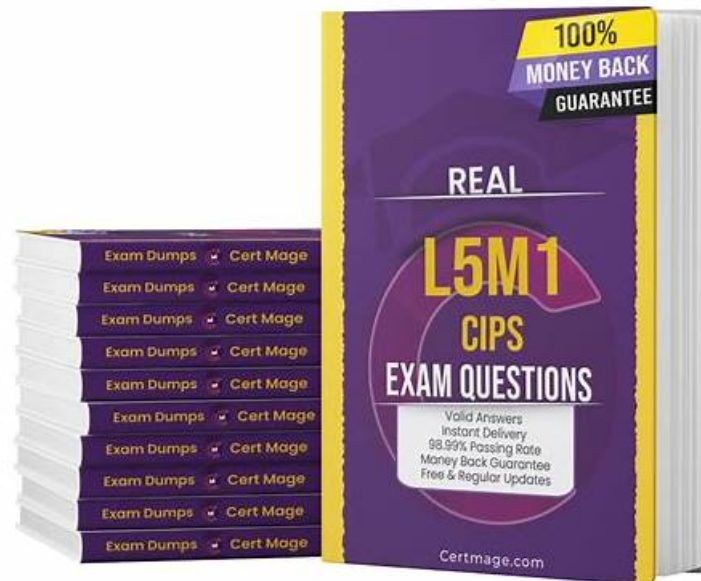


CIPS L5M1 Questions [2026]



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CIPS L5M1 Exam Syllabus Topics:

Topic	Details

Topic 1	<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 2	<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.
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 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.
Topic 4	<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.

CIPS Managing Teams and Individuals Sample Questions (Q19-Q24):

NEW QUESTION # 19

Describe 4 reasons why groups may form within an organisation. (25 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Groups are an essential feature of organisational life. A group can be defined as two or more individuals who interact and work together to achieve a purpose. Groups may be formally created by management or may form informally through social interaction. There are several reasons why groups form in organisations.

The first reason is task and goal achievement. Formal groups are created to achieve organisational objectives that require collaboration. For example, in procurement, a cross-functional sourcing group may be formed to run a tender process involving operations, finance, and procurement staff. Individuals form these groups because working together helps them achieve outcomes that they could not accomplish alone.

The second reason is social and psychological needs. According to Maslow's hierarchy of needs, people seek belonging and relationships. Informal groups often form to meet these needs, providing friendship, support, and a sense of identity. In Star Fish Ltd, for instance, employees working remotely may form a social group using Teams or WhatsApp to stay connected and reduce feelings of isolation.

The third reason is safety and security. Groups can give members confidence and protection when facing uncertainty or change. For example, during organisational restructuring, employees may form informal groups to share information and support each other, making them feel less vulnerable. In procurement, staff may collaborate in groups to manage supplier risks or market volatility.

The fourth reason is power and influence. Groups provide individuals with a stronger collective voice. Trade unions are a formal example, but informal groups can also lobby management or resist unpopular changes. In procurement, buyers might form a group to influence senior managers on issues such as introducing sustainable sourcing practices. By forming groups, individuals can increase their bargaining power and impact decisions.

In conclusion, groups form for task achievement, to satisfy social needs, to provide security, and to increase power and influence. Managers must understand these dynamics because groups can both support organisational objectives and create challenges if informal groups resist change. Effective leaders harness the benefits of group formation while addressing the risks to ensure both cohesion and productivity.

NEW QUESTION # 20

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 # 21

Zarah is the Head of Procurement at a hospital. She feels that the Procurement Department is understaffed and due to the large volume of work she has decided to put together a business case to recruit one additional Procurement Assistant. Explain the process Zarah should complete in order to create this Business Case. (25 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

When preparing a business case for additional resource, Zarah should follow a structured process to ensure that the proposal is clear, evidence-based, and aligned with the hospital's strategic objectives.

The first step is to identify the need. Zarah must gather evidence to show that the current department is understaffed and unable to manage the workload effectively. This may include statistics on increased purchase orders, supplier contracts, delays, or risks caused by the lack of staff.

Secondly, she should define the objectives of the business case. In this case, the objective is to secure funding and approval for an additional Procurement Assistant to ensure efficiency, compliance, and risk management in hospital procurement.

Thirdly, Zarah must analyse options. The business case should not only present recruitment as the only choice but also consider alternatives such as outsourcing, redistributing workload, or temporary staff. Each option should be reviewed in terms of cost,

feasibility, and benefits.

Fourthly, she should present the costs and benefits. The costs will include salary, training, and any associated overheads. The benefits may include faster order processing, reduced errors, improved supplier management, compliance with healthcare regulations, and freeing up senior staff for strategic tasks. Non-financial benefits, such as improved staff morale and better patient outcomes through timely supply of materials, should also be highlighted.

The fifth step is to assess risks. For example, not hiring an additional assistant may risk delays in ordering medical supplies, poor compliance with procurement standards, and reputational damage to the hospital. Conversely, recruiting without sufficient workload planning could lead to under-utilisation of resources.

Sixthly, Zarah should recommend the preferred option. Based on evidence, she would recommend hiring one additional Procurement Assistant as the best way to meet the workload demands while delivering value.

Finally, she should prepare the formal document and presentation for hospital executives or the finance committee. The business case should be structured with an introduction, background, options, costs/benefits, risks, and recommendations.

Conclusion:

To create a strong business case, Zarah must identify the need, set clear objectives, analyse options, present costs and benefits, assess risks, and make a clear recommendation. A well-prepared business case will increase the likelihood of approval and ensure the procurement team has the resources needed to deliver efficient, compliant, and high-quality outcomes for the hospital.

NEW QUESTION # 22

Describe what is meant by knowledge transfer (10 points). How can a manager ensure strong knowledge management within the organisation? (15 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Part A - Knowledge Transfer (10 points):

Knowledge transfer refers to the process of sharing skills, experience, insights and information from one person or group to another within an organisation. It ensures that valuable expertise is not lost and that best practice can be replicated. This can happen formally, such as through training, mentoring, or documented procedures, or informally, through conversations, collaboration, and shared experiences. In procurement, knowledge transfer might involve senior buyers passing negotiation tactics to junior colleagues or documenting supplier performance insights in a shared database.

Part B - Ensuring Strong Knowledge Management (15 points):

Managers play a key role in creating systems and cultures that support knowledge sharing. Some ways include:

Creating knowledge repositories - using databases, intranets, or category management playbooks where information is stored and accessible to all team members.

Encouraging mentoring and coaching - pairing experienced staff with new employees helps transfer tacit knowledge that may not be written down.

Promoting collaboration and teamwork - cross-functional project teams and regular knowledge-sharing meetings spread expertise across functions.

Using technology - collaboration platforms (e.g., SharePoint, Teams) allow procurement staff to record supplier insights, lessons learned, and contract data in real time.

Rewarding knowledge sharing - recognising and incentivising individuals who share expertise encourages a culture of openness rather than knowledge hoarding.

Embedding learning in processes - after-action reviews, lessons-learned sessions after supplier negotiations or tenders ensure experiences are captured systematically.

Leadership behaviours - managers must role-model transparency and collaboration, showing staff that sharing knowledge is valued.

Conclusion:

Knowledge transfer is about ensuring that critical experience and expertise are shared across the organisation. Managers can ensure strong knowledge management by combining systems, processes, and culture - from IT tools and databases to mentoring and recognition. In procurement, effective knowledge management helps avoid repeated mistakes, builds stronger supplier relationships, and improves decision-making across the team.

NEW QUESTION # 23

What is a 'psychological contract'? (5 points). Discuss the factors that can influence this and how an employer can protect the psychological contract from being broken (15 points)

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

A psychological contract refers to the unwritten and informal expectations that exist between employer and employee, beyond the formal employment contract. It is built on perceptions of fairness, trust, and mutual obligation. For example, an employee may expect career development, recognition and fair treatment, while the employer expects loyalty, commitment, and discretionary effort. Unlike a legal contract, it is subjective, evolving, and deeply influenced by organisational culture and management behaviour.

Several factors influence the strength of the psychological contract. Leadership style is crucial: a participative, empowering approach helps employees feel valued, while autocratic or inconsistent leadership weakens trust. Organisational culture also plays a role; a supportive, ethical culture creates fairness, whereas a toxic or discriminatory environment erodes confidence. Communication is another factor - transparent and honest messages during performance reviews or organisational change maintain alignment of expectations, whereas misinformation or silence damages the relationship. Reward and recognition are key, since inconsistencies in promotion or pay may create perceptions of unfairness. Work-life balance and flexibility also matter, particularly in modern hybrid workplaces. Finally, opportunities for development such as training, mentoring, or exposure to new projects sustain the sense of reciprocal value between employer and employee.

Employers can take several steps to protect the psychological contract from being broken. Firstly, clear communication of job roles, objectives and expectations reduces misunderstandings. Fair and consistent treatment across employees ensures equality and avoids resentment. Involving employees in decision-making through surveys or consultation gives them a voice and strengthens commitment. Employers should also invest in people through coaching, mentoring and career development pathways, demonstrating a long-term interest in their growth. Recognition of achievement, both financial and non-financial, reinforces the sense of value. When organisational changes occur, managers should follow good change management practice, such as Lewin's three-step model or Kotter's stages, to ensure transparency and inclusion. Finally, ethical and values-driven leadership is vital, as trust is easily broken if managers behave dishonestly or fail to live up to organisational values.

For example, in a procurement setting, if a buyer is promised involvement in international supplier negotiations but never receives the opportunity, the psychological contract is broken, potentially leading to disengagement or resignation. Employers can prevent this by giving realistic job previews, following through on commitments, and offering development opportunities aligned to employees' expectations.

In conclusion, the psychological contract is a powerful but fragile element of the employment relationship. It is influenced by leadership, culture, communication, rewards, and development opportunities. By maintaining fairness, clarity, recognition, and open dialogue, employers can protect and strengthen this contract, leading to higher engagement, motivation and retention of talent.

NEW QUESTION # 24

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