

# CIPS L5M1 PDF Questions Exam Preparation and Study Guide



**CIPS**  
L5M1  
ELECTIVE Project and Change Management  
QUESTION & ANSWERS

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## CIPS L5M1 Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"><li>• Understand and Apply Approaches to Planning and Managing Work Groups or Teams: This section of the exam measures skills of Team Leaders and covers the dynamics and effectiveness of work groups or teams. Candidates are tested on understanding group vision, values, norms, and alignment, as well as formal and informal group structures. The syllabus includes strategies for developing effective teams, team roles, self-managed teams, virtual team management, diversity benefits, and conflict management. It also assesses knowledge of team development, learning integration, role congruence, and approaches for merging, disbanding, or changing teams.</li></ul>

Topic 2	<ul style="list-style-type: none"> <li>Assess the Application of Management Concepts and Principles in a Procurement and Supply Function: This section of the exam measures skills of Procurement Managers and focuses on applying management principles within procurement and supply operations. Candidates are tested on aligning team knowledge, skills, and behaviours with organisational strategy, defining the scope of operations, and developing teams. The syllabus also includes managing stakeholder relationships, building trust, promoting collaboration, fostering a culture of learning, sharing procurement knowledge, professional development, and the importance of personal behaviours such as unbiased decision-making, communication, creativity, and reflective practice to enhance procurement and supply effectiveness.</li> </ul>
Topic 3	<ul style="list-style-type: none"> <li>Understand and Apply Approaches to Managing Individuals: This section of the exam measures skills of HR Managers and focuses on managing individual behaviour effectively. It examines how differences in behavioural characteristics affect management style and approach, highlighting diversity, emotional intelligence, and assessment techniques for development. The section also covers the creation and management of knowledge, formal and informal learning processes, cognitive and behavioural learning theories, motivation theories including intrinsic and extrinsic factors, and factors influencing job satisfaction such as job design, collaboration, and flexible working arrangements.</li> </ul>
Topic 4	<ul style="list-style-type: none"> <li>Understand, Analyse, and Apply Management and Organisational Approaches: This section of the exam measures skills of Operations Managers and covers the understanding and evaluation of organisational behaviour and management approaches. It assesses knowledge of individual and team behaviour, organisational structures, and the psychological contract, as well as factors like STEEPLD influences. Candidates are tested on traditional and contemporary management approaches, including administrative, scientific, and human relations methods, as well as postmodernism, socio-technical systems, and distributed leadership. The role of individuals, teams, and organisational culture in shaping behaviour is also evaluated.</li> </ul>

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### CIPS Managing Teams and Individuals Sample Questions (Q31-Q36):

#### NEW QUESTION # 31

Discuss 5 characteristics of an effective working group (25 points).

#### Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

An effective working group is one that is able to achieve its objectives while maintaining good relationships among its members. Groups that function well display certain characteristics that ensure high performance and motivation. Five key characteristics are discussed below.

The first characteristic is clear objectives and purpose. An effective group understands what it is working towards and has shared goals. For example, in procurement, a category management group with a clear objective to deliver savings and sustainability improvements will be more focused and aligned.

The second characteristic is good communication. Open, honest, and regular communication allows group members to share ideas, raise concerns, and coordinate their activities. In procurement, effective communication between buyers, finance, and operations ensures that sourcing projects meet business needs.

The third is defined roles and responsibilities. Members of an effective group know what is expected of them and how their work contributes to the group's success. This reduces conflict and duplication of effort. For example, one procurement professional may lead supplier negotiations while another manages contract compliance.

Fourthly, trust and mutual respect are essential. Members of effective groups value each other's contributions and support one another. This creates psychological safety, meaning individuals are more willing to share ideas and take risks. In procurement, this could involve trusting colleagues to manage parts of a tender process without interference. Finally, an effective group demonstrates strong leadership and motivation. A good leader sets direction, supports members, and creates a balance between task and people needs. Leadership also ensures the group stays motivated, particularly during challenges.

### NEW QUESTION # 32

Kevin is the Head of Procurement at a manufacturing company and oversees the work of a team of 32 procurement professionals. The different people within his team have a varying level of knowledge and skills and they all work on different projects, some of which are more important than others. Based on Kevin's concern for the team member's performance and his concern for the task they are completing, describe FIVE leadership styles Kevin could employ. Your answer may make reference to Blake and Mouton's Leadership Grid (25 points).

#### Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Blake and Mouton's Leadership Grid highlights five leadership styles based on two dimensions: concern for people and concern for task. Kevin can use different styles depending on the skills of his team and the importance of each project.

**Impoverished Management (Low task/Low people)**

This style shows little concern for people or performance. Kevin would provide minimal guidance or support, essentially leaving the team to their own devices. While not usually effective, it may be applied temporarily where staff are highly capable and self-motivated, or in less critical projects where close oversight is not needed.

**Country Club Management (High people/Low task)**

Here, Kevin shows strong concern for people but little focus on results. He prioritises team harmony, morale, and relationships. This could be used with a new or inexperienced team to build confidence and trust, but it risks low performance if project deadlines or targets are missed.

**Task Management (High task/Low people)**

This style focuses heavily on performance, structure, and efficiency, with little attention to employee needs. Kevin might use this in high-pressure procurement projects, such as negotiating urgent supply contracts, where results are critical. However, overuse can demotivate staff and create high turnover.

**Middle-of-the-Road Management (Medium task/Medium people)**

This is a balanced approach where Kevin gives some attention to both people and results but does not excel in either. It produces average performance and morale. Kevin might use this style for steady projects with moderate importance, though it risks mediocrity if not adapted when situations demand more.

**Team Management (High task/High people)**

This is considered the most effective style, where Kevin drives high performance while also motivating and supporting his team. He involves employees in decision-making, sets challenging goals, and encourages collaboration. For example, in strategic procurement projects, Kevin could adopt this style to achieve strong results while also developing his team's skills.

By switching between these styles, Kevin can match leadership behaviours to the skills of his team and the importance of the task.

For example, urgent, high-value contracts may need task management, while long-term development projects may benefit from team management.

Conclusion:

Blake and Mouton's grid provides five leadership styles - impoverished, country club, task-focused, middle-of-the-road, and team management. Each has strengths and weaknesses, and Kevin's role as Head of Procurement is to adapt his approach depending on the project demands and the skills of his team members. By applying situational leadership, he can ensure both high performance and team engagement.

### NEW QUESTION # 33

Describe what is meant by a group 'norm', giving examples. (10 points). In what way can group norms affect performance? (15 points).

#### Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Definition of Group Norms (10 marks):

A group 'norm' refers to the shared standards of behaviour, values, and expectations that develop within a group. Norms guide how members act and interact, creating predictability and cohesion. They can be formal (set by rules and policies) or informal (emerging naturally over time).

Examples include:

A procurement team having a norm of punctuality for meetings.

A social norm where colleagues share supplier insights openly.

A negative norm, such as tolerating late submission of purchase orders, which may undermine performance.

Norms act as unwritten rules that shape group behaviour and influence the culture of the organisation.

Impact of Group Norms on Performance (15 marks):

Positive norms can enhance performance. For example, a norm of collaboration and knowledge sharing improves innovation and decision-making in procurement projects.

Negative norms can reduce performance. If the team develops a culture of cutting corners in supplier evaluation, this may damage compliance and reputation.

Norms create consistency and cohesion. Members know what is expected of them, reducing conflict and ensuring smoother teamwork.

Peer pressure reinforces norms. High-performing norms, such as meeting deadlines, encourage all members to contribute fully, while low-performing norms, like tolerating absenteeism, can lower standards across the team.

Norms influence motivation and morale. Supportive norms (e.g., recognising achievements) motivate employees, whereas destructive norms (e.g., ignoring contributions) lead to alienation and disengagement.

In procurement specifically, if the norm is strong ethical conduct, the team will collectively avoid corruption risks. If the norm is to focus only on cost savings, the team may neglect sustainability or supplier relationships.

Conclusion:

Group norms are the unwritten rules that shape behaviour within teams. They can have a powerful effect on performance, either enhancing collaboration and accountability or reducing standards and morale. Managers must actively shape positive norms through leadership, communication, and role-modelling to ensure that group behaviour supports organisational goals.

#### NEW QUESTION # 34

Describe ONE model for classifying stakeholders. When communicating with different types of stakeholders, for example to notify them of an intended purchase of high value, how should this be managed by the Procurement Function of an organisation? (25 points).

**Answer:**

Explanation:

See the Explanation for Detailed Answer

Explanation:

One widely used model for classifying stakeholders is Mendelow's Power-Interest Matrix. This model categorises stakeholders based on their level of power (ability to influence decisions) and their level of interest (degree of concern in the issue). It helps managers decide how to engage with different stakeholders effectively.

High Power / High Interest - Key Players: These stakeholders must be closely managed and fully engaged. For example, the Finance Director or Hospital CEO when approving a high-value purchase. Procurement should provide detailed briefings, involve them in decision-making, and ensure their concerns are addressed.

High Power / Low Interest - Keep Satisfied: These stakeholders can influence outcomes but may not have strong interest in day-to-day procurement. For instance, regulatory bodies or legal advisors. Procurement should provide concise updates and ensure compliance to avoid dissatisfaction.

Low Power / High Interest - Keep Informed: These stakeholders care about the outcome but have limited influence. For example, end-users of medical equipment or nurses in a hospital setting. Procurement should communicate progress, seek feedback, and maintain transparency.

Low Power / Low Interest - Minimal Effort: These stakeholders require only basic information. For example, general staff not directly impacted by a procurement decision. Simple updates or summaries are enough to keep them engaged.

When communicating about a high-value purchase, the Procurement Function should tailor its communication strategy according to this classification. Key players (high power, high interest) must be involved early with full transparency, including risk assessments and supplier evaluations. Stakeholders with high interest but low power should be consulted to build trust and buy-in, while those with high power but low interest should receive enough information to stay satisfied. Procurement should also ensure consistent, professional communication that reflects the importance of the purchase and builds confidence in the process.

Conclusion:

Mendelow's Power-Interest Matrix provides a structured way to classify stakeholders. By adapting communication to each category - managing key players, keeping others satisfied or informed - the Procurement Function ensures effective stakeholder engagement, minimises resistance, and gains approval for high-value purchases.

### NEW QUESTION # 35

How can following the CIPS code of conduct ensure a procurement professional remains unbiased and acts ethically? (25 points).

#### Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

The CIPS Code of Conduct sets out the ethical standards expected of procurement professionals. By adhering to this code, buyers are guided to remain impartial, transparent, and fair in all their decisions, ensuring that supplier selection and procurement practices are ethical and free from bias.

Firstly, the code requires professionals to act with integrity. This means avoiding conflicts of interest, declaring personal relationships with suppliers, and making decisions based on facts and evidence rather than personal preferences. For example, a buyer cannot award a contract to a supplier owned by a friend without declaring the relationship.

Secondly, the code emphasises transparency and fairness. Procurement professionals must ensure all suppliers are treated equally and given the same information during tendering processes. This prevents favouritism or hidden advantages for certain suppliers.

Thirdly, the code demands professional competence. This includes basing supplier decisions on objective evaluation criteria such as cost, quality, risk, and sustainability, rather than subjective or biased views. By applying standard evaluation models, professionals avoid unconscious bias.

Fourthly, the code promotes accountability. Procurement professionals are expected to keep proper records of decisions and provide audit trails. This reduces the opportunity for unethical practices such as bribery or corruption and ensures decisions can be justified.

Finally, the code supports sustainability and social responsibility. By considering environmental, ethical, and social factors in procurement, professionals act in the best interests of society and avoid discriminatory or exploitative practices.

Conclusion:

By following the CIPS Code of Conduct, procurement professionals remain unbiased by avoiding conflicts of interest, ensuring fairness, and using objective criteria. They also act ethically by maintaining transparency, accountability, and responsibility to wider society. This builds trust with stakeholders, improves supplier relationships, and protects the reputation of both the individual and their organisation.

### NEW QUESTION # 36

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