

人気L5M1日本語試験情報 & 認定試験のリーダー & すぐにダウンロードL5M1日本語版テキスト内容

日本語能力試験 試験科目				
	文字	語彙	文法	読解
N1		110分		55分
N2		105分		50分
N3	30分		70分	40分
N4	25分		55分	35分
N5	20分		40分	30分

P.S.JPNTestがGoogle Driveで共有している無料の2026 CIPS L5M1ダンプ: https://drive.google.com/open?id=1ZR_CNccfnaqV83R-7stxxaaRDEJjE7Ne

さまざまな人々がさまざまな学習習慣を持っているという事実を踏まえて、3つのL5M1トレーニング質問バージョンをご案内します。さらに、L5M1学習教材のデモを自由にダウンロードして検討することもできます。そのような試用に追加料金は発生しないことをお約束します。逆に、L5M1試験問題のデモを試して、十分な内容を選択することを心からお勧めします。L5M1トレーニングガイドは、時間とお金をかけて購入する価値があります。

CIPS L5M1 認定試験の出題範囲:

トピック	出題範囲
トピック 1	<ul style="list-style-type: none"> 作業グループまたはチームの計画と管理へのアプローチの理解と適用: このセクションでは、チームリーダーのスキルを評価し、作業グループまたはチームのダイナミクスと有効性について考察します。受験者は、グループのビジョン、価値観、規範、連携、そして公式および非公式のグループ構造に関する理解度を測られます。シラバスには、効果的なチームの構築戦略、チームの役割、自己管理型チーム、バーチャルチーム管理、多様性のメリット、そして対立管理が含まれています。また、チーム開発、学習の統合、役割の整合性、そしてチームの合併、解散、変更に関するアプローチに関する知識も評価されます。
トピック 2	<ul style="list-style-type: none"> 調達・供給機能におけるマネジメント概念と原則の適用評価: この試験セクションでは、調達マネージャーのスキルを評価し、調達・供給業務におけるマネジメント原則の適用に焦点を当てます。受験者は、チームの知識、スキル、行動を組織戦略と整合させること、業務範囲を定義すること、そしてチームを育成することについて試されます。カリキュラムには、ステークホルダーとの関係管理、信頼構築、コラボレーションの促進、学習文化の醸成、調達知識の共有、専門能力開発、そして調達・供給の有効性を高めるための、偏見のない意思決定、コミュニケーション、創造性、そして内省的な実践といった個人行動の重要性も含まれています。
トピック 3	<ul style="list-style-type: none"> マネジメントと組織アプローチの理解、分析、適用: このセクションでは、オペレーションマネージャーのスキルを測定し、組織行動とマネジメントアプローチの理解と評価を網羅します。個人およびチームの行動、組織構造、心理的契約、そしてSTEEPLEDの影響などの要因に関する知識が評価されます。受験者は、管理手法、科学的手法、人間関係構築手法、ポストモダニズム、社会技術システム、分散型リーダーシップなど、伝統的および現代的なマネジメントアプローチについて試されます。また、行動形成における個人、チーム、組織文化の役割も評価されます。

トピック 4	<ul style="list-style-type: none"> 個人管理へのアプローチの理解と適用: このセクションでは、人事マネージャーのスキルを測定し、個人の行動を効果的に管理することに焦点を当てます。行動特性の違いがマネジメントスタイルとアプローチに及ぼす影響を検証し、多様性、感情知性、そして人材育成のための評価手法に焦点を当てます。また、知識の創造と管理、公式・非公式学習プロセス、認知学習理論と行動学習理論、内発的要因と外発的要因を含む動機づけ理論、そして職務設計、コラボレーション、柔軟な勤務形態など、職務満足度に影響を与える要因についても取り上げます。
--------	--

>> L5M1日本語試験情報 <<

実用的なL5M1日本語試験情報試験-試験の準備方法-権威のあるL5M1日本語版テキスト内容

L5M1テスト資料は、学習プラットフォームの科学的性質を強化するために、特に製品の高いIQチームで構成される多数の資格試験専門家を雇い、これらの専門家はL5M1クイズの長年の教育経験を組み合わせて試験の分野での成果を導き、研究するために、普及はManaging Teams and Individuals試験ダンプの非常に複雑な内容でした。エキスパートチームは、L5M1試験に合格するためのL5M1クイズガイドコンサルティングに高品質を提供できます。

CIPS Managing Teams and Individuals 認定 L5M1 試験問題 (Q24-Q29):

質問 # 24

Tania has recently been appointed the new manager of the Procurement Department at a toilet paper manufacturer. She will line manage a team of 8, who all perform different tasks and have a varying level of ability and knowledge. She has noticed that there has been no formal training provided to the team and that some people have been asked to complete tasks they do not feel comfortable with. Overall, performance and morale are both low. Discuss the importance of 1) embedding learning into the culture and 2) role congruence in this scenario (10 points). Describe actions that Tania should take to address the issues (15 points).

正解:

解説:

See the Explanation for Detailed Answer

Explanation:

Part A - Embedding Learning into the Culture (5 points):

Embedding learning into the organisational culture means creating an environment where continuous learning and development are valued and encouraged. In Tania's case, this is vital because the team has had no formal training, which contributes to low skills and low morale. A learning culture ensures employees feel supported in developing new abilities, reduces resistance to change, and prepares staff for future challenges. For procurement, this could involve training on negotiation skills, supplier relationship management, or e-procurement tools.

Part B - Role Congruence (5 points):

Role congruence means ensuring that an individual's skills, experience, and abilities match the tasks they are assigned. At present, some staff are being asked to complete tasks they are not comfortable with, which lowers confidence and morale. Aligning people's roles to their capabilities improves job satisfaction, builds confidence, and enhances performance. For example, a staff member skilled in analysis should be allocated spend analysis tasks, rather than being pushed into high-pressure supplier negotiations without support.

Part C - Actions Tania Should Take (15 points):

Training and development programmes - introduce structured training to close knowledge gaps and give staff confidence in their roles.

Role review and alignment - assess individual skills and reassign tasks to match strengths, ensuring role congruence.

Mentoring and coaching - pair experienced staff with less experienced members to support learning and build capability.

Encourage continuous learning - build learning into team culture through workshops, lunch-and-learns, and reflection sessions after projects.

Regular performance reviews - provide feedback, set development goals, and celebrate progress to improve motivation.

Empowerment and involvement - involve staff in identifying training needs and improvement ideas to increase ownership.

Recognition and morale building - acknowledge achievements to rebuild confidence and team spirit.

Conclusion:

Embedding learning into the culture ensures that development is continuous, reducing skills gaps and raising confidence. Role

congruence ensures that tasks match people's abilities, improving morale and performance. For Tania, focusing on training, role alignment, coaching, and recognition will rebuild her procurement team into a skilled, motivated, and high-performing unit.

質問 # 25

Describe 5 stages of the lifecycle of a group (25 points).

正解:

解説:

See the Explanation for Detailed Answer

Explanation:

The lifecycle of a group is often described using Tuckman's Five Stages of Group Development. This model explains how groups evolve over time, moving from initial formation to effective performance. The five stages are as follows:

1. Forming:

At this stage, the group is coming together for the first time. Members are polite, cautious, and uncertain of their roles. There is little conflict, but people look to the leader for guidance. For example, a new procurement project team might be established to source a new supplier. At this point, roles are unclear, and members rely on the manager to set objectives.

2. Storming:

As individuals begin to assert themselves, conflict often emerges. Differences in working styles, personalities, or priorities can lead to tension. In procurement, this might involve disagreements between finance and operations about whether to prioritise cost savings or quality. The leader's role here is to manage conflict and keep the team focused on objectives.

3. Norming:

Once conflicts are resolved, the group begins to establish shared norms, values, and ways of working. Roles and responsibilities become clearer, and collaboration improves. In a procurement context, the team may agree on supplier evaluation criteria and work more cohesively to achieve sourcing outcomes.

4. Performing:

The group is now fully functional and works effectively towards its goals. Members trust each other, communication flows well, and productivity is high. For example, the procurement team may now run tendering processes efficiently, negotiate with suppliers, and deliver strong results with minimal supervision.

5. Adjourning (or Mourning):

When the task is complete, the group disbands. This can cause feelings of loss for members who valued the team, but it also creates an opportunity to reflect on lessons learned. In procurement, this could involve completing a sourcing project, closing supplier contracts, and disbanding the cross-functional team after a lessons-learned review.

Conclusion:

The five stages of group development - forming, storming, norming, performing, and adjourning - describe how teams evolve over time. Understanding this lifecycle helps managers support their teams at each stage, managing conflict in storming, reinforcing collaboration in norming, and maximising results during performing. In procurement, applying Tuckman's model ensures that cross-functional teams move quickly from formation to high performance, delivering greater value to the organisation.

質問 # 26

Describe 5 characteristics of a role that would make it intrinsically motivating to a potential employee. (25 points).

正解:

解説:

See the Explanation for Detailed Answer

Explanation:

Intrinsic motivation comes from within the individual and relates to personal satisfaction, growth, and achievement, rather than external rewards such as pay. The Job Characteristics Model (Hackman and Oldham) identifies several features of a role that can make it intrinsically motivating.

The first is Skill Variety. A role that allows employees to use a range of skills and abilities prevents boredom and makes the job more stimulating. For example, a procurement professional who undertakes supplier negotiations, contract management, and market analysis will find their role more engaging than one limited to routine administration.

The second is Task Identity. This means being able to complete a whole piece of work from start to finish. Employees are more motivated when they can see a clear outcome. In procurement, this could be managing a sourcing project end-to-end, from supplier selection through to contract award.

Thirdly, Task Significance adds motivation by making employees aware of the impact of their work on others. If individuals see that their role contributes to organisational goals or wider society, they gain intrinsic satisfaction. For example, a buyer working on

sustainable sourcing projects may feel motivated by contributing to environmental and ethical improvements.

The fourth is Autonomy. When employees have control over how they perform their work, they feel trusted and empowered. In procurement, this could mean giving staff flexibility in how they manage supplier relationships or structure negotiations, rather than micro-managing every step.

Finally, Feedback is a key factor. Employees are motivated when they receive clear information on their performance, either from managers, colleagues, or the work itself. For example, a procurement professional who gets recognition for achieving cost savings or reducing supplier risks will feel intrinsically rewarded.

In summary, roles that offer skill variety, task identity, task significance, autonomy, and feedback are more likely to be intrinsically motivating. For managers, designing jobs with these characteristics is essential for creating engaged and high-performing teams, particularly in procurement where complex, meaningful, and responsible work opportunities can drive motivation.

質問 # 27

Describe 4 reasons why groups may form within an organisation. (25 points).

正解:

解説:

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.

質問 # 28

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

正解:

解説:

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

