

# 國立臺北教育大學 104 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 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 performance a critical analysis of the aspects of educational issues stated in the question will determine your score.*

1. A principal must possess the knowledge and skills to teach and manage students and adults as well as the knowledge and skills required of leadership and supervision. Some principal candidates have led school committees or participated in union leadership positions while other graduate students are coming to the program to renew a teaching license. In either case, the candidates have most likely not been responsible for making decisions that affect adults, evaluate the skills of a teacher, handle difficult parent conversations, or forge partnerships with community members in support of the school. (25 分)
2. Charles Lindblom characterizes the incremental strategy of deciding as the science of muddling through and argues that it may be the only feasible approach to systematic decision making when the issues are complex, uncertain, and riddled with conflict. The process is best described as a method of successive limited comparisons. Deciding does not require objectives, exhaustive analysis of alternatives and consequences, or a prior determination of either optimum or satisfactory outcomes. Instead only a small and limited set of alternatives, similar to the existing situation, is considered by successively comparing their consequences until decision makers come to some agreement on a course of action. (25 分)

3. Situational Leadership theory according to Hersey and Blanchard (1977) integrates two aspects of leader's behavior, the supportive behavior and the directive behavior. House (2010) illustrated these behavior as relations-oriented behavior and task-oriented behavior. These two behavioral patterns incorporate four different leadership styles that also assimilate the follower's readiness of maturity level accordingly to the need that followers are ready to adapt with the situational styles of leadership by instigating telling, selling, participating and delegating. (25 分)
4. The resource-dependence perspective views the environment as a place to gain scarce resources for the task and technical processes of the organization. Four general types of environmental resources are typically identified—fiscal, personnel (e.g., students, teachers, administrators, school volunteers, and board members), information and knowledge (e.g., outcomes from research, development, and evaluation projects), and products and services (e.g., instructional materials and test scoring services). Organizations both compete for and share the environmental resources. 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 of the organization. The relative abundance of resources in the environment is the ultimate determinant of sufficient input for any organization. When the resources are munificent, survival is relative easy and the pursuit of wide-ranging task goals becomes possible. Under conditions of limited capacity or 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 the overall welfare of the organization. (25 分)