

國立清華大學 102 學年度碩士班考試入學試題

系所班組別：國際專業管理碩士班(IMBA)

考試科目（代碼）：英文(4802)

共 8 頁，第 1 頁

*請在【答案卷、卡】作答

General directions:

This is a test of your English reading and writing ability. The questions ask for your opinions on topics that you may find sensitive. Please know that your answers will be evaluated for its quality as an English essay, NOT whether we agree/disagree with your opinion. We will focus entirely on your English grammar and clarity of ideas regardless of your points of view. Therefore, please feel free to express your thoughts in the best English that you can produce. Your identity will be protected; only the professor who designed and graded this exam will read your essays. This professor is NOT a faculty member of the IMBA program.

You will read TWO reading passages and write TWO essays.

ESSAY 1 (50%)

In the first reading, you will read a recent article published in *The Economist* entitled “*Ma the Bumbler*”. This article has made many people in Taiwan angry; meanwhile, many have expressed their enthusiastic agreement with the article. You may have heard about this article, or may even have read it before. Please read the article and write an essay (perhaps 3-4 paragraphs) that answers the following questions:

- (1) What is the main idea of this article? Summarize the article.
- (2) As a Taiwanese, do you agree with the article’s main idea? Why (not)?
- (3) Finally, many young people in Taiwan now are not interested in politics, thinking that politics is irrelevant to their lives. Has that been true with you too? Now that you are applying to an MBA program, I am assuming that you want to join the business world when you graduate. Do you think politics is relevant to business? In Taiwan, is it important for a business person to understand politics, follow political news, cast their votes in elections, etc.? Explain your point of view.

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ESSAY 2 (50%)

The second reading comes from a blog entry on *Harvard Business Review* titled “*The Troubles with Bright Kids*.” This article is organized in a problem-solution pattern, that is, the author first presented a problem, and ended the article by suggesting a solution. Write an essay (perhaps 3-4 paragraphs) that addresses the following questions:

- (1) What is the main idea of this article? Summarize the problems discussed by the article.
- (2) Next, express your opinion: Have you faced the same kind of problem too? Did you face such problem because you too were called “a bright child” or “a good student” when you were young? On the other hand, if you were never called “a good student” or “a smart child,” how has that lack of praise influenced you?
- (3) Summarize the solution suggested by the author at the end of the article. Do you agree with the author? Support your opinion with some real-life experience, either yours or someone else’s.
- (4) Finally, as a business leader, how would you apply the main points of this article to your company in the future?

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ESSAY 1

Ma the bumbler: A former heart-throb loses his shine

Nov 17th 2012 | TAIPEI | from the print edition

<http://www.economist.com/news/asia/21566657-former-heart-throb-loses-his-shine-ma-bumbler/print>

WHEN he was first elected in 2008, Taiwan's president, Ma Ying-jeou, offered Taiwanese high hopes that the island's economy would open a new chapter. He promised ground-breaking agreements with China to help end Taiwan's growing economic marginalisation. At the time, Mr. Ma's image was of a clean technocrat able to rise above the cronyism and infighting of his party, the Kuomintang (KMT). He was a welcome contrast to his fiery and pro-independence predecessor, Chen Shui-bian, now in jail for corruption.

Five years on, and despite being handily re-elected ten months ago, much has changed. In particular, popular satisfaction with Mr. Ma has plummeted, to a record low of 13%, according to the TVBS Poll Centre. The country appears to agree on one thing: Mr. Ma is an ineffectual bumbler*.

Ordinary people do not find their livelihoods improving. Salaries have stagnated for a decade. The most visible impact of more open ties with China, which include a free-trade agreement, has been property speculation in anticipation of a flood of mainland money. Housing in former working-class areas on the edge of Taipei, the capital, now costs up to 40 times the average annual wage of \$15,400 [approximately NT 462,000]. The number of families below the poverty line has leapt. Labour activists have taken to pelting the presidential office with eggs.

Exports account for 70% of GDP. So some of Taiwan's problems are down to the

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dismal state of rich-world economies. Yet Mr. Ma's leadership is also to blame. He has failed to paint a more hopeful future, with sometimes hard measures needed now. Worse, he frequently tweaks policies in response to opposition or media criticism. It suggests indecisiveness.

Public anger first arose in June, when Mr. Ma raised the price of government-subsidised electricity. Few Taiwanese understood why, even though Taiwan's state-owned power company loses billions. In the face of public outrage, Mr. Ma postponed a second round of electricity price rises scheduled for December. They will now take place later next year.

People are also worried that a national pension scheme is on course for bankruptcy in less than two decades. Yet Mr. Ma cannot bring himself to raise premiums sharply, because of the temporary unpopularity it risks. When Mr. Ma does try to appeal to Taiwanese who make up the island's broad political centre, it often backfires with his party's core supporters. Following public grumbles that retired civil servants, teachers and ex-servicemen were a privileged group, the cabinet announced plans to cut more than \$300m in year-end bonuses, affecting around 381,000. The trouble was, veterans are among the KMT's most fervent backers. Now some threaten to take to the streets in protest and deprive the KMT of their votes until the plan is scrapped. Meanwhile, Mr. Ma's clean image has been sullied by the indictment of the cabinet secretary-general for graft.

Cracks are starting to grow in the KMT façade. Recently Sean Lien, a prominent politician, criticised Mr. Ma's economic policies, saying that any politician in office during this time of sluggish growth was at best a "master of a beggar clan"—implying a country of paupers.

But the next election is four years away, and presidential hopefuls will not try to oust or even outshine Mr. Ma anytime soon. After all, they will not want to take responsibility for the country's economic problems. Nothing suggests Mr. Ma's main policies will change (or that they should), but his credibility is draining by the day.

*NOTE: The word "bumbler" means: someone who speaks or moves in a confused

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way.

ESSAY 2

The Trouble With Bright Kids

by Heidi Grant Halvorson | 11:26 AM November 21, 2011

http://blogs.hbr.org/cs/2011/11/the_trouble_with_bright_kids.html

It's not easy to live up to your fullest potential. There are so many obstacles that can get in the way: bosses that don't appreciate what you have to offer, tedious projects that take up too much of your time, economies where job opportunities are scarce, the difficulty of juggling career, family, and personal goals.

But smart, talented people rarely realize that one of the toughest hurdles they'll have to overcome lies within.

People with above-average aptitudes — the ones we recognize as being especially clever, creative, insightful, or otherwise accomplished — often judge their abilities not only more harshly, but fundamentally differently, than others do (particularly in Western cultures). Gifted children grow up to be more vulnerable, and less confident, even when they should be the most confident people in the room. Understanding why this happens is the first step to righting a tragic wrong. And to do that, we need to take a step back in time.

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Chances are good that if you are a successful professional today, you were a pretty bright fifth-grader. You did well in several subjects (maybe every subject), and were frequently praised by your teachers and parents when you excelled.

When I was a graduate student at Columbia, my mentor *Carol Dweck* and another student, *Claudia Mueller*, conducted a study looking at the effects of different kinds of praise on fifth-graders. Every student got a relatively easy first set of problems to solve and were praised for their performance. Half of them were given praise that emphasized their high ability ("*You did really well. You must be really smart!*"). The other half were praised instead for their strong effort ("*You did really well. You must have worked really hard!*").

Next, each student was given a very difficult set of problems — so difficult, in fact, that few students got even one answer correct. All were told that this time they had "done a lot worse." Finally, each student was given a third set of easy problems — as easy as the first set had been — in order to see how having a failure experience would affect their performance.

Dweck and Mueller found that children who were praised for their "smartness" did roughly 25% worse on the final set of problems compared to the first. They were more likely to blame their poor performance on the difficult problems to a lack of ability, and consequently they enjoyed working on the problems less and gave up on them sooner. Children praised for the effort, on the other hand, performed roughly 25% better on the final set of problems compared to the first. They blamed their difficulty on not having tried hard enough, persisted longer on the final set of problems, and enjoyed the experience more.

It's important to remember that in *Dweck and Mueller's* study, there were no mean differences in ability between the kids in the "smart" praise and "effort" praise groups, nor in past history of success — everyone did well on the first set, and everyone had difficulty on the second set. The only difference was how the two groups interpreted difficulty — what it meant to them when the problems were hard to solve. "Smart"

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praise kids were much quicker to doubt their ability, to lose confidence, and to become less effective performers as a result.

The kind of feedback we get from parents and teachers as young children has a major impact on the implicit beliefs we develop about our abilities — including whether we see them as innate and unchangeable, or as capable of developing through effort and practice. When we do well in school and are told that we are "so smart," "so clever," or "such a good student," this kind of praise implies that traits like smartness, cleverness, and goodness are qualities you either have or you don't. The net result: when learning something new is truly difficult, smart-praise kids take it as sign that they aren't "good" and "smart," rather than as a sign to pay attention and try harder.

Incidentally, this is particularly true for women. As young girls, they learn to self-regulate (i.e., sit still and pay attention) more quickly than boys. Consequently they are more likely to be praised for "being good," and more likely to infer that "goodness" and "smartness" are innate qualities. In a study *Dweck* conducted in the 1980's, for instance, she found that bright girls, when given something to learn that was particularly foreign or complex, were quick to give up compared to bright boys — and the higher the girls' IQ, the more likely they were to throw in the towel. In fact, the straight-A girls showed the most helpless responses.

We continue to carry these beliefs, often unconsciously, around with us throughout our lives. And because bright kids are particularly likely to see their abilities as innate and unchangeable, they grow up to be adults who are far too hard on themselves — adults who will prematurely conclude that they don't have what it takes to succeed in a particular arena, and give up way too soon.

Even if every external disadvantage to an individual's rising to the top of an organization is removed — every inequality of opportunity, every unfair stereotype, all the challenges we face balancing work and family — we would still have to deal with the fact that through our mistaken beliefs about our abilities, we may be our own worst enemy.

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How often have you found yourself avoiding challenges and playing it safe, sticking to goals you knew would be easy for you to reach? Are there things you decided long ago that you could never be good at? Skills you believed you would never possess? If the list is a long one, you were probably one of the bright kids — and your belief that you are "stuck" being exactly as you are has done more to determine the course of your life than you probably ever imagined. Which would be fine, if your abilities were innate and unchangeable. Only they're not.

No matter the ability — whether it's intelligence, creativity, self-control, charm, or athleticism — studies show them to be profoundly malleable*. When it comes to mastering any skill, your experience, effort, and persistence matter a lot. So if you were a bright kid, it's time to toss out your (mistaken) belief about how ability works, embrace the fact that you can always improve, and reclaim the confidence to tackle any challenge that you lost so long ago.

*NOTE: The word “malleable” means: easily influenced, trained or controlled.