



Program to Enhance Ethical Leadership of College Counselors in Chongqing, China

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Abstract

Background and Aims: The core of leadership for college counselors in the People's Republic of China (PRC) is ethical leadership, and the legal professional identity and responsibilities of college counselors with the fundamental mission of education in China require the group who distributes to colleges and universities across the PRC with good ethical leadership. The purposes of this research were to 1) Investigate the components of ethical leadership of college counselors, 2) explore the existing situation and desirable conditions and needs for improvement of college counselors in Chongqing, China, based on the components finding, 3) develop a program (draft) to enhance the ethical leadership of college counselor in Chongqing, China, 4) evaluate the feasibility and suitability of the program.

Materials and Methods: The research included 4 phases. Phase 1 was to find out components of ethical leadership components with indicators through the conceptualized process of components of college counselors taking into consideration contextualization and related research of college counselors, after which the integrated results of components with its indicators will be checked through expert consultation; Phase 2 was to find out the current situation and desirable conditions and needs for improvement of college counselors in Chongqing through quantitative study with data analysis of results of a questionnaire. From 406 respondents as sampling through stratified random sampling in Chongqing Universities and colleges, Phase 3 was to draft a program to enhance the ethical leadership of college counselors in Chongqing, China, based on the study in Phase 2, and interview 10 experts. The 70:20:10 model was employed as based principles, which has also been confirmed by Phase 4 to evaluate the feasibility and suitability of the program by the five experts, resulting in the data including average and standard deviation of feasibility and suitability.

Results: The general results found that 1. components of ethical leadership of college counselors included 1) Integrity, 2) Fairness, 3) People/Orientation, 4) Ethical Guidance, 5) Role Clarification, 6) Power Sharing, 2. The current situation of ethical leadership overall was at a high level, whereas the desired situation that requires was at the highest level. The improved needs of ethical leadership of college counselors from the highest to the lowest in sequence were ethical guidance, integrity, power sharing, fairness, role clarification, and people orientation. 3. The six main guidelines from a qualitative study with specific aims of every item and corresponding methods were found out, 4. Experts' evaluation of every item ranged from high to the highest suitability the average value in suitability is from 4.00 to 4.60, which means every item's suitability level is high or the highest, while the average value in feasibility is from 4.00 to 5.00, which means every feasibility item level is high or the highest.

Conclusion: The study found that ethical leadership for college counselors includes six key components, with the current level being high and the desired level being the highest. Experts rated the suitability and feasibility of the leadership guidelines highly, indicating strong support for their implementation.

Keywords: Ethical Leadership; Leadership; Enhance; Ethic

Introduction

The "Regulation on the Construction of the Counselor Team of Ordinary Colleges and Universities" issued by the Ministry of Education of the People's Republic of China (MOE of PRC) in 2017 (MOE of PRC, 2017: 1) clearly defines the identity of counselors in colleges and universities: "Counselors are with the dual identities of the teachers and administrators in colleges and universities, and an important part of the management team. Counselors should strive to become students' life mentors and close friends who grow up healthily." The responsibility of counselors is closely related to the connotation of leadership, and the process of performing their duty is the process of "leading" students (Chen, 2021: 3).

Therefore, according to the above statement, it is clear that college counselors are ethical leaders who should establish their role with morality, study with morality, and teach with morality.





Looking at the content and nature of counselors' work from the perspective of ethical leadership theory, we can see that the education of counselors naturally requires visionary work goals. The complexity and long-term nature of ideological and political education determine the establishment of individual and staged ideological education goals. It is not enough, so it is necessary to construct visionary ideological and political education goals; counselors' daily management, guidance services, and other affairs objectively call for a conscious and self-sufficient work attitude. In the work, the uncertainty of the problems encountered by students determines Due to the diversity of counselors' work content, it is necessary to establish a "student-oriented" rather than "task-centered" work attitude; the complexity of counselors' work calls for an organizational atmosphere of unity and collaboration (Wu et al, 2014: 4).

However, the ethical leadership of college counselors faces the dilemma of the external international environment, new challenges of the development of the times, and the expansion of the professional quality of its team, which cannot uniformly meet national requirements. Due to the huge changes in the current international and domestic situation, as well as the expansion of college enrollment, higher education reform, and the popularization of the Internet, globalization development and a series of environmental changes and the evolution of college students' ideas, value orientations, and behaviors, the work of college counselors is facing unprecedented pressure and challenges (Feng & Zhong, 2022: 231).

China has always attached great importance to the construction of a team of counselors over the years. In particular, in the past ten years, China has increased its policy and related resource support for the construction of a team of counselors and achieved results. Overall, the most transparent and latest statistics on the counselor team were revealed at the press conference of the Ministry of Education of the People's Republic of China on March 17, 2022 (Zhang, 2022): "As of now, the number of full-time and part-time counselors in colleges and universities across the country has reached 24.08 Ten thousand people, an increase of about 52,000 compared to 2019, the teacher-student ratio has been adjusted from 1:205 to 1:171, and the deployment of counselors in 31 provinces (autonomous regions and municipalities) has achieved overall compliance." Some provinces have coordinated and implemented the establishment of full-time counselors in public colleges and universities across the province and achieved a full quota of counselors in colleges and universities across the province. The University of Electronic Science and Technology of China has established "senior counselor" positions at a ratio of 20% of the total number of full-time counselors. However, the professional background of the current counselor team is extremely diverse, and the overall political theoretical literacy of the counselor team cannot well meet the work requirements of ideological and political education in colleges and universities under the new situation. Although colleges and universities currently set strict thresholds in the selection process of counselors, and counselors generally have relatively high academic qualifications, they do not pay enough attention to the counselors' professional relevance. Some counselors have insufficient knowledge of ideological and political education and related subjects. This has brought challenges to the professional construction of this team (Wang & Zhu, 2022: 58-60). Strengthening the construction of the counselor team is not only the improvement of relevant systems or the expansion of the team size from a macro perspective, but more importantly, the key to strengthening the construction of the counselor team on this basis is to implement the personal improvement of counselors, that is, to enhance the professional quality of counselors. Only by improving the quality requirements of counselors can they better perform their duties. In the past five years, documents from the Ministry of Education and press conferences have shown new requirements for improving the professional quality of counselors in strengthening the construction of the counselor team." requires: "Improving the ideological and moral quality and ability level of counselors, implementing the fundamental task of cultivating moral character and cultivating people, requires continuously improving the overall quality and professional skills of counselors, and effectively solving difficult and hot issues in student work, innovate student work, enhance the pertinence and effectiveness of student work, improve the professional level of student workers, and ultimately cultivate a group of experienced expert counselors." Zhang Wenbin, Deputy Director of the Ideological and Political Work Department of the Ministry of Education (Zhang, 2022) pointed



out that "in recent years, the Party Central Committee has always attached great importance to the construction of a team of college counselors, and the Ministry of Education has also focused on solving development problems and improving quality and capabilities." The focus on improving the quality of counselors can be seen in the National College Counselor Quality and Ability Competition held by the Ministry of Education in recent years, such as the "Notice of the General Office of the Ministry of Education on the Holding of the Seventh National College Counselor Quality and Ability Competition" (Ministry of Education, 2018) requirements: "Highlight the use of competitions to lead training and competitions to replace training, strengthen the use of competitions to promote learning and competitions to promote construction, continuously improve the theoretical level, professional quality and publicity ability of college counselors, and comprehensively improve the specificity of counselors' work. "Personality and affinity". "Notice of the General Office of the Ministry of Education on Holding the Eighth National College Counselor Quality and Ability Competition" (Ministry of Education, 2020) requires: "Build the National College Counselor Quality and Ability Competition into a case study for college counselors to display their work. , exchange advanced experience, tell educational stories, convey value recognition, and continuously improve the theoretical level, professional ability and professional quality of college counselors." "The General Office of the Ministry of Education on holding the 9th National College Counselor "Notice of the Quality and Ability Competition" (Ministry of Education, 2022) requires: "Continuously improve the theoretical level, professional ability and professional quality of college counselors, and promote the high-quality development of ideological and political work in colleges and universities."

Most of the current research on counselors' ethical leadership in Chinese academic circles is reflected in the discussion of the theoretical connotation and structure of counselors' leadership, and the two are closely related. The current actual status of ethical leadership is not known, though discussions on existing problems have been conducted as part of the leadership of college counselors. College counselors shoulder the responsibility of mentors and guides for the healthy growth of students and must have certain leadership abilities. The attributes of counselors' work and the nature of ideological and political education determine that counselor leadership is different from the general concept of leadership (Liu, 2022: 3). In the study of counselor leadership, it is used as a dimension, or the components of ethical leadership are used as part of the counselor leadership structure. The leadership of college counselors is a positive influence that counselors have on students' thoughts and behaviors. Combined with the work requirements of counselors to carry out students' ideological and political education and following the laws of the formation and development of students' ideological and moral character, the author believes that it can be judged from the four dimensions of counselors' ideological leadership, theoretical persuasion, spiritual inspiration, and action motivation for students. Understand and grasp the elements of counselor leadership (Liu, 2022: 3). The leadership of counselors consists of the first is ideal and belief power, the second is decision-making and execution ability, the third is control and coordination ability, and the fourth is guidance and charisma. The fifth is learning innovation, which is the core element of leadership (Chen, 2021: 3). In busy work, there is a lack of corresponding training and improvement. Some counselors are deficient in professional knowledge and work skills and have insufficient work competence (Hao, 2021: 137-140).

Current methods of studying the ethical leadership of college counselors are mainly theoretical speculation.

Thus, after the literature review, the author has found that one of the theoretical dimensions can be used to study college counselors' ethical leadership. The dimension is divided into five parts: 1) Integrity, 2) Fairness, 3) People Orientation, and 4) Ethical Guidance. 5) Role Clarification. 6) Power Sharing.

Objectives

1. To investigate components of ethical leadership for college counselors
2. To explore the desired situation and priority needs of ethical leadership for college counselors.



3. To design and construct an appropriate ethical leadership development program for college counselors based on the desired situation and priority needs, and conduct a deep qualitative study of the most suitable leadership development model.

4. To assess the suitability and feasibility of the appropriate enhancement program.

Literature Review

Leadership and Ethical Leadership

1. Leadership

Leadership is a category derived from the study of leadership behavior. Leadership should be the interaction between the leader and the leadership object, and this interaction can cause the leadership object to change due to the force given by the leader. On the other hand, leadership has the connotation of leadership ability. In addition, Antonakis et al. (2008) pointed out that many definitions of leadership contain two consistent principles: 1) The interactive process between leaders and followers and the resulting results; 2) Through the leader's personality characteristics and behaviors, followers' cognition and traits, and the situation in which the influence process occurs are used to explain the influence process." In domestic academic circles, Xu & Hesselbein (2007: 112-114) believe that leadership is the embodiment of comprehensive qualities and abilities. It is also the ability to inspire others to voluntarily contribute to the organization.

2. Ethical Leadership

2.1 Definition of Ethical Leadership

Leaders of ethical leadership, as well as transformational ones, share similarities in concern for others, function as role models, and emphasize integrity and consistency with action. Ethical leadership is addressed as a means to influence the followers by engaging in behavior that is fair and ethical. The mode of influence is one of the similarities between ethical leadership and transnational leadership, which is not included in transformational leadership. Transformational leadership features using future vision as one stimulus to their followers, but ethical leadership is without that involvement.

Namdech et al. (2023) studied Commitment and Job Satisfaction as Mechanisms Connecting Ethical Leadership and CSR with Turnover Intention and found that indicate that employees' views of CSR and EL have a specific and negative relationship with TI. Researchers have revealed that such associations are often mediated by job satisfaction (JS) but not by commitment. This research guides EL and CSR by empirically evaluating the positive effect of CSR and EL, and the creation of a better and more encouraging working environment. As responsible management, accountability, and social well-being of shareholders are needed by EL and CSR, the current research may be instrumental in achieving the Sustainable Development Goal of the United Nations.

In summary, ethical leadership means leaders possessing well-being traits with integrity and fairness as core and which should be kept and improved in persistence, and leaders should act out that well-being to make their behavior in the leadership ethically with necessary knowledge and skills to do ethical conduction to, interaction with and decision making on their followers, the wholeness of which formulates effective leadership with good outcomes.

2.2 Theoretical Concepts of Ethical Leadership

Based on Brown & Trevino's research on the theoretical framework of ethical leadership, De & Den (2008: 297-311) proposed a theoretical model of ethical leadership. This study believed that ethical leadership is conducive to improving the teamwork level and decision-making of top management teams. Effectiveness can also make organizational members optimistic about the future development of the organization. This theoretical model takes the leader's sense of social responsibility as the starting point, explains the formation mechanism and effectiveness mechanism of high-level ethical leaders, and also illustrates the obvious positive impact of ethical leaders on the relationship between employees and the organization. Further analysis through this model found that for leaders in an organizational environment, their sense of social responsibility helps leaders form a sense of moral fairness and correct role orientation.

2.3 Elements of Ethical Leadership

Why does it need to study the elements of college counselors? Because the purpose of this paper is to develop a program to enhance the ethical leadership of college counselors in China, the very basic step is to confirm the basic modules of the program. And the confirmed elements are the foundation of those modules. However, “the elements of ethical leadership of college counselors” could not be found or identified directly, so the author must conduct a literature review of original theoretical research and empirical research in the organization and education to find those possible key elements, which have been tested and applied cross-culturally and widely

However, with the conceptual development of ethical leadership, research on ethical leadership has also given attention to antecedents and effects related to behaviors, and “Multidimensional measures” based on theoretical development came out, so “multi-dimension” or “dimension” address antecedents and effects related to behaviors comparing to only behaviors before, but it doesn't mean without study on behaviors, because attentions are distracted as Yukl et al. (2013: 38-48) thought demerits of such measures may be that not all-inclusive of studying behaviors conceptually uniquely.

3. Ethical Leadership Development Program

Concepts of Leadership Development Program

Day (2000: 581-613) opined on the notion of leadership development, focusing on the interaction among individuals and the social and organizational environment. Groves (2007:239-260) defined leadership development as planned and systematic efforts to improve the quality of leadership, focusing on leadership development practices supporting the wide range of talents across the organization. Vardiman et al. (2006: 93-105) opined that the concept of a leadership development culture is similar to the idea of a learning organization facilitating change, empowering organizational members, encouraging collaboration and sharing of information, creating learning opportunities, and promoting leadership development. Burke and Collins (2005: 975-987) think the programs should include technical job skills, self-awareness, changing attitudes, building teams, and improving interpersonal interactions. Ruben et al. (2018: 241-254) opined that development programs are purposeful training plans created to address specific goals and are seen as a way to promote individual and organizational change.

Methodology

General Research Phases

Phase 1: To investigate the components of ethical leadership of college counselors

Step 1: In-depth interviews with experts to obtain guidelines on how to scientifically find out the components of ethical leadership of college counselors in China.

Step 2: According to that guideline, the researcher has studied to seek out all possible components of college counselors in China highlighted in the related research and integrated those components and sub-items/indicators into the contextualization of China's environment.

Step 3: Evaluation of the suitability of components of college counselors in China to confirm the components and sub-items, and indicators.

Phase 2: To explore the desired situation and priority needs of ethical leadership of college counselors.

To find out the existing condition, desired situation, and priority needs of ethical leadership of college counselors through quantitative methods by using the PNI study.

In this study, a five-point Likert rating questionnaire with components and sub-items evaluated for validity in phase one was sent to survey the lead group of 378 college counselors in Chongqing, China, to collect the data on objective perception of the level of ethical leadership demonstrated by college counselors in various aspects.

1. Procedure

After sending a questionnaire to the sample group for 2 weeks, the data were collected, and the value of Standard Deviation and Mean score was calculated for every item of components of ethical leadership in China, which reflected the quantitative current situation as well as the desired situation, also Modified Priority Needs Index: PNI) modified calculated to prioritize improved needs.

2. Population and Sample

The target population from which the samples were drawn for this research referred to about 5000 college counselors in colleges and universities in Chongqing, China. The target population was divided into two sub-groups, including college counselors at Undergraduate colleges and universities, known as strata, using stratified random sampling. Then, the sample size was calculated using the Taro Yamane table at 5% error, following which at least 378 samples or respondents were determined.

3. Research instrument

3.1 Description of the questionnaire on the current condition and desired condition of ethical leadership of college counselors in Chongqing, China

Part one: Basic information and related background of the respondents

Part two: A questionnaire about perceptions of the current situation and the desirable ones of college counselors' performance in every detailed item of ethical leadership. The Rating Scale is divided into five levels according to the Likert Type for respondents' evaluation of the current situation as well as the desired condition of ethical leadership of college counselors in Chongqing, China.

3.2 Formulation of the Questionnaire

The questionnaire was designed on the components of ethical leadership of college counselors in China, which had been checked in phase one, and every question was designed according to each sub-item/ indicator of every component. So, the questions must comprehensively cover all the items/indicators of each component as much as possible.

3.3 Quality check on the drafted questionnaire

Validity check: Five experts checked the questionnaire; the method of item-objective congruence (IOC) took an IOC value of +1 means "confident that the contents or questions were consistent with the objective. IOC value of 0 means "unconfident whether or not the contents or questions were consistent" and the validity get a consistency value (IOC), between .80-1.00

Confidence value (Reliability) check: The simple correlation coefficient between item scores and total scores (Item-Total Correlation) from Pearson's simple correlation coefficient. The Cronbach's Alpha Coefficient method, with criteria of 0.943 and above, was used.

4. Data collection

4.1 The letter issued for permission for data collection was sent to administrators of every respondent's workplace, and after their permission, the questionnaire was sent out.

4.2 378 or more than 378 respondents received the online questionnaire arranged by their direct leaders to ensure the quality for valuable reference.

5. Data analysis

The completeness of samples was checked before the calculation of the SD and Mean score of the current and desired situation, as well as the PNI calculation to find the rank of priority needs.

Phase 3: To design and construct an appropriate ethical leadership development program for college counselors

Step 1: In-depth interview with experts to find out the guidelines to design the program, based on their view of how to enhance ethical leadership of the college

counselors, according to the data of the PNI study, as well as their comments or modifications, to comprehensively reflect the reality and build the program.

Step 2 (Draft): to develop an appropriate program to enhance the ethical leadership of college counselors.

Phase 4: To assess the suitability and feasibility of the appropriate enhancement program

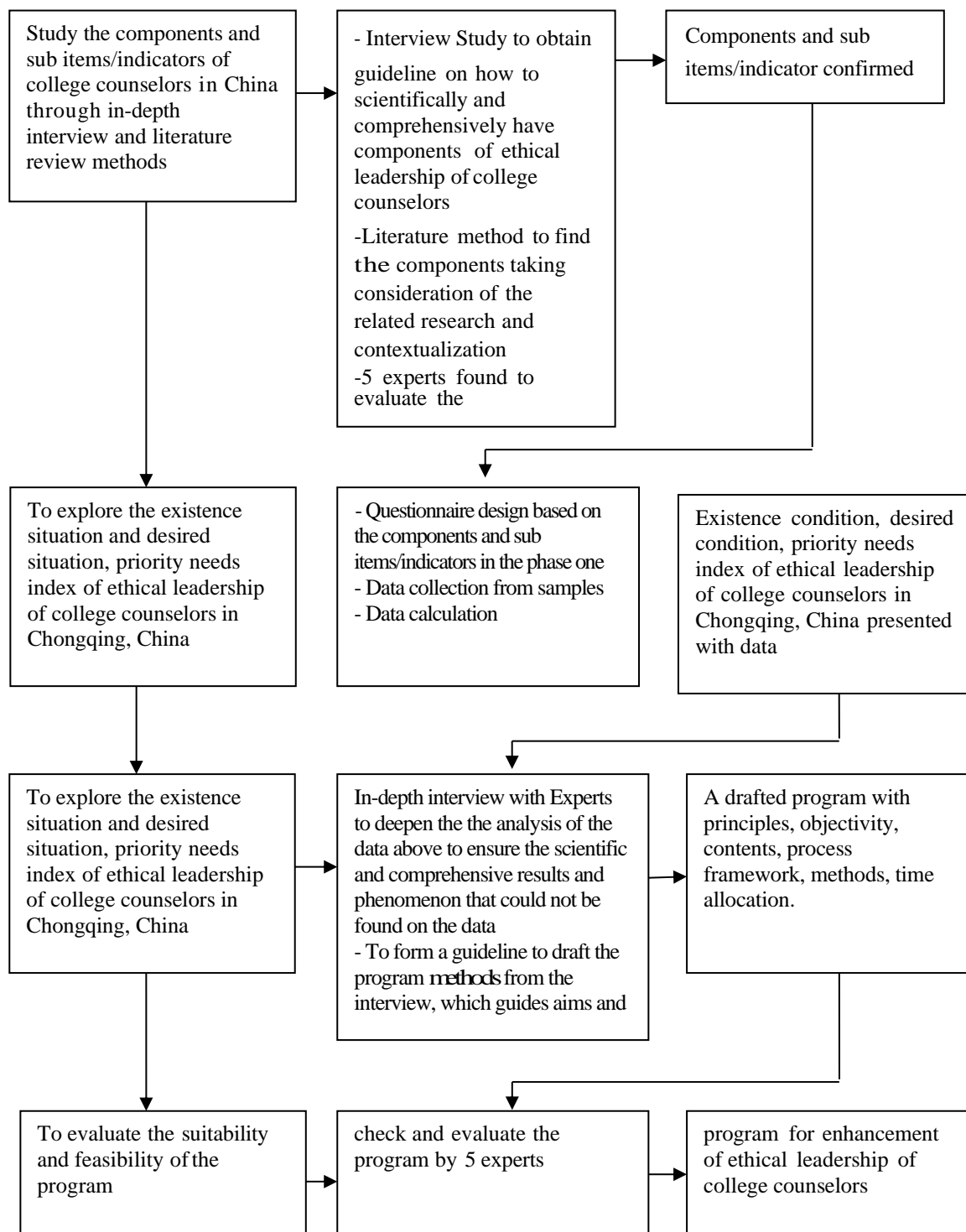


Figure 1 Synthesis of Program Development Process Research Phases Procedure Expected

Results

Through a detailed literature review of both theoretical studies and empirical studies of ethical leadership and in-depth interviews with experts, an analysis of data in the program of ethical

leadership development was presented in four phases, corresponding with the phases of research. So, the data analysis was ordered in “results data of components investigation of ethical leadership of college counselors in China”; “result data of exploration of existence condition, desired condition, and priority needs of college counselors in Chong Qing, China”; “A program designed for the enhancement of ethical leadership of college counselors in China”; evaluation of feasibility and suitability of the program.

Phase 1 Result data of exploration of components and sub-items of the ethical leadership of college counselors.

Step 1: In-depth interviews with experts to obtain guidelines on how to scientifically find out the components of ethical leadership of college counselors in China.

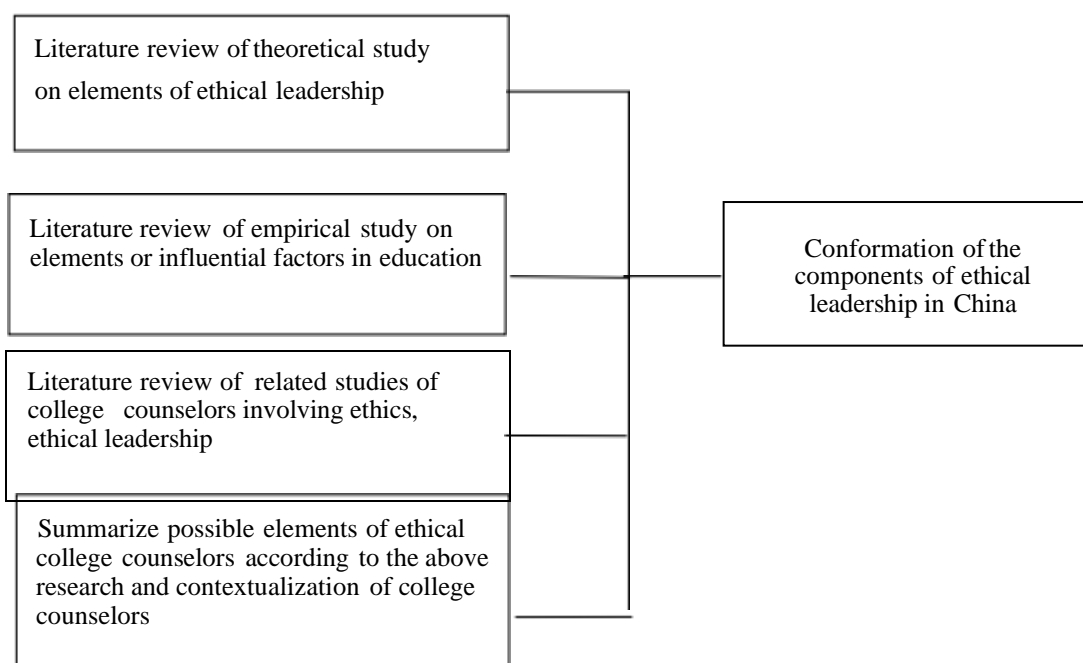


Figure 2 Synthesis of guidelines for confirmation of components of ethical leadership of college counselors

In summary, principles for selecting ethical leadership of college counselors is not a direct process; the author should first do a literature review study to find out all commonly used and core elements of ethical leadership before seeking out those highlighted elements viewed as core components or influential factors in the empirical study in the field of education, after which related research on leadership of college counselors must be reviewed to find out elements or influential factors of ethical leadership having been directly high-lightened or indirectly indicated.

Through a literature review, to find out which elements are core and appropriate to be used in the context of college counselors in China, before final confirmation via common means.

Step 2: According to that guideline, the researcher was to seek out all possible components of college counselors in China highlighted in the related research and integrate those components into the contextualization of China’s environment.

Table 1 Components of Ethical Leadership of College Counselors in China

Components of Ethical Leadership of College Counselors in China	
Component One	Integrity
Component Two	Fairness



Components of Ethical Leadership of College Counselors in China

Component Three	People/Students Orientation
Component Four	Ethical Guidance
Component Five	Role Clarification
Component Six	Power Sharing

Step 3: Evaluation of the suitability of components of components of college counselors in China to confirm the components and sub-items, and indicators. After the literature study of elements of ethical leadership and combining each element and sub-indicator and segmentation indicators according to contextualization and related research, the primary step of component and sub-indicator, and segmentation indicators is found. The expert consultation results of the literature study are as follows.

In summary, through a literature study by seeking out all the elements of ethical leadership, and after integration into the conceptualization and related research in China, the researcher has a preliminary outline of components and sub-indicators of ethical leadership of college counselors. This should be confirmed by the five experts after they have seen the researchers' literature study and preliminary results. So, the consultation results have shown the components and sub-indicators outlined that are suitable, and no element or indicator has been deleted.

Table 2 The results of the Mean and Standard Deviation of the existence/ desired condition of the six components overall

Components	Existence condition			Desired condition		
	\bar{x}	SD	Interpret	\bar{x}	SD	Interpret
1. Integrity	3.98	0.77	High	4.62	0.63	Very High
2. Fairness	3.96	0.70	High	4.63	0.64	Very High
3. People Orientation	3.98	0.69	High	4.65	0.62	Very High
4. Ethical Guidance	3.93	0.70	High	4.62	0.64	Very High
5. Role clarification	3.85	0.71	High	4.62	0.63	Very High
6. Power sharing	3.83	0.70	High	4.61	0.67	Very High
Total	3.92	0.71	High	4.63	0.64	Very High

Table 3 The results of the improved Needs Index of the six components overall

Components	Sequence of Priority Needs Index of the 6 Components					
	Existence condition		Desired condition		PNI	Rank
	\bar{x}	SD	\bar{x}	SD		
Power Sharing	3.83	0.7	4.61	0.67	0.204	1
Role Clarification	3.85	0.71	4.62	0.63	0.200	2
Ethical Guidance	3.93	0.7	4.62	0.64	0.179	3
Fairness	3.96	0.72	4.63	0.64	0.169	4
People Orientation	3.98	0.69	4.65	0.62	0.168	5
Integrity	3.98	0.77	4.62	0.63	0.161	6



From Table 2, it is found that the existence of ethical leadership is overall at a high level ($\bar{x} = 3.92$). The existence level of each component is also high, taking into consideration the component, Integrity ($\bar{x}=3.98$), Fairness ($\bar{x}=3.96$), People Orientation ($\bar{x}=3.98$), Ethical Guidance ($\bar{x}=3.93$), Role clarification ($\bar{x}=3.85$), Power Sharing ($\bar{x}=3.83$).

However, the desired level of ethical leadership for college counselors in China is very high ($\bar{x}=4.62$). The desired level of each component is also high, taking into consideration component Integrity ($\bar{x}=4.62$), Fairness ($\bar{x}=4.63$), People Orientation ($\bar{x}=4.65$), Ethical Guidance ($\bar{x}=4.62$), Role clarification ($\bar{x}=4.62$), Power Sharing ($\bar{x}=4.61$).

Phase 3: To design and construct an appropriate ethical leadership development program for college counselors

With the in-depth interview, the researcher found out the reasons that could not be directly obtained from phase 2. Also, corresponding approaches and methods are discussed and summarized in this phase, all of which result in a comprehensive guideline for program drafting. So, the results will be two parts, with part one for guidelines based on a qualitative study and part two a drafted program to enhance the ethical leadership of college counselors in Chongqing, China.

Program to Enhance Ethical Leadership of College Counselors in Chongqing, China

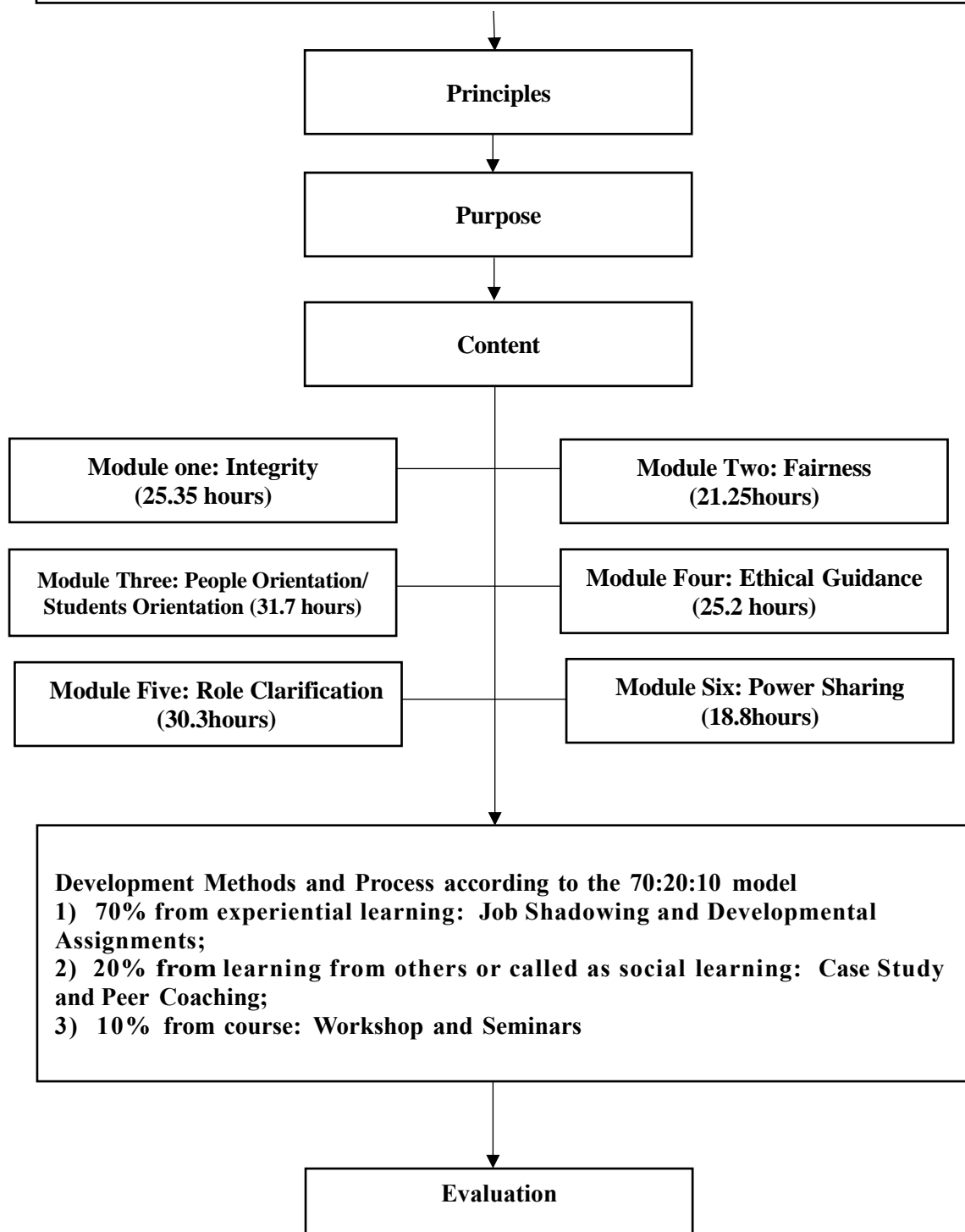


Figure 3 Details of the program



Phase 4 Results of examining the suitability and feasibility of the Program to Enhance Ethical Leadership of College Counselors in Chongqing, China

To summarize, the average value in suitability is from 4.00-4.60, which means every item's suitability level is high or the highest, while the average value in feasibility is from 4.00-5.00, which means every item's feasibility level is high or the highest. So, the program is appropriate and possible to be applied.

Discussion

From the research on the program development of ethical leadership of college counselors in Chongqing, the results are discussed as follows:

1. Discussion on the components study and the sub-item/indicator to be found

From literature study and qualitative study, and also with verification by five experts, the researcher in this paper has conducted the study on the six components of the ethical leadership of college counselors. This can be viewed as theoretical contribution to leadership study on college counselors, because most leadership study on college counselors tend to take ethics or ethical leadership as one dimension of college counselors' leadership, this can be found (Fan, 2018; Teng, 2017:246-247; Han, 2018), or it is common to see other researchers tend to borrow transformation leadership or authentic leadership to research college counselors' ethics in the leadership (Wan & Shen, 2023 & Song, 2021), what's more, it is also tend to research college counselors' guidance of political thoughts and morality to students in the class, through teacher leadership study, apparently focusing more on college counselors' identification as teacher (Feng & Zhong, 2022:1-5; Wang et al, 2023:87-90), now there is a few study only using ethical leadership to research college counselors like (Wu et al., 2014:70-73), the researcher here also argue that College counselors position require ethical leaders to be there, which had been said in the introduction part, so it is very necessary to find out very typical and comprehensive elements of ethical leadership, whose definition can not only be integrated in the contextualization of college counselors, but also cover ethics and ethical leadership part of college counselors' accountability, codes and ethical requirements regulated by nation to them. This process has been done in the components part of the literature review chapter.

In the literature study on each component, common and comprehensive definitions of each component are formed, and some common items or indicators are also found, but through qualitative study and taking consideration of contextualization as well as related research, those items/indicators are modified featuring college counselors' accountability, codes, and ethical requirements. Integrity is component of ethical leadership of college counselors includes being role model of integrity; understanding core values and ethical principles and laws of China being honesty and word-deed even in the adversity situation, Consistency in actions and values and ethical codes and laws of China; Fairness as component of ethical leadership of college counselors includes Objectively interactional justice in the daily management of students (this part includes informational justice), Procedural justice in the daily management of students, Distributive justice; Subjectively impartial Treatment with respect but bias or self-favoritism; people orientation as component of ethical leadership of college counselors includes Empathy and Supportive, Respect, and Caring holistic development of students; Ethical guidance as component of ethical leadership of college counselors includes Role modeling of morality, Ethical community culture building, Values and codes of ethics communication and explanation, Promoting Core Values and ethical training, and Ethical decision on students' Ethics event; Role clarification as component of ethical leadership of college counselors includes Explanation of responsibility to students, Performance of expectation in management of students' daily affairs, Boundaries Setting in management of students' daily affairs, Explanation of self-role; Power sharing





as component of ethical leadership of college counselors includes Student Empowerment, Collaborative Decision-Making, and Encouraging Autonomy.

2. Discussion on the existence condition, desired condition, and priority needs of the ethical leadership of college counselors in Chongqing, China

Results of the existing condition of ethical leadership of college counselors in Chongqing have found that the overall level of the current condition is at a high level, and with each component at a high level. This has also been proven from the side that the ethical level and ethical guidance level in the core competencies of Chinese college counselors are at a high level. This is in line with Chen & Zhao (2022:106-110); Dai (2023: 22-24); Zhang et al., (2023:55-59), and to be an ethical leader in education, a high level in these components is necessary (MOE of PRC, 2017: 1) specifically to discuss the sequence of each component listed above, Integrity and People orientation are equal at the first place. Specifically, integrity is a component, the level of which follows closely at first. So, this is very clear: fairness, people/student orientation, and integrity have a very core place in the educational field. Also, this is in line with student-centered ideology as educational thoughts are required for college counselors (MOE of PRC, 2014 & MOE of PRC, 2017), and the high requirement is also discussed for approaches to achieve (Jing & Meng, 2022; Lian, 2023:92-95; Ling & Song, 2009) then followed Ethical Guidance, Role Clarification, Power Sharing, and the researcher think these three parts require more on detailed skills application in the management of students.

People orientation has also been viewed as one important element of ethical leadership; it was frequently mentioned in Treviño et al.'s (2003:5-37) qualitative study. Resick et al. (2006:345-359) directly described ethical leaders as people-oriented, and correspondingly, it is required for college counselors' position, "to focus on students, care for students, serve students, grasp the rules of students' growth, and continuously improve students' ideological level, political awareness, moral quality, and cultural literacy" (MOE of PRC, 2017).

Fairness as a component, the level of which follows closely at the second, is important and has always been highlighted as one key positive factor that enhances effectiveness in both organizational environment and education, it has always been acted with integrity and treated others fairly (Brown et al., 2005; De & Den, 2008; Treviño et al., 2003), correspondingly it is one core of China' social values, "Adhere to educating people first and moral education first, focus on the fundamental task of cultivating people with moral integrity, and incorporate the core socialist values into the overall national education plan, running through all fields of basic education, higher education, vocational and technical education, and adult education, and implementing them into education in all aspects of teaching and management services", which should be possessed by every college counselors members.

3. Discussion on Results of the desirable condition of college counselors in Chongqing has found that the overall level of the desirable condition is at the highest level, and with each component at the highest level. This desired condition corresponds with national high-level requirements of ethics of college counselors (MOE of PRC, 2014 MOE of PRC, 2017) and the same opinions in related research with ethics building exploration (Cao & Tan, 2010; Cui, 2008; Gao, 2015; Wang, 2017; Hao, 2021). Specifically, to discuss the sequence of each component listed above, People orientation is still the first place, and it has been followed by Fairness, Ethical Guidance, Role Clarification, Integrity, and Power Sharing.

Improved needs of Power Sharing ranks at first is because to realize a comprehensive and high quality of management students, one college counselors seem to be not easy to handle an average of more than 200 students, it is very necessary to realize students' autonomy in the management, and collaborative management taking consideration of students' practical concerns instead of doing judgment or decision making one-side unilaterally, (Wan & Shen, 2023: 84-87) also opined to realize student self-management is necessary to enhance the effectiveness of college counselors leadership.





Improved needs of Role Clarification rank second, and this is because role clarification reflects greatly on problems with the role of counselors in the practice of student management, where the identity and work responsibilities of counselors have been discussed in the related research (Tang, 2013: 2; Zhou & Wang, 2015:7, Feng & Zhong, 2022: 1-5; Wang et al, 2023: 87-90).

Improved needs for Ethical Guidance rank third; Brown and Treviño (2006:595-616) have integrated ethical guidance as a core component. Treviño et al. (2003: 5-37) viewed ethical leaders as the top in the organization to enforce those rules and codes in their behavior. An empirical study also underpins the positive influence of ethical guidance. Mayer et al. (2012) testified that ethical leadership with ethical guidance has a positive impact on reducing unethical practices. Neubert et al. (2009: 157-170) found that strong ethical guidance fosters an ethical climate, which is helpful for the ethical decision-making of the followers. Walumbwa et al. (2017: 14-23) found that ethical guidance implementation makes leaders tend to obtain the perception of their followers as fair and trustworthy.

Also, it reflects the core job responsibilities of counselors and their need to constantly strive for excellence and continuously enable this group to actively implement the most core link of “cultivating people” in the fundamental task of education, and ethical guidance is viewed as urgent and important by related research (Zhu & Zhang, (2016Chen, 2023: 149-151; Zhang, 2013; Xia & Liu, 2015). Ethical guidance is a very important part for teachers and college counselors to focus on students’ ethics and political thoughts. In China, “The fundamental mission of education is to cultivate virtues and morality, and it should play a key role in fostering and practicing core socialist values.” To strengthen the ethical guidance of teachers and college counselors, the MOE of PRC (2019) pointed to “Adhere to value orientation and guide teachers to take the lead in practicing socialist core values. Integrate socialist core values into the entire process of education and teaching and reflect them in all aspects of school management and campus culture construction, further gathering the ideological consensus of teachers, students, and employees and making them a common value pursuit. Carry forward China’s excellent traditional culture, revolutionary culture, and advanced socialist culture, cultivate a culture of scientific and technological innovation, and give full play to the function of cultural cultivation in teachers’ ethics.

4. Discussion on the development program for ethical leadership of college counselors in Chongqing, China

The Program consists of principles, objectives, contents, and stages, and the development process is based on the 70:20:10 model, which is usually used for leadership development.

The results of the evaluation of feasibility and suitability overall are at a high level as well as highest level, the average value in suitability is from 4.00-4.60, which means every item’s suitability level is high or the highest, while the average value in feasibility is from 4.00-5.00, which means every item feasibility level is high or the highest.

Suggestions

1. Suggestions for the Program using

1.1 This program can be used as a practical model to improve the college counselors’ ethical leadership, so it is still necessary to do a Preliminary investigation to find practical detailed conditions and to modify the program according to practical needs after all, there is no model to handle everything though it provides a researched direction and framework and activities based on theoretical and empirical study.

1.2 When using the program, it is better to have a clear emphasis on the most practical needed components, and correspondingly, it is okay to improve that aspect by focusing on knowledge or skill or experience study according to the guidelines in the program since how to effectively improve the ethical leadership has been researched through expert interviews, while it doesn’t matter to have implementer’s adjustment through their research to strengthen somewhere in the guidelines.





2. Suggestions for the research results

2.1 To improve College counselor's integrity by being honest and word-deed at any time unconditionally, with persistence in learning to possess and update knowledge of core values and ethical principles and laws of China, and with consistency in actions and values and ethical codes and laws of China, functional as a role model of integrity through demonstration in front of students.

2.2 To improve College counselors' fairness from procedural justice, Distributive justice, and interactional justice in the daily management of students, and always be aware of being without bias subjectively with impartial treatment and no self-favoritism.

2.3 To improve College counselors' People/Students Orientation by being empathetic and supportive, always respecting their students, and caring for students with a holistic development view.

2.4 To improve College counselors' Ethical Guidance by being role models of morality, promoting core values and ethical training for students, explaining and communicating values and codes, and building an ethical campus culture.

2.5 To improve College counselors' role clarification, from knowing and clearly explaining their identification and role to students to encourage their help-seeking, and in the management of students' daily lives, they should also let students know their rights and obligations, according to laws and ethics codes. Also, they should have boundary-setting of responsibility and expectation clarity in the daily management affairs, and to ensure effective, ethical leadership, they should also function their feedback mechanism well.

2.6 To improve College counselors' power-sharing by empowering students' freedom to develop their individual professional and academic plans with proper conduct without too much intervention, and in some activities, give students a voice to participate in some decision-making, and in some circumstances, students should be allowed to have their groups to realize self-autonomy.

3. Suggestions for future research

3.1 More indicators and even new components can be found and explored according to challenges happening in the future, which means new requirements are needed.

3.2 Perceptions of students on college counselors can be explored to make a comparison, why this research does not take in that students' evaluations would be subjective with bias, and the first time to know college counselors should be explored from a proficient view.

3.3 Pilot application of the Enchantment Program in higher education in Chongqing or other provinces, where targeted colleges or universities are selected for targeted college counselors, and with a pretest and post-test after the program training, which could directly assess the effectiveness of the program. Also, a comparison of effectiveness could be done among those colleges or universities; if possible, a more explicit program could be developed for each college or university in the context.

3.4 Policy recommendations research: There are policies from the central government to local colleges or universities to arrange training programs for college counselors, so the researcher wants to add some suggestions for ethical leadership development according to practical research.

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