

# 國立臺北教育大學 101 學年度博士班招生入學考試

## 教育經營與管理學系教育政策與管理博士班 教育行政專業英文 科試題

### Instructions:

*Please read the following articles carefully and answer the questions on the answer sheet separately given either in English or Chinese. You are asked to (1) write a Chinese abstract according to the main concepts delivered in the paragraph. (2) respond to the ideas presented in the paragraph and make comments. Your in-depth knowledge and skills in performing a critical analysis of the aspects of educational issues stated in the question will determine your score.*

1. Goal displacement is the tendency for leaders to lose sight of their true purpose by allowing instrumental processes and procedures to become ends in themselves. Strike(2007) describes two forms of goal displacement. The first form is the narrowing of the a range of a leader's focus and aspirations where the meaning and depth of her or his leadership goals are reduced to that which can be easily described, managed, and tested. The second form is goal motivational displacement. Leaders will cease to be internally motivated to look beyond their goals and will rely largely on the incentives provided by accountabilities attached to their goals to guide and motivate their behavior. They will begin to care about stabilizing their own position at the expense of considering what is the best for the organization. (25%)
2. In a discontinuous world, what matters most is not a organization's competitive advantage at a single point in time but its evolutionary advantage over time. Thus, it is now essential to create small, empowered workgroups and to grant them a degree of autonomy previously unprecedented. Today's successful organizations are highly democratic, tightly connected, and structurally flat. According to Hamel (2007), what now makes an organization successful is its willingness to develop a wafer-thin hierarchy, a dense network of lateral communication, a policy of giving increased rewards to people who come up with successful new ideas, a team-focused approach to product development, and the corporate credo that challenges every member to work for the good of others. (25%)
3. Some students of organization argue that even when the decisions are complex and outcomes are difficult to predict, incrementalism is too conservative and self-defeating. Small, incremental decisions made without guidelines lead to drift—to action without direction. Instead, mixed scanning or adaptive decision making is recommended to deal with exceedingly complex

decisions. Mixed scanning combines the best of both the satisficing and the incremental models; a strategy of satisficing is combined with incremental decisions guided by broad policy. Full scanning is replaced by partial scanning of a set of satisfactory options, and tentative and reversible decisions are emphasized in an incremental process that calls for caution as well as a clear sense of destination. Time again may limit the number of possibilities considered before action. (25%)

4. Power often defines reality because superiors specify what counts as knowledge. Those in power interpret and sometimes reinterpret evidence. Nietzsche (1968) said it well: “interpretation is itself a means of becoming master of something and subduing and becoming masters involves a fresh interpretation: (p.342). When the principal or superintendent explains, teachers are expected to listen and accept. Power is part of rationality because rationality is penetrated by power. Put simply, rationalization and using power are often more forceful tactics than rational argument. Not surprisingly, when powerful participants need support, it is rationalization and not rationality that prevails. (25%)