

國立高雄科技大學 108 學年度碩士班 招生考試 試題紙

系 所 別： 人力資源發展系碩士班

組 別： 不分組

考科代碼： 1161

考 科： 管理學

注意事項：

- 1、各考科一律可使用本校提供之電子計算器，考生不得使用自備計算器，違者該科不予計分。
- 2、請於答案卷上規定之範圍作答，違者該題不予計分。

一、選擇題 (50%)：25 題，每題 2 分，共計 50 分。請選出最適當的單一答案。

1. Alderfer 的生存需要與馬斯洛的_____需要相似。
 - (a) 尊重
 - (b) 安全
 - (c) 生理
 - (d) a 和 b
 - (e) b 和 c
2. 愛荷華大學的研究討論了以下的領導風格，除了_____。
 - (a) 放任式(laissez-fair)
 - (b) 民主式(democratic)
 - (c) 適應式(accommodating)
 - (d) 威權式(autocratic)
3. 下列例子中，何者為溝通：
 - (a) John 在讀一封信
 - (b) Jenny 和 Mary 兩人用電話聊天
 - (c) Sam 的三歲小孩在哭泣
 - (d) 以上皆是
4. 何謂倫理困境。
 - (a) 同時符合道德作法及個人或專業
 - (b) 要在倫理與其他因素之間取得平衡
 - (c) 不具倫理的行為
 - (d) 以上皆非

5. 同化的過程分為三階段(A: 學習優勢文化; B: 爭取立足點; C: 完全同化), 其步驟為:
- (a) $A \rightarrow B \rightarrow C$
 - (b) $C \rightarrow B \rightarrow A$
 - (c) $B \rightarrow C \rightarrow A$
 - (d) $B \rightarrow A \rightarrow C$
6. _____ 理論主張「挫敗與退後」(frustration-regression), 當個體在某種需要上無法獲得滿足時, 他會選擇原先已經滿足的需要, 並會增加對後者的需要。
- (a) ERG 理論
 - (b) 獲取需要理論
 - (c) 兩因素理論
 - (d) 以上皆非
7. 費德勒(Fiedler)研究提出了一個觀點, 認為_____。
- (a) 情境因素決定領導效能
 - (b) 追隨者因素決定領導效能
 - (c) 領導者的行為風格因素決定領導效能
 - (d) 情境因素決定跟隨者效能
8. 在溝通的程序模式中, 當訊息被傳遞後, 下一個程序為_____。
- (a) 編碼
 - (b) 解碼
 - (c) 傳達至網式(all channel)溝通型態裡
 - (d) 被噪音所中止
9. McGregor 假設懶惰的人們一般被視為符合_____。
- (a) X 理論
 - (b) Y 理論
 - (c) 社會需要理論
 - (d) 生理需要理論
10. 根據費德勒(Fiedler)的研究, 當處於最有利或作不利的情境下, 最有效的領導行為是?
- (a) 任務導向型(task-oriented)
 - (b) 人際導向型(person-oriented)
 - (c) 參與型(participative)
 - (d) 成就導向型(achievement-oriented)
11. 葡萄藤(grapevine)最可能出現在缺乏哪種溝通模式的組織裡?
- (a) 向上溝通
 - (b) 水平溝通
 - (c) 向下溝通
 - (d) 非正式溝通

12. 下列何者是正確的？

- (a) 根據馬斯洛的需要層級理論，安全需要(safety needs)又被稱作社會需要(social needs)
- (b) 增強理論的關鍵是它忽略了像目標、預期和需要等因素，而僅專注在當員工進行某些活動時所發生的事
- (c) 懲罰和負強化二者是相同的意思
- (d) 倫理是個人議題

13. 經理人想要員工準時上班，因此針對準時上班的員工，免除其原本需執行打掃環境的工作，這是屬於增強理論中的哪一種類型？

- (a) 正面強化
- (b) 負面強化
- (c) 消滅
- (d) 懲罰

14. 發訊者因其和收訊者在組織地位中的差異，而蓄意挑選或縱資訊，藉由投其所好，以討好收訊者，此種現象稱之為_____？

- (a) 資訊過濾
- (b) 資訊超載
- (c) 訊號衝突
- (d) 組織地位

15. 俄亥俄州立大學與密西根大學在「領導」，有何主要的差異？

- (a) 一個是情境方法；另一個是領導風格方法。
- (b) 一個提出四種不同的領導風格；另一個僅提出兩個領導風格。
- (c) 一個說領導者會改變他們的領導風格；另一個則說不會。
- (d) 一個說同時運用兩種領導風格可獲得較高的績效；另一個則說不行。

16. 下列哪一項不會被視為溝通中的噪音？

- (a) 溝通雙方有不同的文化背景
- (b) 溝通雙方互相提問
- (c) 在面試過程中，有人的電話突然響起
- (d) 一個沒有工作經驗的社會新鮮人，對一群高階經理人進行報告

17. 下列何者為倫理的定義。

- (a) 行為的道德準則
- (b) 法律的條文
- (c) 定義對與錯的準則或原則
- (d) 法律及道德發展的原則

18. 馬斯洛的自我實現需要和 ERG 的_____需要相似。
- (a) 關係
 - (b) 生存
 - (c) 成長
 - (d) 以上皆是
19. 路徑－目標理論包含了_____領導風格。
- (a) 參與型(participative)、指導型(directive)、成就導向型(achievement-oriented)、支援型(supportive)
 - (b) 指導型(directive)、威權型(autocratic)、官僚型(bureaucratic)、支援型(supportive)
 - (c) 參與型(participative)、官僚型(bureaucratic)、參與型(participative)、諮詢型(consultative)
 - (d) 支援型(supportive)、參與型(participative)、諮詢型(consultative)、威權型(autocratic)
20. 下列哪種情況最有可能包含所有組織溝通的類型？
- (a) 同事間協調專案的細節
 - (b) 意見箱制度
 - (c) 來自總經理的一張記事紙(memo)
 - (d) 每天的員工會議(daily staff meeting)
21. 關於 Milton Friedman 的觀點，下列何者正確。
- (a) 企業經營原則即是兼顧環保與利潤
 - (b) 企業的首要責任即是提供貨真價實的產品與服務以滿足消費者
 - (c) 企業的社會責任即是替股東謀利
 - (d) 以上皆非
22. 下列敘述中，何者未指出葡萄藤的特質？
- (a) 每一個人每次都會涉入其中
 - (b) 葡萄藤可以在任何地方開始
 - (c) 兩種最常出現的葡萄藤模式是集群與閒語
 - (d) 葡萄藤會向各個方向發展
23. 一位領導者（如比爾蓋茲）會鼓舞部屬共享理念，並對部屬的績效產生深刻的效果，此種領導人為_____。
- (a) 交易型(transactional)
 - (b) 指導型(directive)
 - (c) 資訊型(informational)
 - (d) 轉換型(transformational)

24. 管理者使用例外管理(management by exception)，主要可解決何種溝通障礙？

- (a) 組織層級
- (b) 組織地位
- (c) 資訊超載
- (d) 資訊模糊

25. 目的(goal)、目標(objective)及回饋等主題通常出現在_____溝通。

- (a) 向下
- (b) 向上
- (c) 水平
- (d) 虛擬

二、填充題 (30%)：15 題，每題 2 分，共計 30 分。請選出最適當的單一答案。

請參考表 1，將表中合適的答案填入所屬的題目(號)後

1. Lateral relationships that help to integrate and coordinate the activities of the organization (that is, liaisons, committees, task forces, integrating positions, and cross-functional work teams).
2. The general value system, principles, and specific rules that a company follows.
3. The desire for friendship, love, and a feeling of belonging.
4. Subordinates voluntarily comply with a leader because of his or her special personal qualities or abilities.
5. The interaction between business and the social environment in which it exists.
6. A strong sense of connectedness between team members that causes them to work together to attain an objective.
7. A situation in which a person must decide whether or not to do something that, although benefiting oneself or the organization, may be considered unethical and perhaps illegal.
8. A personality characteristic of people who believe that much of what happens to them is controlled and determined by outside external forces such as other powerful people, fate, or luck.

9. Occurs when a manager rates an employee high or low on all items because of one characteristic.
10. Phenomenon whereby individual or group performance is influenced by human behavior factors.
11. The way people experience, process, define, and interpret the world around them.
12. The extent to which people believe they are capable, significant, successful, and worthwhile.
13. People who are affected by or can affect the activities of the firm.
14. Advocates that managers place trust in the employees and make them feel like an integral part of the organization.
15. The interaction process of the leader's behavior and attitudes with the attitudes and behavior of followers.

表 1

Type A personality	Perception	transformational leadership
affiliation needs	charismatic authority	external locus of control
boundary-spanning roles	Hawthorne effect	corporate social responsibility
theory Z	halo effect	code of ethics
ethical dilemma	self-esteem	business ethics
cohesiveness	stakeholders	Whistleblower

三、問答題(20%)：2題，每題10分，共計20分。用中文回答即可

1.簡述下則敘述的內容

2. 列舉適合解釋這則敘述的管理學概念,並引用敘述中的內容來說明原因！

Leadership is involved when one or more individuals play an important role in defining collective norms and values, and in this context leadership is viewed as a group-oriented rather than a mutual process. Blomme, Kodden, & Beasley-Suffolk (2015) provide a conceptual model for further research on the relationship between leadership styles and work engagement. Available studies show that certain work-related resources – the social support of colleagues and managers, development opportunities and work variation – are positively related to work engagement. Work-related resources are an important condition for the development of work engagement because they increase the potential work autonomy of individuals to take control over their own decisions and the organization of feedback, leading to higher levels of engagement. This notion is supported by a number of research studies, which show that work-related resources such as the social support provided by colleagues and superiors, growth opportunities and a varied use of competencies correlate positively with engagement. The possibility to create workrelated resources and the availability of these are often an outcome of organizational culture, organizational policies and leadership style. For instance, if these work-related resources are not provided in the exchange process between leaders and followers, employees may consider this to be unfair and a hindrance, impeding not only the attainment of their goals but also personal growth and learning. Research shows that hindrances in obtaining work-related resources have a negative effect on levels of engagement. Reduced levels of engagement may be caused by the style of leadership a manager adopts towards his employees. For instance, harassment and the deprivation of autonomy result in reduced engagement of the employee. Moreover, it is not only the lack of work-related resources that hinders employees in pursuing their goals and that leads to lower levels of engagement. One important relationship that can be distinguished here is the negative relationship between anxiety and engagement. Feelings of stress may manifest themselves in the form of psychological tension, and subsequently in the form of reduced cognitive functioning and depressed mood. It is reasonable to suggest that managers, as formal leaders in an organization, play an important role in the provision of work-related resources, which produce higher levels of engagement. After all, it is managers who are chiefly responsible for the level of autonomy an employee is granted. It is the managers who are responsible for performance feedback and who, in co-operation with others, determine the amount of social support that employees are offered in their work. It could, therefore, be argued that managers play an important role in securing high levels of work engagement, particularly by providing work-related resources such as autonomy, social support and feedback.