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CIPS L5M1 Exam Syllabus Topics:

Topic	Details
Topic 1	• 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 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	• 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	• 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 (Q37-Q42):

NEW QUESTION # 37
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 # 38

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 # 39

How can a procurement manager embed a culture of life-long learning within the department? (25 points).

Answer:

Explanation:
See the Explanation for Detailed Answer
Explanation:
A culture of lifelong learning means that employees see continuous development as a normal part of their work, rather than a one-off event. For a procurement manager, embedding this culture requires leadership, systems, and consistent encouragement.

The first step is to lead by example. If the procurement manager demonstrates commitment to professional learning (e.g., pursuing CIPS qualifications or attending industry events), team members are more likely to follow. Role-modelling is a powerful way of embedding culture.

Secondly, the manager can create structured training and development programmes. This could include formal training courses on negotiation, category management, or e-procurement systems, combined with informal methods like mentoring and peer learning. Having clear learning pathways ensures staff know how to develop their careers.

Thirdly, the manager should encourage knowledge sharing within the team. This may involve "lunch and learn" sessions, after-action reviews of sourcing projects, or creating knowledge repositories where lessons learned are stored for future use. Sharing

experiences embeds learning into daily work.

Fourthly, embedding learning into performance management is key. Training and development goals should be included in staff appraisals. For example, procurement assistants could be required to complete CPD (Continuing Professional Development) hours each year as part of their objectives.

Fifthly, the manager should encourage external engagement. Attending conferences, webinars, or supplier innovation workshops exposes staff to new ideas and best practices. In procurement, this is vital for staying ahead of supply chain trends such as sustainability or digitalisation.

Sixthly, the manager should recognise and reward learning efforts. When staff complete training, gain qualifications, or demonstrate new skills, this should be acknowledged publicly. Recognition motivates others to commit to learning.

Finally, the manager should ensure that resources and time are allocated for development. Lifelong learning will not happen if staff are overloaded with daily tasks. By scheduling training days or setting aside budgets, the manager signals that learning is valued.

Conclusion:

A procurement manager can embed lifelong learning by role-modelling development, providing structured training, encouraging knowledge sharing, linking learning to performance reviews, and recognising achievements. By creating this culture, the department becomes more skilled, innovative, and motivated, which ultimately delivers greater value to the organisation.

NEW QUESTION # 40

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 # 41

Describe ONE model for classifying stakeholders. When communicating with different types of stakeholders, for example to notify them of an intended purchase of high value, how should this be managed by the Procurement Function of an organisation? (25 points).

Answer:

Explanation:
See the Explanation for Detailed Answer
Explanation:
One widely used model for classifying stakeholders is Mendelow's Power-Interest Matrix. This model categorises stakeholders based on their level of power (ability to influence decisions) and their level of interest (degree of concern in the issue). It helps managers decide how to engage with different stakeholders effectively.

High Power / High Interest - Key Players: These stakeholders must be closely managed and fully engaged. For example, the Finance Director or Hospital CEO when approving a high-value purchase. Procurement should provide detailed briefings, involve them in decision-making, and ensure their concerns are addressed.

High Power / Low Interest - Keep Satisfied: These stakeholders can influence outcomes but may not have strong interest in day-to-day procurement. For instance, regulatory bodies or legal advisors. Procurement should provide concise updates and ensure compliance to avoid dissatisfaction.

Low Power / High Interest - Keep Informed: These stakeholders care about the outcome but have limited influence. For example, end-users of medical equipment or nurses in a hospital setting. Procurement should communicate progress, seek feedback, and maintain transparency.

Low Power / Low Interest - Minimal Effort: These stakeholders require only basic information. For example, general staff not directly impacted by a procurement decision. Simple updates or summaries are enough to keep them engaged.

When communicating about a high-value purchase, the Procurement Function should tailor its communication strategy according to this classification. Key players (high power, high interest) must be involved early with full transparency, including risk assessments and supplier evaluations. Stakeholders with high interest but low power should be consulted to build trust and buy-in, while those with high power but low interest should receive enough information to stay satisfied. Procurement should also ensure consistent, professional communication that reflects the importance of the purchase and builds confidence in the process.

Conclusion:
Mendelow's Power-Interest Matrix provides a structured way to classify stakeholders. By adapting communication to each category - managing key players, keeping others satisfied or informed - the Procurement Function ensures effective stakeholder engagement, minimises resistance, and gains approval for high-value purchases.

NEW QUESTION # 42

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