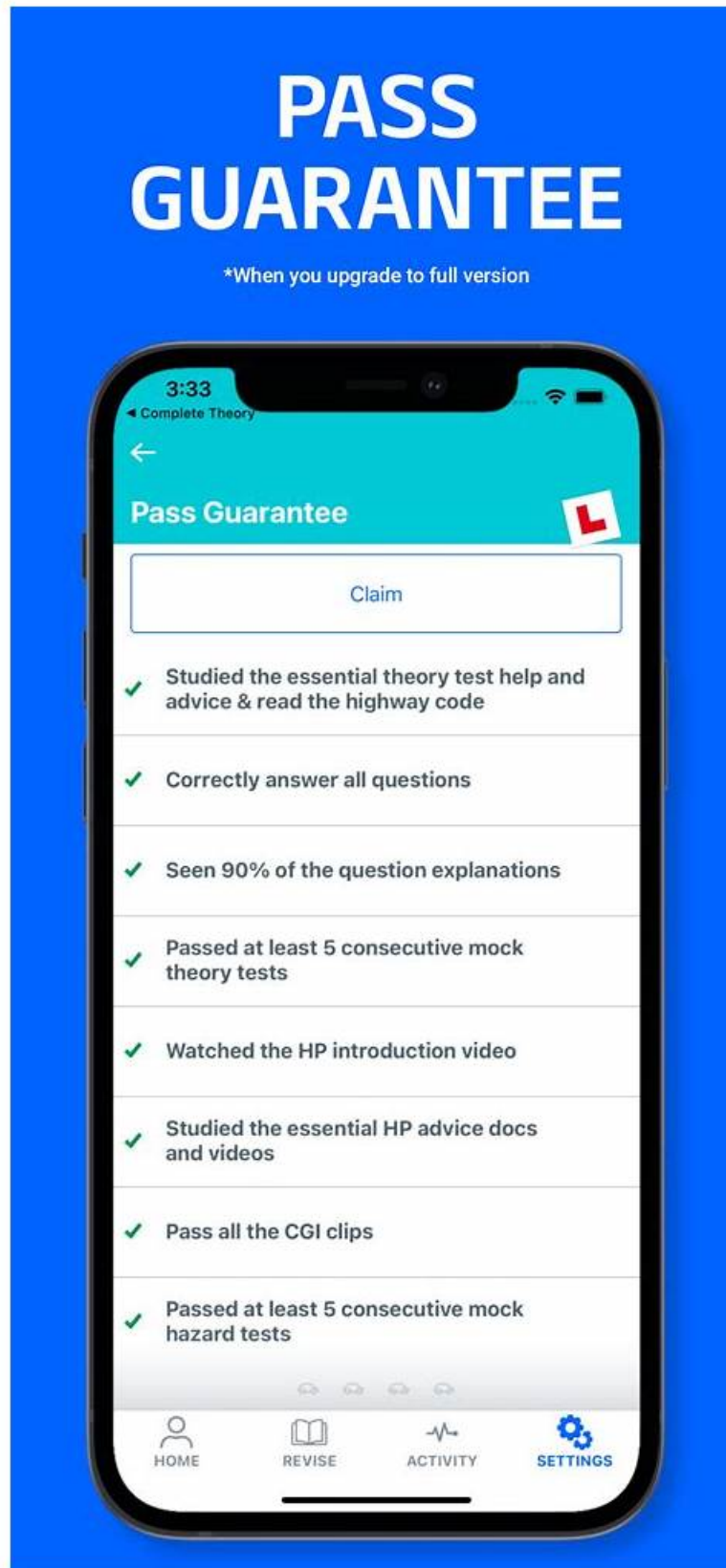


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CIPS Managing Teams and Individuals Sample Questions (Q17-Q22):

NEW QUESTION # 17

Describe the key principles of the Taylorism school of thought on Management (20 points)

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

The Taylorism school of thought, also known as Scientific Management, was developed by Frederick Winslow Taylor in the early 20th century. It aimed to improve efficiency and productivity by applying systematic, scientific methods to the management of work. Its key principles can be summarised as follows.

The first principle is the scientific study of work. Taylor rejected traditional "rule of thumb" methods, instead advocating time-and-motion studies to identify the most efficient way of completing tasks. This broke jobs into smaller, measurable steps.

Secondly, Taylor emphasised the division of labour and specialisation. Workers should focus on narrowly defined tasks, allowing them to become faster and more efficient, similar to parts in a machine.

Thirdly, he argued for scientific selection and training of workers. Instead of leaving workers to train themselves, managers should select the right person for the job and provide formal training in the "one best way" to complete tasks.

Fourthly, Taylor stressed managerial control and supervision. He believed management should plan, organise and set methods, while workers should focus on carrying them out. This created a strong separation between planning and execution.

Finally, Taylor promoted financial incentives as motivators. He assumed that workers are primarily motivated by pay, so piece-rate systems and performance-based rewards were used to encourage higher output.

Taylorism brought many benefits, such as increased productivity, efficiency, and predictability in mass production industries.

However, it also attracted criticism for treating workers like machines, reducing autonomy, and ignoring social and psychological needs. From a modern procurement perspective, its ideas are still visible in standardised processes such as purchase-to-pay systems, KPIs, and efficiency-driven shared services. However, organisations today often balance these principles with more human-centred approaches to motivation and teamwork.

In conclusion, the key principles of Taylorism were scientific analysis of work, specialisation, scientific selection and training, strict managerial control, and financial incentives. While its focus on efficiency shaped early management thinking, modern leaders must also consider motivation, empowerment, and adaptability to achieve sustainable success.

NEW QUESTION # 18

Discuss 4 factors that make up the individual and 3 different ways a manager can lead a team (20 points)

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Understanding individuals is crucial for effective leadership. People bring unique qualities to the workplace, which influence how they behave, perform, and interact. Four important factors that make up the individual are as follows.

Firstly, personality plays a major role. Traits such as extroversion, conscientiousness, or openness (from models like the Big Five) influence how individuals communicate, make decisions, and fit into teams. For example, an extrovert may thrive in negotiation roles, while an introvert may excel in analytical procurement tasks.

Secondly, attitudes and values shape how individuals respond to work situations. Values around ethics, sustainability, or fairness can influence motivation and alignment with organisational culture. In procurement, a professional with strong ethical values may be more resistant to corruption risks.

Thirdly, perception and motivation affect behaviour. Individuals interpret situations differently, and motivation theories such as Maslow, Herzberg or McGregor's Theory X/Y show how personal drivers impact performance. Some may be motivated by pay, others by recognition or career development.

Finally, abilities and skills define what individuals can contribute. These include technical competencies, problem-solving skills, and interpersonal abilities. A skilled negotiator, for example, adds significant value to a procurement team.

Managers must also choose effective ways to lead teams. Three common approaches are:

Autocratic leadership - where the manager makes decisions without consulting the team. This can be effective in crises or routine, highly regulated tasks (e.g., compliance procurement), but risks low morale if overused.

Democratic or participative leadership - where managers involve team members in decision-making. This improves engagement, creativity, and buy-in. For example, involving procurement staff in category strategy development can generate stronger results.

Laissez-faire leadership - where the manager provides minimal direction, allowing the team high autonomy. This works well when teams are highly skilled and self-motivated, but may cause confusion if individuals lack experience.

In conclusion, individuals are shaped by their personality, values, perceptions/motivations, and skills, all of which affect their workplace performance. Managers can choose between autocratic, democratic, or laissez-faire leadership depending on the situation. Successful leaders adapt their style to the individuals and teams they manage, ensuring both high performance and motivation.

NEW QUESTION # 19

Describe 5 characteristics of a role that would make it intrinsically motivating to a potential employee. (25 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Intrinsic motivation comes from within the individual and relates to personal satisfaction, growth, and achievement, rather than external rewards such as pay. The Job Characteristics Model (Hackman and Oldham) identifies several features of a role that can make it intrinsically motivating.

The first is Skill Variety. A role that allows employees to use a range of skills and abilities prevents boredom and makes the job more stimulating. For example, a procurement professional who undertakes supplier negotiations, contract management, and market analysis will find their role more engaging than one limited to routine administration.

The second is Task Identity. This means being able to complete a whole piece of work from start to finish. Employees are more motivated when they can see a clear outcome. In procurement, this could be managing a sourcing project end-to-end, from supplier selection through to contract award.

Thirdly, Task Significance adds motivation by making employees aware of the impact of their work on others. If individuals see that their role contributes to organisational goals or wider society, they gain intrinsic satisfaction. For example, a buyer working on sustainable sourcing projects may feel motivated by contributing to environmental and ethical improvements.

The fourth is Autonomy. When employees have control over how they perform their work, they feel trusted and empowered. In procurement, this could mean giving staff flexibility in how they manage supplier relationships or structure negotiations, rather than micro-managing every step.

Finally, Feedback is a key factor. Employees are motivated when they receive clear information on their performance, either from managers, colleagues, or the work itself. For example, a procurement professional who gets recognition for achieving cost savings or reducing supplier risks will feel intrinsically rewarded.

In summary, roles that offer skill variety, task identity, task significance, autonomy, and feedback are more likely to be intrinsically motivating. For managers, designing jobs with these characteristics is essential for creating engaged and high-performing teams, particularly in procurement where complex, meaningful, and responsible work opportunities can drive motivation.

NEW QUESTION # 20

Tania has recently been appointed the new manager of the Procurement Department at a toilet paper manufacturer. She will line manage a team of 8, who all perform different tasks and have a varying level of ability and knowledge. She has noticed that there has been no formal training provided to the team and that some people have been asked to complete tasks they do not feel comfortable with. Overall, performance and morale are both low. Discuss the importance of 1) embedding learning into the culture and 2) role congruence in this scenario (10 points). Describe actions that Tania should take to address the issues (15 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Part A - Embedding Learning into the Culture (5 points):

Embedding learning into the organisational culture means creating an environment where continuous learning and development are valued and encouraged. In Tania's case, this is vital because the team has had no formal training, which contributes to low skills and low morale. A learning culture ensures employees feel supported in developing new abilities, reduces resistance to change, and prepares staff for future challenges. For procurement, this could involve training on negotiation skills, supplier relationship management, or e-procurement tools.

Part B - Role Congruence (5 points):

Role congruence means ensuring that an individual's skills, experience, and abilities match the tasks they are assigned. At present, some staff are being asked to complete tasks they are not comfortable with, which lowers confidence and morale. Aligning people's roles to their capabilities improves job satisfaction, builds confidence, and enhances performance. For example, a staff member skilled in analysis should be allocated spend analysis tasks, rather than being pushed into high-pressure supplier negotiations without support.

Part C - Actions Tania Should Take (15 points):

Training and development programmes - introduce structured training to close knowledge gaps and give staff confidence in their roles.

Role review and alignment - assess individual skills and reassign tasks to match strengths, ensuring role congruence.

Mentoring and coaching - pair experienced staff with less experienced members to support learning and build capability.

Encourage continuous learning - build learning into team culture through workshops, lunch-and-learns, and reflection sessions after projects.

Regular performance reviews - provide feedback, set development goals, and celebrate progress to improve motivation.

Empowerment and involvement - involve staff in identifying training needs and improvement ideas to increase ownership.

Recognition and morale building - acknowledge achievements to rebuild confidence and team spirit.

Conclusion:

Embedding learning into the culture ensures that development is continuous, reducing skills gaps and raising confidence. Role congruence ensures that tasks match people's abilities, improving morale and performance. For Tania, focusing on training, role alignment, coaching, and recognition will rebuild her procurement team into a skilled, motivated, and high-performing unit.

NEW QUESTION # 21

What is meant by group conformity? In what ways can 'Groupthink' affect the behaviour of a group? (25 points)

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Group Conformity (10 marks):

Group conformity refers to the tendency of individuals to align their attitudes, beliefs, and behaviours with the norms of the group to which they belong. People conform because they want acceptance, fear rejection, or assume the group's judgement is correct.

Conformity ensures cohesion and cooperation but may limit creativity. For example, in procurement, a junior buyer may adopt the team's approach to negotiations, even if they personally believe another method could achieve better results.

Groupthink and its Effects (15 marks):

'Groupthink', a term developed by Irving Janis, occurs when the desire for consensus overrides realistic appraisal of alternatives.

Members suppress doubts, ignore risks, and fail to voice disagreements to maintain harmony. This can seriously affect group behaviour in several ways:

Illusion of invulnerability - Groups may become overconfident and underestimate risks. For example, a procurement team might agree to single-source a supplier without considering supply chain risks.

Suppression of dissent - Members may withhold concerns to avoid conflict. This stifles creativity and prevents better solutions from being considered.

Pressure for uniformity - Individuals may feel obliged to agree even when they disagree. A buyer may stay silent when senior managers push for a supplier contract, even if they know the supplier has performance issues.

Biased decision-making - Groups may ignore warning signs or alternative perspectives, leading to flawed decisions. In procurement, this could mean overlooking ethical issues in a supplier relationship to maintain harmony with stakeholders.

Reduced accountability - Responsibility is shared across the group, so individuals may feel less accountable for poor decisions.

Groupthink can therefore lead to poor decision-making, increased risk, and lost opportunities. It is particularly dangerous in high-stakes environments like procurement, where mistakes in supplier selection or contract negotiation can damage cost, quality, and reputation.

Conclusion:

Group conformity means individuals adapt to group norms to gain acceptance, while groupthink is a negative consequence where consensus is prioritised over critical evaluation. For managers, recognising the risk of groupthink is vital. By encouraging open discussion, appointing a "devil's advocate," and welcoming diverse views, leaders can ensure group decisions are both inclusive and effective.

NEW QUESTION # 22

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