

國立臺北教育大學 98 學年度博士班招生入學考試

教育政策與管理研究所 教育行政專業英文 科試題

Instructions:

Please read the following passages 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, and (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. Forces against a change often reside within the institution and stem from rigid organizational structures and individual thinking. Specific forces against change include employees' distrust of the change agent, fear of change, desire to maintain power, and complacency; lack of resources to support the change; conflicts between individual and organizational goals; and organizational inertia against changing the status quo. These forces frequently combine into significant resistance to change. Resistance results from a variety of factors. First, it occurs when a change ignores the needs, attitudes, and beliefs on an organization's member. Second, individuals resist change when they lack specific information about the change. Third, individuals might not perceive a need for change. Fourth, organization members frequently have a we-they mentality that causes them to view the change agent as their enemy, particularly when change is imposed by representatives outside of the immediate work site. Fifth, members might perceive the change as a threat to their expertise, status, or security. (25%)
2. Why is a culture of risk taking so crucial to schools of the twenty-first century? Because human learning is most profound, most transformative, and most enduring when two conditions are present: when we take risks and when a safety strap or belaying line supports us when we fall, so that we don't get killed.
Failure is often far less painful and debilitating than the fear of failure. More important for educators, there is growth and learning in failure. If you take away a person's right to fail, you take away her right to succeed. A failure experience becomes an especially good teacher when accompanied by observation, reflection, conversation, and efforts to make sense of the failure. (25%)

3. Formal organizations such as schools have structures composed of bureaucratic expectations and roles, a hierarchy of offices and positions, rules and regulations, and specialization. Bureaucratic expectations define organizational roles; roles are combined into positions and offices; and positions and offices are arranged into a formal hierarchy of authority according to their relative power and status. Rules and regulations are provided to guide decision making and enhance organizational rationality, and labor is divided as individuals specialize in tasks. Some structures facilitate the operation of the organization and others hinder, and undoubtedly, behavior in an organization is determined in part by the structural arrangement of the school. (25%)

4. Environmental resources are commonly conceptualized on a continuum of scarcity to munificence—that is, the extent or capacity of the environment to provide resources that support the stability and sustained growth is the ultimate determinant of sufficient input for any organizations. When resources are munificent, survival is relatively easy and the pursuit of wide-ranging task goals becomes possible (Castrogiovanni, 1991). For example, school districts in wealthy environments might have high property evaluations that produce relatively large tax revenues with small tax levies. In environments with abundant capacity, school districts would likely offer wide-ranging curricular and extracurricular programs. Under conditions of limited capacity of scarcity, competition for resources among subgroups can take the form of a zero-sum game with each subgroup caring more about its share of finite resources than for the overall welfare of the organization. For example, school districts in impoverished environments would be limited to a basic academic curriculum, and extracurricular programs would compete for what might be left over. (25%)