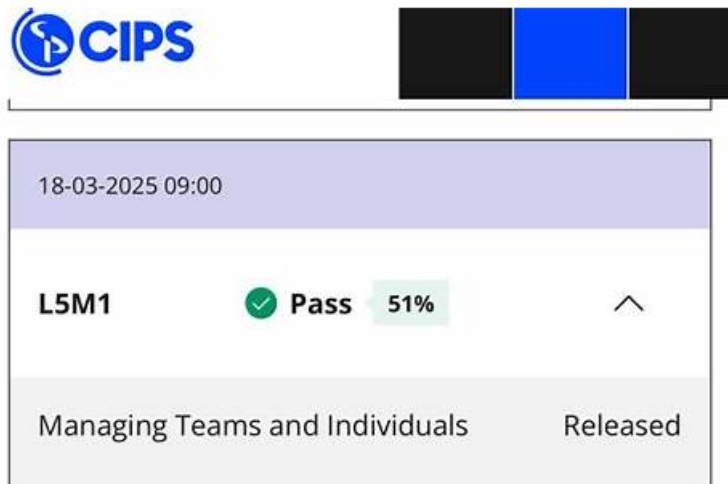


2026 CIPS L5M1–Professional Online Version



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CIPS L5M1 Exam Syllabus Topics:

Topic	Details
Topic 1	<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 2	<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 3	<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 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 (Q24-Q29):

NEW QUESTION # 24

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 # 25

Describe THREE ways in which a procurement professional could be biased when selecting suppliers to work with (15 points).
What are the benefits of remaining unbiased when selecting suppliers? (10 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Part A - Three Ways a Procurement Professional Could Be Biased (15 marks):

Personal Relationships / Conflicts of Interest:

A buyer may favour a supplier due to friendship, family connection, or long-standing personal ties. For example, awarding a contract to a supplier owned by a relative, even if another supplier offers better value. This undermines fairness and can damage organisational reputation.

Preference for Incumbent Suppliers (Status Quo Bias):

Professionals may repeatedly select the same suppliers simply because they are familiar, ignoring new entrants who could provide better innovation, cost savings, or sustainability. This limits competition and supplier diversity.

Cultural or Geographical Bias:

A procurement professional may favour local suppliers over international ones, or show unconscious bias against suppliers from certain regions. While local sourcing can have benefits, excluding other suppliers without objective evaluation reduces fairness and potentially increases costs.

(Other possible biases include brand preference, ignoring SMEs, or favouring suppliers who provide personal benefits - but only three are required for full marks.) Part B - Benefits of Remaining Unbiased (10 marks):

Remaining unbiased means making supplier decisions based on objective, transparent, and fair criteria such as cost, quality, delivery performance, risk, and sustainability. The benefits include:

Fairness and Transparency: All suppliers have equal opportunity, protecting the organisation's integrity and compliance with regulations.

Best Value for Money: Objective evaluation ensures the chosen supplier offers the best mix of cost, quality, and service.

Encouraging Innovation: By considering a wider pool of suppliers, procurement can benefit from new ideas and technologies.

Ethical Compliance: Avoids corruption, fraud, or bribery, maintaining alignment with the CIPS Code of Conduct.

Reputation and Trust: Stakeholders and the market see the organisation as professional and ethical, which strengthens long-term supplier relationships.

Conclusion:

Procurement professionals may show bias through personal relationships, favouring incumbents, or cultural preferences. Remaining unbiased ensures decisions are fair, transparent, and ethical, leading to better value, innovation, and stronger supplier trust. This supports both organisational objectives and the professional standards of procurement.

NEW QUESTION # 26

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 # 27

Discuss the importance of the following when entering a negotiation with a new supplier: curiosity, creative thinking, reflective analysis (25 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

When entering negotiations with a new supplier, a procurement professional must use a variety of interpersonal and cognitive skills to achieve the best outcome. Three important qualities are curiosity, creative thinking, and reflective analysis.

Curiosity (8-9 marks):

Curiosity means asking questions, exploring options, and seeking to understand the supplier's position. In a negotiation, curiosity allows the buyer to uncover the supplier's motivations, constraints, and priorities. For example, asking why a supplier has higher costs may reveal underlying logistics challenges, which could be solved collaboratively. Curiosity builds rapport, demonstrates interest, and helps procurement move beyond price to explore value-added benefits such as quality improvements or sustainability initiatives.

Creative Thinking (8-9 marks):

Creative thinking is about generating new solutions and finding alternatives to traditional approaches. In negotiation, this may involve looking for win-win outcomes rather than focusing only on cost. For example, instead of demanding lower prices, procurement could propose longer contracts, volume commitments, or joint innovation projects that benefit both parties. Creative thinking expands the scope of negotiation and helps develop more sustainable supplier relationships.

Reflective Analysis (8-9 marks):

Reflective analysis involves reviewing past experiences and learning from them to improve decision-making. Before negotiating, procurement professionals can reflect on what has worked or failed in previous negotiations. During the negotiation, reflective analysis helps assess whether strategies are effective and adapt accordingly. After the negotiation, reflection allows continuous improvement in approach. For example, a buyer may reflect on why a past supplier negotiation failed due to being too aggressive, and adjust by using more collaborative tactics with the new supplier.

Conclusion:

Curiosity helps procurement gather insights, creative thinking enables innovative solutions, and reflective analysis ensures continuous improvement. Together, these skills allow procurement professionals to build trust, secure better value, and establish strong long-term relationships with new suppliers.

NEW QUESTION # 28

Contrast different ways in which an individual can learn new skills/knowledge (15 points). Describe a factor which may influence how individuals learn a new skill/knowledge (10 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Individuals learn in different ways, and managers must understand these methods to develop their teams effectively.

One method is formal learning, such as classroom courses, e-learning, or qualifications like CIPS. This gives structured knowledge and ensures consistency, but it may lack immediate workplace application.

A second method is on-the-job learning, where skills are developed through daily tasks, job rotation or shadowing. This is practical and tailored to the workplace but may be inconsistent without good supervision.

A third approach is experiential learning, based on Kolb's cycle of experience, reflection, conceptualisation and testing. For example, a buyer may learn negotiation skills by practising in a live supplier meeting, reflecting on performance, and then improving.

Another method is social learning, as described by Bandur

a. Individuals learn by observing and modelling others' behaviour. In procurement, junior staff may observe how senior colleagues

In conclusion, individuals can learn through formal, on-the-job, experiential, social, or self-directed approaches, each with strengths and weaknesses. Learning effectiveness depends on personal factors such as style, and managers who understand these differences can create development opportunities that are both motivating and productive.

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