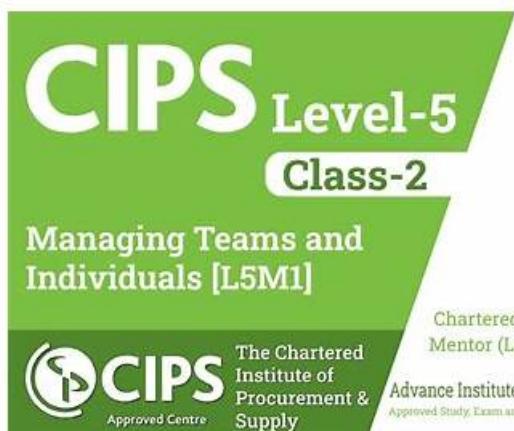


100% Pass Quiz 2026 CIPS L5M1: Accurate New Managing Teams and Individuals Braindumps



CIPS Level-5
Class-2
Managing Teams and Individuals [L5M1]

CIPS The Chartered Institute of Procurement & Supply
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CIPS L5M1 Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none">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.
Topic 2	<ul style="list-style-type: none">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.
Topic 3	<ul style="list-style-type: none">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 STEEPLED 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.

Topic 4	<ul style="list-style-type: none"> 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.
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CIPS Managing Teams and Individuals Sample Questions (Q29-Q34):

NEW QUESTION # 29

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 # 30

Buttons Ltd is a clothing manufacturer. It began as a very small enterprise but over the last 3 years it has grown and has become very successful. The company has decided it needs a dedicated procurement and supply chain function to help source materials for its clothing. Describe the scope of the procurement and supply chain function (10 points) and explain what knowledge, behaviours and skills will be required by those recruited to work in the department (15 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Part A - Scope of Procurement and Supply Chain (10 points):

The scope of procurement and supply chain at Buttons Ltd will cover all activities involved in sourcing, purchasing, and managing the flow of materials needed for clothing production.

This includes sourcing raw materials such as fabrics, zips, and buttons from reliable suppliers, ensuring cost efficiency and quality. It also covers supplier selection and management, including contract negotiation and supplier relationship management. The function will ensure compliance with ethical and sustainable sourcing standards, which are increasingly important in the fashion industry. The supply chain scope also involves logistics and inventory management, ensuring that materials are delivered on time to support production schedules and that stock levels are optimised to avoid delays or overstocking. Additionally, procurement must manage risk and continuity of supply, identifying alternative sources in case of disruptions. Finally, procurement contributes to strategic decisions by aligning sourcing activities with company objectives such as cost reduction, sustainability, and innovation.

Part B - Knowledge, Behaviours and Skills Required (15 points):

Knowledge:

Understanding of sourcing and supply chain processes (tenders, contracts, logistics).

Knowledge of ethical and sustainable procurement, ensuring materials are responsibly sourced.

Awareness of fashion industry requirements such as lead times, quality standards, and supplier markets.

Behaviours:

Professional integrity and ethics, ensuring fair treatment of suppliers and compliance with standards.

Collaboration and teamwork, working across departments (design, finance, production).

Adaptability and resilience, since the clothing industry faces rapid changes in demand and supply risks.

Skills:

Negotiation skills to secure best value while maintaining supplier relationships.

Analytical skills to assess supplier performance, costs, and risks.

Communication skills to liaise with suppliers and internal stakeholders effectively.

Problem-solving skills to manage supply chain disruptions and ensure continuity.

For example, a procurement professional at Buttons Ltd might need to negotiate fabric supply contracts while ensuring the supplier meets sustainability standards and delivers within tight production deadlines.

Conclusion:

The procurement and supply chain function at Buttons Ltd will be responsible for sourcing, supplier management, logistics, and risk management, supporting the company's growth and competitiveness. To succeed, staff must demonstrate strong knowledge of procurement processes, ethical behaviours, and key skills such as negotiation, analysis, and communication. Together, these ensure the function delivers value and supports the company's long-term goals.

NEW QUESTION # 31

How can a procurement manager embed a culture of life-long learning within the department? (25 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

A culture of lifelong learning means that employees see continuous development as a normal part of their work, rather than a one-off event. For a procurement manager, embedding this culture requires leadership, systems, and consistent encouragement.

The first step is to lead by example. If the procurement manager demonstrates commitment to professional learning (e.g., pursuing CIPS qualifications or attending industry events), team members are more likely to follow. Role-modelling is a powerful way of embedding culture.

Secondly, the manager can create structured training and development programmes. This could include formal training courses on negotiation, category management, or e-procurement systems, combined with informal methods like mentoring and peer learning.

Having clear learning pathways ensures staff know how to develop their careers.

Thirdly, the manager should encourage knowledge sharing within the team. This may involve "lunch and learn" sessions, after-action reviews of sourcing projects, or creating knowledge repositories where lessons learned are stored for future use. Sharing experiences embeds learning into daily work.

Fourthly, embedding learning into performance management is key. Training and development goals should be included in staff appraisals. For example, procurement assistants could be required to complete CPD (Continuing Professional Development) hours each year as part of their objectives.

Fifthly, the manager should encourage external engagement. Attending conferences, webinars, or supplier innovation workshops exposes staff to new ideas and best practices. In procurement, this is vital for staying ahead of supply chain trends such as sustainability or digitalisation.

Sixthly, the manager should recognise and reward learning efforts. When staff complete training, gain qualifications, or demonstrate new skills, this should be acknowledged publicly. Recognition motivates others to commit to learning.

Finally, the manager should ensure that resources and time are allocated for development. Lifelong learning will not happen if staff are overloaded with daily tasks. By scheduling training days or setting aside budgets, the manager signals that learning is valued.

Conclusion:

A procurement manager can embed lifelong learning by role-modelling development, providing structured training, encouraging knowledge sharing, linking learning to performance reviews, and recognising achievements. By creating this culture, the department becomes more skilled, innovative, and motivated, which ultimately delivers greater value to the organisation.

NEW QUESTION # 32

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 # 33

Describe FIVE types of power that a stakeholder may have and compare how they may interact with the procurement department (25 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Stakeholders can exert influence over procurement decisions in different ways. French and Raven identified five types of power that stakeholders may hold. Each has different implications for how procurement interacts with them.

1. Legitimate Power:

This comes from a stakeholder's formal position or authority. For example, a Finance Director may require procurement to comply with budgetary controls. Procurement must respect legitimate authority but can also influence decisions by providing evidence and business cases.

2. Reward Power:

This is based on the ability to provide benefits or incentives. For example, senior management may reward the procurement team with recognition or bonuses for achieving savings. Procurement can use this positively by demonstrating performance and aligning with organisational goals.

3. Coercive Power:

This is the power to punish or impose sanctions. For instance, a project manager may pressure procurement to prioritise their project by threatening escalation if deadlines are missed. Procurement must manage this carefully, balancing demands with fairness and compliance.

4. Expert Power:

This arises from specialist knowledge or skills. For example, a procurement professional with strong knowledge of supplier markets holds expert power, which can influence strategic decisions. Conversely, technical departments may hold expert power in specifying product requirements, requiring procurement to collaborate closely.

5. Referent Power:

This is based on personal relationships, respect, or charisma

a. For example, a well-liked senior stakeholder may influence procurement decisions even without formal authority. Procurement must manage these situations by maintaining objectivity while leveraging strong relationships to gain support.

Comparison of Interaction with Procurement:

Legitimate power often requires compliance, while procurement may respond with process adherence and evidence-based justification.

Reward power creates motivation for procurement, but risks short-term focus if overused.

Coercive power can create conflict and stress; procurement must use negotiation and diplomacy to manage.

Expert power can be collaborative, as procurement and stakeholders share knowledge to improve outcomes.

Referent power relies on trust and relationships, which procurement can use to build coalitions and support for initiatives.

Conclusion:

The five types of power - legitimate, reward, coercive, expert, and referent - shape how stakeholders interact with procurement.

Understanding these power bases enables procurement professionals to adapt their approach, whether through compliance, persuasion, collaboration, or relationship-building. This ensures stakeholder management supports both procurement objectives and organisational goals.

NEW QUESTION # 34

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