

Research on the Evaluation Model of Ethical Ability of University Leaders

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ABSTRACT

To carry out the idea of "administering schools by virtue" for university leaders, this paper constructs a practical evaluation system for the ethical ability of university leaders to evaluate the ethical ability of university leaders. The model takes sense of professional ethics, moral standards set by colleges and universities, visible moral action, self moral pursuit, and ethical construction to ensure fair decision making as indicators to measure ethical ability of university leaders. The evaluation model can be used as a critical indicator to evaluate the reputation of universities and gain insight into the competitive advantages of universities.

Keywords: University Leader, Ethical Capability, Evaluation Model.

1. INTRODUCTION

The fundamental value of education is a form of social practice for the continuation, development, and perfection of human civilization and an essential way for individual survival, development, and sublimation. At present, higher education has become a significant force to promote social progress and economic development. Colleges and universities have become valuable resources and wealth [1]. The quality of university leaders is a crucial factor determining the performance of universities' social functions and affects the management performance of universities [2]. However, the traditional educational leadership theory mainly follows the enterprise leadership theory, and there are almost no actual theoretical results. From this, Enderle (1987) put forward the concept of ethical leadership, and pointed out that ethics is an important dimension of leadership. Ethical leadership theory has opened up a new theoretical window for "administering schools by virtue", providing new ideas and practical operating strategies for university leaders to implement the idea of "administering schools by virtue", which has set off an upsurge in the study of educational ethics

The existing literature is less concerned about the issue of college leader ethical ability evaluation based on defining the concept of school leadership ethics ability. Based on the previous research literature, this paper constructs an evaluation system of college leadership ethics ability. The evaluation model can be

used to measure college credibility, an essential index of university competitive advantage. On the other hand, it can be accordingly set up a college leader's ethical constraint mechanism.

2. THE DEFINITION OF ETHICAL COMPETENCE OF LEADERSHIP IN COLLEGES AND UNIVERSITIES

Georges Enderle pointed out in 1987 that ethics is an important dimension of leadership. According to Enderle, leaders should have the following three basic ethical tasks: (1) Perceive, interpret and create reality; (2) Be responsible for decisions that affect others; (3) Be responsible for the implementation of corporate objectives[3].

Based on previous researches on leader characteristics and leadership effectiveness, some researchers point out that ethical leadership includes ethical person and ethical manager[4]. The former refers to a leader who has personality characteristics such as honesty and integrity, does the right thing and makes ethical decisions. The latter refers to a leader who sets an example for his subordinates through visual actions and disseminates morality and values through reward and punishment systems to influence their moral/immoral behaviors. Ethical leadership is a leadership style that influences subordinates' behavior through role modeling and moral management[5]. Based on social learning theory, this study defines the

connotation of ethical leadership in a standard and systematic way and explains how ethical leaders play the role of moral managers in an organizational context[6]. Ethical leadership refers to the leader showing subordinates standard and appropriate behavior through personal actions and interpersonal relationships, and promoting these behaviors to subordinates through two-way communication, reinforcement and decision-making. Ethical leadership is the process of guiding subordinates to achieve goals beneficial to the organization, members, other stakeholders and society in a socially responsible way [7]. Although scholars still disagree on the definition of ethical leadership so far, most existing empirical studies adopt Brown's definition.

Ethics is the moral norm for regulating society, while morality is the behavioral criterion for individual self-regulation[8]. Ethics contains moral content, but it also has more profound and broader cultural implications. When moral power is used as a way of social regulation, it mainly appears in ethical norms. Because the personal morality of university leaders has a vast influence in the university, the leader's ethics is used as the general term of the moral elements of leaders, and the concept of habit -- morality is still used in the specific analysis of each element

Ethical competence is a set of competence, which is integrated by subsystems into the whole system. Ethical ability has a hierarchical structure. Each element has different levels and states. Ethical competence is a continuous process of continuous development. Based on this, the ethical ability of university leaders can be preliminarily defined as the ability of university leaders to pursue their internal ethics and reach the ethical realm expressed by their actions. The purpose of evaluating the ethical ability of leadership in colleges and universities is to measure the degree of the ethical ability of leadership in colleges and universities.

3. CONSTRUCTION OF EVALUATION SYSTEM OF ETHICAL ABILITY OF UNIVERSITY LEADERS

Trevino summarized five core components of ethical leadership through the interview method, namely :(1)

"people-oriented", caring, respecting, developing and treating others well; (2) "visible moral actions and traits", with leaders acting as role models and practicing moral principles; (3) "Set moral standards and responsibilities" and guide subordinates' behavior through reasonable reward and punishment mechanisms; (4) "broad moral awareness" to safeguard the interests of the organization and the group; (5) "Decision-making process", ensuring fairness and openness[5].

Northouse proposed that ethical leadership consists of five aspects: respecting others, serving others, caring for fairness, showing sincerity, and building community. Through a questionnaire survey[9]. Later, some researchers put forward that ethical leadership has four core moral directions of humanity, fairness, responsibility, sustainability and moderation[10]. However, due to factors such as ununified definition, research object and culture, scholars still have significant differences in the dimension and structure of ethical leadership[11].

Based on previous research literature, the evaluation system of ethical competence of university leaders is constructed as shown in Figure 1, and specific indicators are described in detail in Table 1. The advantages of this evaluation system are as follows: (1) Compared with the previous literature, the basic morality of university leaders is not taken into account too much, because this is the minimum quality of a university leader, and there is no need to evaluate. (2) The system more reflects the evaluation of the ethical ability of the leadership, rather than the evaluation of the ethical ability, because the characteristics of the leadership ethics are more prominent from the perspective of professional ethics, the internal management ethics of the university, the external management ethics and the ethical construction of the organization.(3) The evaluation of each index of the evaluation system is more operable.

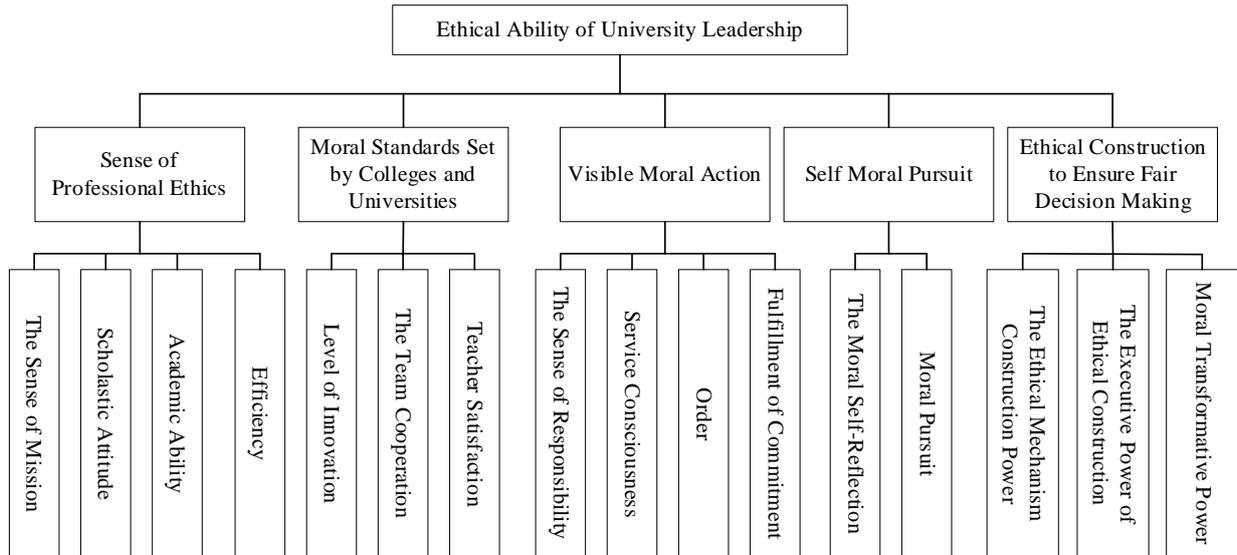


Figure 1 The Evaluation Model of Ethical Ability of University Leaders

Table 1. Detailed Description of Specific Indicators

Primary Indicators	Secondary Indicators	Annotation
Sense of Professional Ethics	The Sense of Mission	A sense of mission to take education as its responsibility and to impart knowledge and knowledge to dispel doubts
	Scholastic Attitude	The scientific spirit of rigorous scholarship
	Academic Ability	Academic level and influence
	Efficiency	Comprehensive evaluation index of students' ability improvement speed before and after entering school
Moral Standards Set by Colleges and Universities	Level of Innovation	Lead the innovative spirit of the school
	The Team Cooperation	Good teamwork spirit with related people and groups
	Teacher Satisfaction	The level of college teachers' satisfaction with leaders
Visible Moral Action	The Sense of Responsibility	The school and society
	Service Consciousness	Schools, students and parents
	Order	Relationship between school and government
Self Moral Pursuit	Fulfillment of Commitment	Ethical treatment of competition and cooperation among universities
	The Moral Self-Reflection	The ability to reflect on the conformity of behavior and thought to inner morality
	Moral Pursuit	The ability to actively pursue a higher moral realm
Ethical Construction to Ensure Fair Decision Making	The Ethical Mechanism Construction Power	Ability to advocate, organize, and establish ethics in schools
	The Executive Power of Ethical Construction	Ability to establish the ethical system and implement it effectively
	Moral Transformative Power	The ability to change ethics with The Times

4. CONCLUSION

Constructing a practical evaluation system for the ethical ability of university leaders, and evaluating the ethical ability of university leaders, can be used as a critical indicator to evaluate the reputation of universities and gain insight into the competitive advantages of universities. The thesis constructs an evaluation model for the ethical ability of university leaders based on ethical leadership theory, provides a reference system for evaluating the ethical level of university leaders from a new perspective, and undoubtedly has certain theoretical and practical significance for the study of educational ethics and management ethics in universities. However, there are still certain limitations: because universities exist in a complex social environment and are affected by multiple factors, coupled with the leadership at different stages of their own development, it is difficult to construct a set of a fixed evaluation system, how to combine specific universities' The characteristic development of a complete evaluation system for the ethical competence of university leaders is worthy of further study.

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