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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 STEEPLD 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">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 3	<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.

Topic 4	<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.
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CIPS Managing Teams and Individuals Sample Questions (Q34-Q39):

NEW QUESTION # 34

Describe what is meant by a group 'norm', giving examples. (10 points). In what way can group norms affect performance? (15 points).

Answer:

Explanation:

See the Explanation for Detailed Answer

Explanation:

Definition of Group Norms (10 marks):

A group 'norm' refers to the shared standards of behaviour, values, and expectations that develop within a group. Norms guide how members act and interact, creating predictability and cohesion. They can be formal (set by rules and policies) or informal (emerging naturally over time).

Examples include:

A procurement team having a norm of punctuality for meetings.

A social norm where colleagues share supplier insights openly.

A negative norm, such as tolerating late submission of purchase orders, which may undermine performance.

Norms act as unwritten rules that shape group behaviour and influence the culture of the organisation.

Impact of Group Norms on Performance (15 marks):

Positive norms can enhance performance. For example, a norm of collaboration and knowledge sharing improves innovation and decision-making in procurement projects.

Negative norms can reduce performance. If the team develops a culture of cutting corners in supplier evaluation, this may damage compliance and reputation.

Norms create consistency and cohesion. Members know what is expected of them, reducing conflict and ensuring smoother teamwork.

Peer pressure reinforces norms. High-performing norms, such as meeting deadlines, encourage all members to contribute fully, while low-performing norms, like tolerating absenteeism, can lower standards across the team.

Norms influence motivation and morale. Supportive norms (e.g., recognising achievements) motivate employees, whereas destructive norms (e.g., ignoring contributions) lead to alienation and disengagement.

In procurement specifically, if the norm is strong ethical conduct, the team will collectively avoid corruption risks. If the norm is to focus only on cost savings, the team may neglect sustainability or supplier relationships.

Conclusion:

Group norms are the unwritten rules that shape behaviour within teams. They can have a powerful effect on performance, either enhancing collaboration and accountability or reducing standards and morale. Managers must actively shape positive norms through leadership, communication, and role-modelling to ensure that group behaviour supports organisational goals.

NEW QUESTION # 35

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

Answer:

Explanation:

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.

NEW QUESTION # 36

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 # 37

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 # 38

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

Answer:

Explanation:

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.

NEW QUESTION # 39

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