

國防大學政治作戰學院 106 學年度博碩士班入學測驗命題紙

身分：全時進修軍、自費生

所別：心理碩士班

科目：研究方法與統計



- 1、可使用計算機。
- 2、計算題請陳列出所有的計算過程，並請計算至小數點第三位後四捨五入到第二位。

一、名詞解釋 (30%)

- (一) coefficient of alienation
- (二) cohort study
- (三) Internal validity
- (四) confounding variables
- (五) stratified random sampling

二、問答題 (55%)

- (一) 某研究者認為具傳統女性特質的女性會經常穿著洋裝或裙子，所以他決定要以女性在一個月內穿著裙子或洋裝的次數來決定其女性特質的程度。穿著次數最多的女性最具有女性特質，穿著次數最少者則最不具女性氣質。該教授對女性特質的測量是否具有信度和效度？請具體說明您的理由。(10%)

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- (二) 研究者認為經過高階編碼方法訓練的年輕人之記憶力較低階編碼方法訓練的年輕人佳，她將 20 位年輕人隨機分派為兩組接受訓練，一個月後之記憶力測驗顯示高階編碼方法訓練組的平均分數為 77.40 ($s=10.25$)，而低階編碼方法訓練組的測驗平均分數為 66.99 ($s=6.33$)，獨立樣本 t 檢定得到 $t=2.71$ 。請寫出統計假設、拒絕區和考驗結果 ($\alpha=.01$ ； $t_{.995(20)}=2.845$ ， $t_{.995(19)}=2.861$ ， $t_{.995(18)}=2.878$ ， $t_{.99(20)}=2.528$ ， $t_{.99(19)}=2.539$ ， $t_{.99(18)}=2.552$) (15%)。
- (三) 基本上，問卷的題目設計可以閉鎖式問題或是開放式問題的方式呈現，請比較上述兩種方式的優缺點。(15 分)
- (四) 為篩選出適當的問卷題目，某研究者將受試者依總分區別出高、低分組，下表是兩組人員在問卷第一、二、三題中之答題平均數的差異結果。請問研究者可否保留這三題？請依據 F 值和 t 值來說明您的判斷？(15 分)

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科目：研究方法與統計



| 題 目 | Levene's test | | t-test | | |
|-------------------------|---------------|-----|--------|------|-----|
| | F | p | t | df | p |
| 1. 我以溫和態度代替忿怒。 | 3.26 | .10 | | | |
| 變異數同質 | | | -.79 | 10 | .45 |
| 變異數不同質 | | | -.71 | 5.71 | .50 |
| 2. 當朋友要我做的不願意做的事，我不會生氣。 | 6.83 | .03 | | | |
| 變異數同質 | | | -1.05 | 10 | .32 |
| 變異數不同質 | | | -1.18 | 9 | .27 |
| 3. 我會壓抑心中的怒火。 | .84 | .38 | | | |
| 變異數同質 | | | -3.12 | 10 | .01 |
| 變異數不同質 | | | -2.89 | 6.32 | .03 |

三、計算題 (15%)

有十位年齡都是18歲的少年接受非文字普通能力測驗，其測驗總分（包括校對、方塊、辨認三個分測驗）分別為54、126、83、35、67、104、118、96、57、79，由於該測驗未建立18歲組的常模，其平均數與標準差不得而知。試根據這個樣本估計這些少年在該測驗所得的平均數（信賴水準為80%； $t_{.80(10)} = .879$ ， $t_{.90(10)} = 1.372$ ， $t_{.80(9)} = .883$ ， $t_{.90(9)} = 1.383$ ）。

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一、名詞解釋：(依據心理學理論，以中文解釋各名詞之意涵，40%，共八題，每題 5 分)

- (一) confirmation bias
- (二) negative punishment
- (三) attributional style
- (四) dehumanization of the victim
- (五) emotional intelligence
- (六) conventional level of Kohlberg's (1969) states of moral reasoning
- (七) representativeness heuristic (代表性捷思法)
- (八) out-group homogeneity effect (外團體同質性效應)

二、問答題 (60%，共五題，每題 12 分)

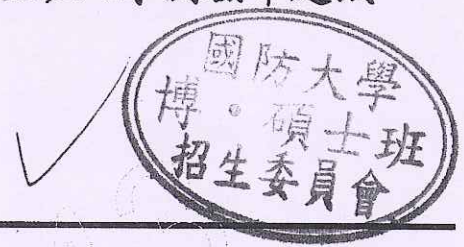
- (一) 試說明何謂五大人格 (the Big Five)。
- (二) 試說明初始效應 (primacy effect) 與長期記憶 (long-term storage) 之名詞定義，以及兩者之間的關聯性，並舉一實例說明之。
- (三) 試說明 Piaget 的認知發展階段理論 (包含哪四種階段、各種階段主要特性)。
- (四) 定義何為框架效應 (framing effect)? 並舉一則實例說明此效應會如何影響決策。
- (五) 說明 Maslow and the Hierarchy of Needs。

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壹、名詞解釋 (30 分)

- 一、認知重建 (cognitive restructuring)
- 二、量尺問句 (scaling questions)
- 三、系統減敏感法 (systematic desensitization)
- 四、領導者-成員交換理論 (leader-member exchange theory, LMX)
- 五、參考權力 (referent power)
- 六、目標路徑理論 (path-goal theory)

貳、問答題 (50 分)

- 一、小華 (排行老二，女)，家境富裕，父親在科技公司擔任部門主管，母親在小明出生後隨即辭去原會計工作，現為全職家庭主婦。小華自述易和姐姐因意見相左而起衝突，且家族重男輕女觀念嚴重，總覺的弟弟受到眾人的關愛，高中畢業後，選擇離家就讀軍校 (現二年級)。就讀軍校期間，曾和學姐起衝突，認為學姐常無故指責自己未做好應盡的本份，表示自己已盡了最大的努力，但總無法達到他人的要求。自己雖然在課業方面有很好的表現，但體能方面僅在水準之上，擔心這會影響到未來軍旅的發展。也認為自己無論怎麼做都無法獲得家人的讚賞和認同。請以貝克 (Beck) 的認知扭曲 (cognitive distortions) 分析其類型，並提出可能的諮商輔導策略。(15 分)
- 二、請以 Wubbolding (2000) 提出的 WDEP 系統，說明現實治療 (reality therapy) 的助人者在與來談者晤談時的實施程序。(10 分)
- 三、請簡述二種能區別有效率和無效率管理者的領導行為。(10 分)
- 四、請簡述 Fiedler (1967, 1978) 的 LPC 權變模型 (LPC contingency model) 以哪三種情境變項 (或情境控制) 考量領導者的領導效能。(15 分)

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參、專業英文 (20 分)

請將以下英文文章進行摘要 (中英文均可)

1. (10 分)

Freudian thinking dominated psychotherapy in the late 19th century, but Freud's approach was limited to addressing unconscious drives and the legacy of an individual's past. Alfred Adler was the first psychoanalyst to expand psychological theory beyond the Freudian viewpoint, suggesting that a person's psychology was also influenced by present and conscious forces, and that the influence of the social realm and environment was equally vital. Adler founded his own approach, individual psychology, based on these ideas.

Adler's particular interest in inferiority and the positive and negative effects of self-esteem began early in his career, when he worked with patients who had physical disabilities. Looking at the effect that disability had on achievement and sense of self, he found huge difference between his patients. Some people with disabilities were able to reach high levels of athletic success, and Adler noted that in these personalities, the disability served as a strong motivational force. At the other extreme, he witnessed patients who felt defeated by their disability and who made little effort to improve their situation. Adler realized that the differences came down to how these individuals viewed themselves: in other words, their self-esteem.

The inferiority complex

According to Adler, feeling inferior is a universal human experience that is rooted in childhood. Children naturally feel inferior because they are constantly surrounded by stronger, more powerful people with greater abilities. A child generally seeks to emulate and achieve the abilities of its elders, motivated by the surrounding forces that propel him toward his own development and accomplishments.

Children and adults with a healthy and balanced personality gain confidence each time they realize that they are capable of meeting external goals. Feelings of inferiority dissipate until the next challenge presents itself and is overcome; this process of psychic growth is continual. However, an individual with a physical inferiority may develop more generalized feelings of inferiority-leading to an unbalanced personality and what Adler terms an "inferiority complex," where the feelings of inferiority are never relieved.

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Adler also recognized the equally unbalanced "superiority complex," manifested in constant need to strive toward goals. When attained, these goals do not instill confidence in the individual, but merely prompt him to continually seek further external recognition and achievement.

2. (10 分)

Transformational Leadership

Bass (1985) proposed a theory of transformational leadership that builds on the earlier ideas of Burns (1978). The theory includes two distinct types of leadership processes. Like Burns (1978), Bass views transactional leadership as an exchange of rewards for compliance. The underlying influence process appears to be similar to instrumental compliance. Transformational leadership is defined in terms of the leader's effect on followers: they feel trust, admiration, loyalty, and respect toward the leader, and they are motivated to do more than they originally expected to do. According to Bass, the leader transforms and motivates followers by: (1) making them more aware of the importance of task outcomes, (2) inducing them to transcend their own self-interest for the sake of the organization or team, and (3) activating their higher-order needs. The underlying influence processes for transformational leadership are not clearly explained. The major premise of the theory is that followers motivation and performance are enhanced more by transformational leadership than by transactional leadership.

TRANSFORMATIONAL AND TRANSACTIONAL BEHAVIORS

Leadership behavior is described in terms of two broad categories of behavior (transformational and transactional), each with four subcategories (see table). Bass (1985) views transformational and transactional leadership as distinct but not mutually exclusive processes, and he recognizes that the same leader may use both types of leadership at different times in different situations.

TABLE Transformational and Transactional Behavior

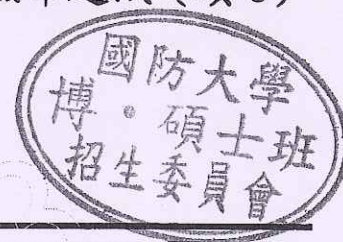
| |
|------------------------------|
| Transformational Behaviors |
| Idealized influence |
| Individualized consideration |

國防大學政治作戰學院 106 學年度博碩士班入學測驗命題紙 (續 3)

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Inspirational motivation

Intellectual stimulation

Transactional Behaviors

Contingent reward

Active management by exception

Passive management by exception

Laissez-faire leadership

source: Based on Bass (1996).

The original formulation of the theory (Bass, 1985) included three types of transformational behavior: charisma, intellectual stimulation, and individualized consideration. Charisma (also called "idealized influence") is behavior that arouses strong follower emotions and identification with the leader. Intellectual stimulation is behavior that increases awareness of problems and influences followers to view problems from a new perspective. Individualized consideration includes providing support, encouragement, and coaching to followers. A revision of the theory added another transformational behavior called "inspirational motivation," which includes communicating an appealing vision, using symbols to focus subordinate effort, and modeling appropriate behaviors (Bass & Avolio, 1990a). The four transformational behaviors are highly intercorrelated, and they jointly interact to influence changes in followers.

The original formulation of the theory included two types of transactional behavior: contingent reward and passive management by exception. Contingent reward behavior includes clarification of the work required to obtain rewards and the use of incentives and contingent reward to influence motivation. Passive management by exception includes use of contingent punishment and other corrective action in response to obvious deviations from acceptable performance standards. Revisions of the theory have added two additional behaviors to the transactional category (Bass & Avolio, 1990a). Active management by exception includes monitoring of subordinates and corrective action to ensure that the work is carried out effectively. Laissez-faire leadership describes behavior that shows passive indifference about the task and subordinates (e.g., not monitoring, not responding to problems, ignoring subordinate needs).