

國立臺北教育大學 100 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. Leaders have been forced by necessity to revert to decision making based on personal subjectivity despite being surrounded by rational alternatives. As noted by Hodgkinson (1996), any process of prioritization, which involves choosing one action in preference to another, is a subjective decision. The act of prioritization ultimately depends on the leader's consciousness. In this situation, rationality informs the leader's consciousness, but eventually it is his or her subjectivity that determines what the right thing to do is. However, in an environment in which the primacy of subjectivity is not recognized or, worse, denied, the leader is left feeling very vulnerable and uncomfortable. While leaders might well believe they have done the right thing, they are still likely to be anxious, fearful, or stressed about potential adverse consequences if things go askew and they are found to have not followed an expected procedure. (25%)
2. In light of the problems in utilizing a philosophical system as a basis for deriving policy, one may be inclined to consider philosophy a fruitless source of policy. This is not the case, however. Actually, a number of philosophical assumptions underlie any institution's policy network, and these certainly merit examination. Such notions about policy as continuity, temporality, predictability, permanence and change, order, and others are always present if one looks deeper than surface features. Moreover, policy should not be isolated but part of a larger, more systematic whole. Philosophy provides a systematic, coherent framework within which policy can be embraced. Policy also needs an underlying rationale, and philosophy can supply it. A sense of purpose and direction is also sorely needed, and philosophy is sought for its ability to provide these things. Thus philosophy is generally considered one of the most valuable sources of policy. (25%)

3. Cultural values and traditions can influence the attitudes and behavior of managers in a number of different ways. The values are likely to be internalized by managers who grow up in a particular culture, and these values will influence their attitudes and behavior in ways that may not be conscious. In addition, cultural values are reflected in societal norms about the way people relate to each other. Cultural norms specify acceptable forms of leadership behavior and in some cases may be formalized as societal laws limiting the use of power to influence the decisions and actions of others. Regardless of whether they internalize cultural values about influence behavior, most managers will conform to social norms about this behavior. One reason is that deviation from societal norms may result in diminished respect and social pressure from other members of the organization. Another reason for conformity with social norms is that use of unacceptable behavior is likely to undermine the effectiveness of the behavior. (25%)

4. The term emotional maturity may be defined broadly to encompass several interrelated motives, traits, and values. A person who is emotionally mature is well adjusted and does not suffer from severe psychological disorders. Emotionally mature people have a more accurate awareness of their strengths and weaknesses, and they are oriented toward self-improvement instead of denying weaknesses and fantasizing success. People with high emotional maturity are less self-centered (they care about other people), they have more self-control (are less impulsive, more able to resist hedonistic temptations), they have more stable emotions (are not prone to extreme mood swings or outbursts of anger), and they are less defensive (are more receptive to criticism, more willing to learn from mistakes). It is likely that such people are also at a high level of cognitive moral development. As a result, leaders with high emotional maturity maintain more cooperative relationships with subordinates, peers, and superiors. (25%)