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CIPS L5M1 Exam Syllabus Topics:

Topic	Details
Topic 1	• 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	• 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 3	• 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 4	• 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.

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CIPS Managing Teams and Individuals Sample Questions (Q37-Q42):

NEW QUESTION # 37
Describe four types of culture that can exist within an organisation (20 points)

Answer:

Explanation:
See the Explanation for Detailed Answer
Explanation:
Organisational culture refers to the shared values, beliefs, norms and behaviours that shape "the way things are done" in a workplace. One of the most widely used models is Charles Handy's four types of organisational culture, which describe different ways in which organisations can operate.
The first is the Power Culture. In this type, authority is concentrated at the centre, usually with a strong leader or small group of individuals. Decisions are made quickly, and personal influence is key. This culture can be dynamic and decisive but may create dependency on the leader and limit employee autonomy. In procurement, a power culture might mean senior management unilaterally deciding supplier strategies without consulting the wider team.
The second is the Role Culture. Here, the organisation is highly structured with clear roles, rules, and procedures. Power comes from position rather than personality. Stability and order are prioritised, making it efficient in predictable environments. However, it can be rigid and resistant to change. In procurement, this culture might be seen in public sector bodies where strict compliance, policies, and audit controls dominate purchasing activities.
The third is the Task Culture. This type is project-oriented, with teams formed to solve problems or deliver objectives. Power is based on expertise, and collaboration is valued. It is flexible, innovative, and well-suited to dynamic environments, but can cause conflict if resources are limited. In procurement, task culture is often evident in cross-functional category teams formed to deliver strategic sourcing projects.
The fourth is the Person Culture. Here, the focus is on individuals rather than the organisation. Employees see themselves as more important than the structure, and autonomy is prioritised. This is rare in large organisations but can be found in professional partnerships such as law or consultancy firms. In procurement, a person culture may appear where highly specialised experts operate independently, sometimes resisting organisational control.
In conclusion, Handy's four types of culture - power, role, task, and person - each offer strengths and weaknesses. Effective managers must understand the prevailing culture in their organisation and adapt their leadership approach. In procurement and supply, recognising cultural influences is vital to building cohesive teams, aligning strategies, and driving ethical and sustainable practices.

NEW QUESTION # 38
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 manage supplier relationships and copy effective practices.
Finally, there is self-directed learning, where individuals take initiative through reading, research or online courses. This builds independence but requires strong personal motivation.
In contrast, formal learning is structured and standardised, while experiential and social learning are more practical and situational. On-the-job learning blends practice with support, whereas self-directed learning provides autonomy but less guidance. Most organisations use a mix of these methods to ensure balanced development.
One important factor that influences learning is an individual's learning style. According to Honey and Mumford, some people are activists (learn best by doing), others are reflectors (learn by observing and thinking), theorists (prefer analysing concepts), or pragmatists (want to apply ideas in practice). For example, in procurement training, an activist may benefit from a role-play negotiation, while a theorist may prefer studying sourcing models before application. Managers who recognise learning styles can tailor development activities to individual preferences, making learning more effective.
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.

NEW QUESTION # 39
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 # 40

Discuss 3 main sources of conflict that may arise within a group (15 points). What positive and negative outcomes may arise from conflict? (10 points).

Answer:

Explanation:
See the Explanation for Detailed Answer
Explanation:
Part A - Sources of Conflict (15 points):
Conflict is natural in groups and arises when individuals or teams have incompatible goals, interests, or behaviours. Three common sources are:
Task-based conflict - This occurs when members disagree about the content of the work, objectives, or methods. For example, in a procurement team, conflict may arise over whether to prioritise cost savings or sustainability in supplier selection.
Relationship conflict - This stems from personality clashes, communication breakdowns, or differences in working styles. For instance, an extroverted negotiator may clash with an introverted analyst who prefers data-driven approaches.
Resource conflict - Groups often compete for limited resources such as time, budget, or staff. In procurement, this could occur if multiple project teams require the same supplier's resources or internal budgets.
Part B - Outcomes of Conflict (10 points):
Positive outcomes:
Can lead to creativity and innovation as different perspectives are debated.
Encourages problem-solving and improvement of processes.
Strengthens understanding when conflicts are resolved constructively.
Negative outcomes:
May reduce morale and trust if personal attacks or unresolved tension occur.
Can delay projects, damage productivity, and harm relationships with stakeholders or suppliers.
Creates stress and alienation, leading to higher turnover if prolonged.
In procurement, positive conflict may lead to innovative supplier solutions, while negative conflict may damage supplier negotiations or internal collaboration.
Conclusion:
The three main sources of conflict are task, relationship, and resource issues. Conflict is not always harmful - it can drive improvement and creativity if managed well, but if left unresolved, it can damage morale, performance, and stakeholder relationships. Managers must therefore encourage constructive conflict while minimising destructive forms.

NEW QUESTION # 41
What is meant by the 'systems approach' and 'contingency approach' to management? (20 points)

Answer:

Explanation:
See the Explanation for Detailed Answer
Explanation:
Theories of management provide different ways of understanding how organisations can be led effectively. Two important perspectives are the systems approach and the contingency approach. Both move beyond early "one best way" classical theories and instead highlight the complexity and adaptability required in modern organisations.
The systems approach views the organisation as an integrated whole made up of interdependent subsystems such as HR, finance, operations and procurement. It is based on systems theory, seeing organisations as "open systems" that interact with their external environment. Inputs such as people, information and resources are transformed into outputs such as products, services and stakeholder value. Feedback loops are essential to monitor performance and make adjustments. The key idea is synergy - the whole is greater than the sum of the parts. For example, in procurement, sourcing decisions influence not only supplier performance but also finance (budgets), operations (continuity), and CSR (sustainability). A systems approach ensures that procurement strategies are aligned to wider organisational goals and continuous improvement.
The contingency approach develops this idea further, arguing that there is no universal way to manage. Instead, the best approach depends on situational factors such as environment, size, technology, or workforce capability. It rejects "one-size-fits-all" rules and stresses that management must adapt. For example, in a stable market, a hierarchical structure with formal rules may work well, whereas in volatile markets, flexible and decentralised decision-making is more effective. In procurement, this could mean using strict process controls for routine, low-value items, but adopting agile, collaborative approaches when managing strategic supplier partnerships in uncertain global supply chains.
In comparison, the systems approach gives managers a holistic view of how different parts of the organisation connect and interact with the external environment, while the contingency approach emphasises adaptability and situational leadership. Together, they suggest that effective managers need both a broad systems perspective and the ability to tailor their approach depending on context.

In conclusion, the systems approach stresses coordination, integration and feedback across the organisation, while the contingency approach stresses flexibility and the idea that "it depends." Both are highly relevant to procurement and supply leaders who must integrate across functions and adapt strategies to dynamic and uncertain supply environments.

NEW QUESTION # 42

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