty from achieving success. However, Schütte and Blickle (2016) argue that some psychopaths can be different, which negates the popular misconception of these types of traits. They further suggest that the psychopathic trait has two aspects of personality that are combined. The first personality trait is the fearless dominance – which involves leaders wanting to get their way with no regard for consequences that may occur to them within the organisation. This view aligns with Yar (2018) who opines that psychopathic managers are complicated characters that tend to force their way on others and can endure highly stressful situations. The other psychopathic personality is selfish impulsivity (Schütte&Blickle 2016). Academic leaders who possess high traits of these, lack self-control and may not have consideration for colleague's feelings within the institution. This situation is particularly dangerous and counter-productive, demotivating, reducing employee morale and hindering productivity within the institution.

As explained by Furnham, Richards and Paulhus (2013), psychopathic leaders are highly impulsive people who possess low empathy for others. Within the context of higher education, psychopathic leaders are those who take very quick and rash decisions and actions without evaluating the consequences of such action on the dynamics of the faculty or department. Academic leaders who possess psychopathic traits give the impression that they make decisive choices without emotions, leaving no opportunity for self-doubt within the context in which leaders make such decisions. From a behavioural perspective, psychopathic traits are one of the most dangerous because they can greatly impact the achievement of goals within academic institutions (Mathieu, Neumann, Hare, & Babiak, 2014). The implication of psychopathic leaders in higher institutions leads to a situation where they carry out limited consultation with other colleagues when making decisions and without any regard

for the aftermath of such decision on faculty members. Perry (2015) believes that with psychopathic leaders at the helm of departments in higher institutions, meeting with faculty members would be small, with the leaders spearheading the meeting towards predetermined outcomes before the commencement of the meeting. Psychopathic leaders sometimes need support in their attempt to derail a team – and as such, some members of the faculty may collude and publicly support such toxic behaviour (Furnham, Richards, & Paulhus, 2013). The existence of this supportive behaviour of some faculty staff is like the Stockholm Syndrome, where a coalition with one's abductor may be the only pathway for survival.

8. Conclusions

Leadership in tertiary institutions face challenges that differ from conventional types in business sectors or government parastatals. Academic leaders must focus on creating a positive environment that supports teaching, learning and advanced research that reflects the best amongst scholars.

The current leadership models of tertiary institutions require integration of leadership and management capabilities in a bid to tackle emerging challenges rising within the higher education sector effectively. Therefore, the traditional split between the leadership and management concepts may prove detrimental and may not explain the influence of professional managers in administering tertiary institutions. With the increasing changes existent within the higher education sector, leaders should be teachers and students that are always willing to learn, unlearn and relearn. They must be willing to engage and empower others to achieve goals. For employees in academic positions, attempting to become a learner may be challenging – and so, these people should be encouraged to participate and engage in activities that support both personal and organisational development.

This paper examined the traits of psychopathic leaders within tertiary institutions. As discussed, psychopathic leaders encourage reduced collaboration in a faculty of members, and as such, one can assume that the faculty may be unexceptional as opposed to being excellent. As examined earlier in this paper, leadership in business contexts varies from the nature of leadership within tertiary institutions – and so, the extent to which psychopathic leaders can cause damage within business contexts may be different with the degree to which they may cause damage within tertiary institutions. The commercialisation of academic institutions, coupled with increased globalisation, has created massive forces of change that put pressure on the nature of leadership with tertiary institutions. As seen in this paper, these forces of change have created the need for increased leadership – which in turn can attract potential leadership traits that are psychopathic. In conclusion, a psychopathic leader could diminish the value of collaborative exploration in research and academic activity with peers, subordinates and students – but such leadership behaviour may not be strong enough to disrupt the operations of the institution as a whole. Thus, psychopathic leaders can create some level of weakness within academic institutions, but nothing else.

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