

L5M1 Simulationsfragen, L5M1 Zertifizierungsantworten



Aufgrund der großen Übereinstimmung mit den echten Prüfungsfragen-und Antworten können wir Ihnen 100%-Pass-Garantie versprechen. Wir aktualisieren jeden Tag nach den Informationen von Prüfungsabsolventen oder Mitarbeitern von dem Testcenter unsere Prüfungsfragen und Antworten zu CIPS L5M1 (Managing Teams and Individuals) . Wir extrahieren jeden Tag die Informationen der tatsächlichen Prüfungen und integrieren in unsere Produkte.

CIPS L5M1 Prüfungsplan:

Thema	Einzelheiten
Thema 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.
Thema 2	<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 STEELED 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.
Thema 3	<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.

Thema 4	<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.
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>> L5M1 Simulationsfragen <<

L5M1 Zertifizierungsantworten - L5M1 Fragen Und Antworten

Tun Sie, was Sie gesagt haben, was Beginn des Erfolgs ist. Weil Sie die schwierige IT-Zertifizierungsprüfung ablegen wollen, sollen Sie sich bemühen, um das Zertifikat zu bekommen. Die Fragenkataloge zur CIPS L5M1 Prüfung von ZertSoft sind sehr gut. Mit Ihr können Sie Ihren Erfolg ganz leicht erzielen. Sie sind ganz zuverlässig. Ich glaube, Sie werden die Prüfung 100% bestehen.

CIPS Managing Teams and Individuals L5M1 Prüfungsfragen mit Lösungen (Q13-Q18):

13. Frage

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

Antwort:

Begründung:

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.

14. Frage

Explain the '2 factor hygiene theory' of motivation and how this can affect the motivation of employees within an organisation (25 points).

Antwort:

Begründung:

See the Explanation for Detailed Answer

Explanation:

The Two-Factor Hygiene Theory, developed by Frederick Herzberg, explains what drives employee satisfaction and dissatisfaction at work. Herzberg argued that there are two categories of factors that affect motivation.

The first category is Hygiene Factors. These are extrinsic elements such as pay, working conditions, company policies, job security and supervision. If these are poor or absent, employees become dissatisfied. However, their presence alone does not create motivation - they simply prevent dissatisfaction. For example, in procurement, if buyers do not have fair pay or adequate systems, they will feel frustrated, but improving pay alone will not guarantee enthusiasm or creativity.

The second category is Motivators. These are intrinsic to the job itself, such as achievement, recognition, responsibility, advancement, and personal growth. When present, these factors actively increase motivation and job satisfaction. For instance, giving a procurement professional ownership of a supplier relationship, recognising their success in a negotiation, or offering training opportunities can significantly boost motivation.

The impact of Herzberg's theory on motivation is significant. Managers cannot rely only on hygiene factors like pay and working conditions to motivate staff. These need to be in place to avoid dissatisfaction, but true motivation comes from providing meaningful work, opportunities for growth, and recognition.

In practice, this means managers should:

Ensure hygiene factors are adequate (fair pay, safe environment, supportive policies).

Focus on motivators such as giving responsibility, offering progression pathways, and recognising achievement.

Design jobs with variety and challenge, rather than only repetitive tasks.

Encourage intrinsic motivation through empowerment and involvement in decision-making.

In procurement and supply, applying Herzberg's theory could mean ensuring staff have reliable systems and clear processes (hygiene), while also providing opportunities to lead supplier negotiations, recognise cost savings achievements, or involve staff in strategic sourcing projects (motivators).

In conclusion, Herzberg's Two-Factor Theory shows that avoiding dissatisfaction through hygiene factors is not enough. Managers must also provide motivators to create true engagement and drive performance. For procurement leaders, balancing both sets of factors is essential for building high-performing, motivated teams.

15. Frage

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).

Antwort:

Begründung:

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 Bandura

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.

16. Frage

What is needed for a group to be effective? (15 points). Is it important that each person plays a different role within the group? (10 points).

Antwort:

Begründung:

See the Explanation for Detailed Answer

Explanation:

Part A - What is needed for a group to be effective (15 points):

For a group to be effective, several conditions must be in place.

Firstly, the group must have clear objectives and purpose. Without shared goals, members may pull in different directions, leading to inefficiency.

Secondly, strong leadership is needed to guide the group, set direction, and balance concern for people with concern for tasks.

Leadership provides motivation and resolves conflicts.

Thirdly, good communication ensures information is shared openly, problems are raised quickly, and collaboration is smooth. In procurement, this means buyers, finance, and operations align on sourcing decisions.

Fourthly, groups need defined roles and responsibilities. Clarity prevents duplication of work and ensures accountability. For example, one person may manage supplier contracts while another handles negotiations.

Finally, trust and cooperation are essential. When group members respect and support each other, they are more willing to share knowledge, take risks, and commit to decisions. Psychological safety is key to team performance.

Part B - Importance of different roles in a group (10 points):

It is important that each person plays a different role within the group. According to Belbin's Team Roles theory, groups are more effective when individuals contribute complementary strengths. Roles may include "Shapers" who drive action, "Plants" who bring creativity, "Implementers" who turn plans into reality, and "Monitor Evaluators" who provide critical analysis.

If everyone in the group plays the same role, important skills may be missing. For example, a procurement team made up entirely of "Shapers" may generate energy but lack careful analysis, leading to poor supplier selection. Conversely, a balanced team ensures creativity, organisation, and delivery are all present.

Conclusion:

For a group to be effective, it needs clear goals, leadership, communication, defined roles, and trust. It is also important that members bring different strengths and roles, as this diversity improves problem-solving and ensures the group performs to its full potential.

17. Frage

What is meant by 'alienation' at work? (5 points). Describe 5 factors which can cause this (20 points).

Antwort:

Begründung:

See the Explanation for Detailed Answer

Explanation:

Definition (5 points):

Alienation at work refers to a state where employees feel disconnected, powerless, or estranged from their job, their colleagues, or the organisation. The concept, linked to Karl Marx's theory, highlights situations where workers feel that they have little control, little purpose, and no personal fulfilment in their role. Alienation often leads to low motivation, disengagement, and reduced productivity.

Five Factors that Cause Alienation (20 points):

Repetitive and monotonous work - Jobs that involve the same routine tasks every day can make employees feel like "cogs in a machine." For example, a procurement clerk only processing invoices with no involvement in decision-making may quickly feel alienated.

Poor leadership and communication - Alienation grows when managers fail to involve employees, communicate decisions, or provide feedback. Staff may feel undervalued and excluded from organisational goals.

Lack of recognition or development opportunities - When employees feel their contributions are ignored, or they see no path for growth, they disengage. In procurement, failing to recognise successful negotiations or not offering training can create a sense of alienation.

Alienation occurs when employees feel disconnected from their work, leading to low morale and performance. It can be caused by repetitive tasks, lack of autonomy, poor leadership, absence of purpose, and lack of recognition. For managers, reducing alienation means creating meaningful work, involving employees in decisions, and supporting development, which leads to higher engagement and productivity in procurement and supply functions.

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L5M1 Zertifizierungsantworten: <https://www.zertsoft.com/L5M1-pruefungsfragen.html>

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