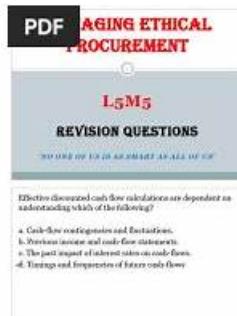


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CIPS L5M1 Exam Syllabus Topics:

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 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 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"> 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 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 (Q11-Q16):

NEW QUESTION # 11

What is meant by intrinsic and extrinsic motivation? (10 points). Describe one theory of motivation (15 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Intrinsic and extrinsic motivation (10 points):

Motivation refers to the internal drive that influences people's behaviour and performance.

Intrinsic motivation comes from within the individual and is linked to personal satisfaction, enjoyment, achievement, or a sense of purpose. For example, a procurement professional may feel motivated by solving complex supplier challenges or contributing to sustainability goals.

Extrinsic motivation comes from external rewards such as pay, bonuses, promotions, or recognition. For instance, a buyer might be motivated by achieving cost savings to receive a financial bonus.

Both types of motivation are important in the workplace. Intrinsic motivation sustains long-term commitment, while extrinsic rewards provide short-term incentives. Effective managers balance both to maximise performance.

One theory of motivation (15 points):

A widely used theory is Herzberg's Two-Factor Theory. Herzberg identified two sets of factors that influence motivation:

Hygiene factors - these do not motivate if present, but if absent, they cause dissatisfaction. Examples include salary, working conditions, policies, supervision, and job security. For example, if procurement staff lack proper tools or fair pay, they may feel

dissatisfied, but simply improving pay will not necessarily make them highly motivated.

Motivators - these are intrinsic to the job and lead to satisfaction and motivation. They include achievement, recognition, responsibility, personal growth, and meaningful work. For instance, giving a buyer responsibility to lead a supplier negotiation or recognising their success increases intrinsic motivation.

Herzberg's theory highlights that managers cannot rely on pay and policies alone. They must remove dissatisfaction by ensuring fair hygiene factors and then boost engagement by providing motivators. In procurement, this could mean ensuring fair contracts, proper systems, and clear processes (hygiene factors), while also giving staff opportunities for training, career progression, and recognition (motivators).

Conclusion:

Intrinsic motivation is about internal satisfaction, while extrinsic motivation relies on external rewards. Herzberg's theory shows that managers should address hygiene factors to avoid dissatisfaction but must focus on motivators to truly drive performance. For procurement and supply leaders, combining both ensures staff remain engaged, loyal, and productive.

NEW QUESTION # 12

Caleb is the newly appointed CEO of Star Fish Limited, a company that manufactures and installs gym equipment. The company employs 100 people and has dedicated teams for Finance, Product Development and Procurement. Some staff work from the office and some staff work remotely from home. Contrast and provide an example of a formal and informal group that may form at this organisation. What factors should Caleb be aware of that can contribute to group formations? (25 points)

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Formal vs Informal Groups (10-12 marks):

Formal groups are those deliberately created by management to achieve organisational objectives. They have defined structures, roles, and reporting lines. In Star Fish Ltd, examples include the Procurement Team, responsible for sourcing suppliers and managing contracts. This group has clear goals, formal leadership, and measurable outputs.

By contrast, informal groups arise naturally among employees based on social interactions, common interests, or personal relationships. They are not officially sanctioned but strongly influence behaviour. At Star Fish Ltd, an example could be a fitness club of employees who exercise together during breaks or a WhatsApp group among remote workers who support each other socially. These groups provide belonging and morale but may also resist management decisions if excluded.

Factors Influencing Group Formation (12-15 marks):

Common goals and tasks - People working on shared objectives, such as the Product Development Team working on new gym equipment, naturally form groups.

Geography and work arrangements - Staff working remotely may form virtual support groups, while office-based staff bond more through daily interactions.

Shared interests and values - Employees passionate about fitness or sustainability may form informal networks within the company.

Friendship and social needs - Based on Maslow's hierarchy, people seek belonging. Friendships often develop into informal groups.

Leadership and influence - Charismatic or respected individuals may attract followers, leading to informal group formation around their personality.

Organisational culture - A collaborative culture encourages group formation for teamwork, while a competitive culture may create cliques or rival groups.

Technology and communication platforms - With remote work, online groups (Teams, Slack, WhatsApp) facilitate informal interaction and knowledge sharing.

Conclusion:

At Star Fish Ltd, formal groups like the Procurement Department are designed to deliver organisational objectives, while informal groups such as fitness clubs or virtual chat groups form naturally. Caleb must recognise that both types of groups are powerful.

Formal groups deliver results, but informal groups influence morale, motivation, and resistance to change. By understanding the factors driving group formation, Caleb can harness both to build cohesion, encourage collaboration, and support the organisation's success.

NEW QUESTION # 13

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 # 14

Discuss 5 ways in which a Procurement Manager may approach conflict. You may refer to the Thomas Kilmann model in your answer (25 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Conflict is common in organisations and in procurement, where competing priorities, supplier issues, and internal pressures often clash. The Thomas-Kilmann Conflict Model identifies five different approaches managers may use to handle conflict, depending on the situation and the desired outcome.

The first approach is Competing (high concern for task, low concern for people). Here the manager asserts their own position to achieve quick results, even at the expense of relationships. For example, a procurement manager may insist on enforcing compliance with tendering rules despite stakeholder resistance. This is effective in crises but can harm morale if overused.

The second is Accommodating (low concern for task, high concern for people). In this style, the manager prioritises relationships by giving way to the other party's needs. For instance, a procurement manager might accept a stakeholder's preferred supplier to maintain goodwill, even if it is not the cheapest option. This preserves harmony but risks poor business outcomes if used too often.

The third approach is Avoiding (low concern for both task and people). Here, the manager withdraws from the conflict or postpones action. This may be appropriate when the issue is minor or when emotions are high, giving time for reflection. However, in procurement, avoiding conflict with a poor-performing supplier may worsen problems over time.

The fourth is Collaborating (high concern for both task and people). This involves working with others to find win-win solutions. For example, a procurement manager may work with finance and operations to balance cost, quality, and sustainability objectives in supplier selection. This is often the most effective approach but requires time and trust.

Finally, Compromising (medium concern for task and people) involves each side giving up something to reach a middle ground. For instance, a procurement manager may agree to split supplier contracts between two stakeholders' preferences. This provides quick solutions but may leave all parties partially dissatisfied.

Conclusion:

A procurement manager can approach conflict through competing, accommodating, avoiding, collaborating, or compromising. Each has strengths and weaknesses. The best managers adapt their style depending on the importance of the issue, the urgency of the decision, and the relationships involved. In procurement, collaboration often delivers the most sustainable results, but flexibility across all five approaches is key.

NEW QUESTION # 15

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 # 16

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