

ADVANCED LEVEL EXAMINATIONS

7LMP- Leading Managing and Developing People

EXAMINER'S REPORT

September 2011

Chartered Institute of Personnel and Development

Advanced Level Qualification

**Leading, Managing and
Developing People**

September 2011

28 September 2011 09:50 –13:00 hrs

**Time allowed – Three hours and ten minutes
(including ten minutes' reading time)**

Answer Section A and FIVE questions in Section B (one per subsection A to E).

Please write clearly and legibly.

Questions may be answered in any order.

**Equal marks are allocated to each section of the paper.
Within Section B equal marks are allocated to each question.**

If a question includes reference to 'your organisation', this may be interpreted as covering any organisation with which you are familiar.

The case study is not based on an actual organisation. Any similarities to known organisations are accidental.

You will fail the examination if:

- **You fail to answer five questions in Section B (one per subsection) and/or**
- **You achieve less than 40 per cent in either Section A or Section B.**

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SECTION A – Case Study

Note: It is permissible to make assumptions by adding to the case study details given below provided the case study is neither changed nor undermined in any way by what is added.

Southington City Council, like all local authorities, is currently having to implement sharp reductions in its spending. Savings of between 5% and 10% have had to be found in the current financial year, with more to come in future years. However, cutbacks are not being spread equally across all the Council's services. Some departments are being protected to an extent, while others have had to find and implement more savings.

A department that has been particularly hit this year has been the Southington Schools Library Service (SSLS). Its budget has been reduced by 30%. This has been achieved by reorganising the service, by reducing the range of its activities and by making five of its fifteen staff redundant.

Previously three small teams worked closely with groups of schools in different parts of the city, each led by a separate manager and each providing a range of services. They would give advice, provide training and help teachers to source books to support particular areas of the curriculum. A fourth central team was responsible for managing a central, shared resource in the form of several thousand books which schools were able to borrow for short periods.

Now, there is just the one merged team covering the whole city. The shared resource has been closed down, curtailing the SSLS's activities substantially. The remaining staff are now required to specialise either in the provision of advice or in running training programmes, so the variety of their work has been reduced.

These changes have resulted in the required saving of 30% being successfully achieved. This will secure the future of the service for the time being.

The process has, however, been bruising for many staff. All had to apply for jobs in the new structure. Those who were unsuccessful were made redundant at the end of March. This was a highly stressful experience, ending in the loss of five well-liked colleagues. In addition, pay has been frozen indefinitely, while plans are afoot to increase staff pension contributions, and to increase the retirement age to 66 in a few years' time.

The result is a group of surviving staff who are unhappy, disengaged and who feel very undervalued indeed. People who for many years have worked beyond contract and always been happy to go the extra mile on behalf the Service, now exhibit low levels of morale. Absence levels have increased, while several have let it be known that they are actively looking for new jobs elsewhere. The overwhelming feeling is that the Council treated them unfairly by singling their department out for particularly savage cuts and

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imposing the new structure very quickly, without even the pretence of a consultation, either with them or their service users. This is a bad case of 'survivor syndrome'.

Senior managers are well aware of the problems in the newly re-structured schools library service and are increasingly concerned. They are particularly worried about the low levels of employee engagement. This is because the long-term future of SSLS can only be secured if its clients (ie: local schools) continue to pay their annual subscriptions and if potential clients (eg: schools in neighbouring local authority areas) decide to purchase its services too. This will not happen without enthusiastic and committed staff who are prepared to deliver an outstanding service.

A decision has therefore been taken to recruit a new departmental head to lead the newly restructured SSLS. Southington's HR department has been told of this decision and asked to draw up an appropriate person specification and to draft a recruitment advertisement. They have also been asked to come forward with some ideas about the selection methods that might be used to decide which job applicant is appointed to take on this challenging, but important new role.

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1. **Given the information provided in the case, explain what aspects of the recent restructuring were handled badly from a people management perspective. How could the process have been handled better?**
2. **What does published research tell us about how managers should go about restoring the previous levels of staff engagement?**
3. **What key competencies would you seek to include in the person specification and job advertisement for the new departmental head's role? What selection methods would you recommend are used to select an appropriate person? Justify your answer.**

It is recommended that you spend an equal amount of time on each of the above tasks.

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SECTION B

Answer FIVE questions in this section, ONE per subsection A to E. To communicate your answers more clearly, you may use whatever methods you wish, for example diagrams, flowcharts, bullet points, so long as you provide an explanation of each.

A

1. The CIPD recently published the results of a major new survey of employee attitudes in the UK (Shared Purpose: The Golden Thread? 2010). This found that while most organisations were seen by their employees as having a clear purpose, in only a minority of cases was this purpose shared across the organisation by all stakeholder groups. The research report went on to demonstrate that those organisations in which there was sense of shared purpose performed a great deal better against a range of criteria than those in which there was not. It also revealed that there was a greater sense of 'shared purpose' in public and voluntary sector organisations than there was in the private sector.
 - i. Explain why you think so many more employees working in the public and voluntary sectors reported the presence of a sense of shared purpose in their organisations than was the case for the private sector? Justify your answer.
 - i. Drawing on your own experience of working in organisations, explain what measures managers can take to help enhance the sense of shared purpose? What should managers avoid doing if they want to achieve this?

OR

2. Benchmarking against others is a common method used by organisations for evaluating aspects of their performance. It is increasingly used by HR functions as an evaluation tool.
 - i. What are the major advantages and disadvantages of using benchmarking to evaluate the performance of an organisation's HR function? Justify your answer.
 - ii. Which organisations could your organisation's HR function usefully benchmark itself against? What kinds of data would be most useful to use as part of the exercise and why?

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B

3. Some leaders are born into their roles, for example taking control of family businesses when their parents retire. Others are appointed into leadership roles as a result of competitive selection processes. A third group, known as 'emergent leaders', are thrust into leadership roles when people look to them to provide leadership as a result of a crisis, an entrepreneurial opportunity, or an unexpected event.
 - i. Which of these types of leader, in your opinion, is most likely to lead effectively? Justify your answer with reference to well-known leader figures.
 - ii. What qualities are emergent leaders more likely to have than those who are born or appointed into their roles?

OR

4. In recent years, several influential pieces of research have been published on poor leadership and on the reasons that some leaders turn out to be very unsuccessful in their roles.
 - i. Drawing on published research and your own experience, identify the major reasons that lie behind failed leadership episodes.
 - ii. What steps can newly appointed leaders take to help ensure that they are not unsuccessful in their roles?

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5. Some managers argue that HRD initiatives should be focused entirely on helping employees to perform their current jobs better. Developing them in other ways simply makes them more marketable and more likely to leave the organisation to work for competitors. They argue that HRD should have no other purpose in organisations than helping to improve individual performance. They disagree, for example, with the argument that HRD initiatives are necessary in order to promote equality and diversity in organisations.
- i. To what extent do you agree with this point of view and why?
 - ii. In what ways can HRD in organisations serve to promote equality of opportunity in organisations?

OR

6. Recent CIPD research demonstrates that conflict in UK organisations is becoming more common. Between 2007 and 2011, employers reported having to defend more tribunal claims, more grievances being lodged, more compromise agreements being prepared and more examples of mediation services being used to resolve conflict in workplaces. It also found that the amount of management time being taken up in the management of conflict grew substantially during this period.
- i. To what extent do these findings demonstrate a decline in the effectiveness of employee relations practices in UK organisations? Justify your answer.
 - ii. Drawing on published research, explain the steps employers can take to reduce conflict in their organisations.

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7. It is common for multi-national organisations to pursue an ethnocentric staffing policy as far as managerial staff are concerned. This involves sending managers from the country in which the organisation is headquartered on an expatriate basis to run overseas operations. Japanese car companies, for example, always employ Japanese managers to run their UK-based plants.
- i. What are the main advantages and disadvantages of this approach from the perspective of the organisation?
 - ii. Would another approach be better? If not, why not? If so, which and why?

OR

8. The Workplace Employment Relations Surveys (WERS) persistently report that employees working in small businesses are more satisfied with their jobs than those who work in larger organisations. As firms grow, employee satisfaction levels tend to deteriorate.
- i. Why do you think employees in small enterprises tend to be more satisfied in their jobs than their counterparts in large organisations?
 - ii. What lessons can managers in large organisations learn from these research findings?

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9. Despite 40 years of equal pay legislation, numerous research studies show that women are paid a good deal less than similarly qualified men. Organisations which proclaim their commitment to high standards of business ethics still routinely pay their male staff more than their female staff.
- i. Why do you think this state of affairs persists?
 - ii. What needs to change in order to achieve a situation in which equal pay between men and women becomes a reality?

OR

10. It is sometimes argued that human resource managers will never be considered to be professional people in the way that lawyers, doctors and army officers are.
- i. What in your view are the distinctive characteristics of professional work?
 - ii. To what extent do you consider HR work to be 'professional' and why?

END OF EXAMINATION

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Introduction

161 candidates sat the Leading Managing and Developing People paper this September, around half of whom came from a single centre. The final pass mark achieved by the cohort – 73% - was very good. It was exactly the same as was achieved by the May 2011 cohort. The proportion of merit and distinction marks was, however, marginally higher this time.

The breakdown of marks was as follows:

September 2011		
Grade	Number	Percentage of total (rounded up)
Distinction	3	2
Merit	31	19
Pass	84	52
Marginal fail	11	7
Fail	32	20
Total	161	100

The papers were marked and moderated by myself, Krystal Wilkinson, Gail Swift and Elisabeth Wilson.

Marking was very straightforward this time. No major issues arose that required us to adjust our expectations. The paper appeared to pose few problems for students who were broadly familiar with the unit learning outcomes and had prepared their case studies well.

The reasons that marks were lost, particularly in Section B, were very much the same as has been the case for every CIPD paper I have marked over many years. First, there is sometimes a failure to give a full and direct answer to the question asked. Secondly, some candidates misallocate time, leaving themselves with insufficient time to do justice to the final questions that they answer. Thirdly there is often a failure to justify points that are made, making answers somewhat unconvincing.

Section A

As in January and in May the Section A questions related to a pre-seen case study, a copy of which candidates received four weeks before the exam. On this occasion the two learning outcomes that they were intended to test were as follows:

Learning outcome: 2 (Evaluate theories relating to motivation, commitment and engagement at work, and how these are put into practice by organisations).

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Learning outcome: 4 (Contribute to the promotion of flexible working and effective change management in organisations).

Task 1

While limited information was provided here, most candidates developed an argument from the knowledge that staff perceived the process to have been quick and to have been imposed by senior management without serious consultation. The best also realised that the redundancy programme was managed without sufficient attention being given to the needs of survivors – a common scenario. They therefore argued that it would have been better not to have proceeded without first consulting widely about the future shape and size of the SSLS. And that at the very least a number of alternative options should have been considered. Many were pretty damning in their assessment, suggesting that ways should have been found to retain as much quality as possible, while also achieving savings. It was common for candidates to stress the importance of communication and of voluntary redundancy.

Sadly, only a very few spotted the reference to 'survivor syndrome' and were able to explain what it is and how to avoid it by managing redundancy programmes sensitively and positively. In short, survivors need to be congratulated on being selected and given a reason to support changes. New opportunities need to be combined with downsizing, so that survivors buy in to new structures and duties and re-engage swiftly.

Task 2

This part was the one which some candidates struggled with most. It turned out to be a very good discriminator between papers as the strongest candidates were able to provide good, full answers.

It should not have posed too many problems for anyone who has read a good HR textbook. Numerous studies have been published in recent years which demonstrate links between high levels of employee engagement and measures of positive business outcomes. The Gallup Studies are good examples, as is the Towers Perrin survey and elements of Purcell et al's 'black box' research. Any of these or other similar studies were relevant and many were quoted effectively in answers.

These all emphasise the importance of effective, people-centred line management, of communication and involvement and of mission statements backed up by conspicuous senior management support and leadership. Coaching, mentoring, developing individual career /development plans and de-centralisation are all stressed as being approaches that can be used to re-engage. Strengths-based approaches to performance management and employee well-being initiatives of one kind or another were also relevant here.

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Task 3

This was interesting to mark because so many candidates were strong on required competencies, but failed to appreciate (or at least to argue in their answers) that experience of managing change effectively was as important here, if not more important.

The key requirement is for someone who has a good understanding of employee engagement and the capacity to push through new thinking using positive, inspirational methods. An experienced leader with proven ability to motivate and to connect with individuals in a team is what is required.

As far as selection is concerned we expected candidates to suggest behavioural interviewing and assessment centre-type exercises as being appropriate here. The good answers all did this, going on to justify their key points effectively.

Some poorer answers missed part of the question, focusing exclusively on either the attributes required, or the selection methods, but not both.

Section B

As in January and May the questions in Section B were focused on the five learning outcomes that were not covered in Section A, two questions relating to each learning outcome, giving ten in total, from which candidates were required to choose five. As always, some questions proved to be much more popular choices than others, but all were answered by a good number.

Generally, although by no means always, the standard of argument and justification achieved in Section B was rather lower than in Section A. This is unsurprising given the unseen nature of these questions.

Question 1

Learning outcome: 1

This was the less popular of the two choices for learning outcome 1 in Section B.

As far as part 1 was concerned, this is mainly due to the nature of the organisation's purpose, as perceived by employees. The research found that a good proportion of private sector organisations had as their principal purpose the pursuit of profit for owners and investors. This appears to be something which many employees can not share. Many more public and voluntary sector employees stated that the purpose of their organisations was to bring benefit to society. A considerably greater number support this purpose and share in it.

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As far as part 2 was concerned, much depended on the nature of the experiences the candidates drew on. A wide variety of points were made and awarded with high marks where properly justified.

The research suggested that employee involvement and a sense of co-creation was important in establishing a sense of shared purpose – the old adage 'people support what they help to create' once again being shown to be very true. The research also stressed the importance of senior managers establishing clear organisational values, adhering to them and communicating them. Importantly, it showed that managers in private sector organisations can establish a sense of shared purpose by focusing on the quality of what the organisation achieves and its professionalism and not simply on profit generated for owners and shareholders. What they should avoid is making decisions behind closed doors and then simply imposing these without consulting.

Question 2

Learning outcome: 1

This proved to be a popular question answered by a good majority of candidates. Answers to the first part were generally competent, although some struggled to articulate disadvantages convincingly.

The major advantage of benchmarking is the ability it gives an organisation to see whether its activities are similar or better in terms of quality and value for money as those of comparable organisations. It provides information about where improvements could be made and can demonstrate where progress is being made over time. The disadvantages mainly relate to the difficulty organisations have in obtaining accurate and up to date benchmarking data – particularly from competitors. There tends to be a reliance on published data and information that has leaked. It is rare, but very useful, for organisations that are similar but which do not compete directly to share detailed and up to date benchmarking data. Organisations more commonly use published data (including CIPD surveys) as a means of benchmarking HR performance. The disadvantage here is that we are not always comparing like with like – average figures depend entirely on who has taken part in the survey.

Answers to part 2 varied to a much greater extent depending on the industry the candidate was working in and the extent to which benchmarking already occurred. The types of data that were most commonly discussed were staff turnover statistics, absence statistics, profit or sales per employee, proportion of HR staff to other staff and wage and cost-based ratios.

Question 3

Learning outcome: 3

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Both the questions on leadership caused some problems for candidates. Answers were not always convincing and were often very similar, demonstrating a disappointing lack of originality of thought.

Question 3 was the preferred question for most candidates. Answers were generally reasonable and of a pass standard, but did not demonstrate any depth of understanding of the stream of research which informed the question.

Unsurprisingly views differed on part 1. It is not difficult to find examples of highly effective, inspiring leaders whose route to leadership was of each of these three types. Emergent leaders are generally identified in the research literature as being the most effective because they are chosen, in effect, by their followers. They therefore tend to inspire greater loyalty and to serve their followers interests best. Any well-known, successful leader figures from all walks of life could have been used as examples here. Churchill was cited frequently and is a good example of an emergent leader. For some reason a large number of candidates put Sir Richard Branson in the same category, failing to justify this rather unconvincing example.

Part 2 was also quite disappointingly answered given the extent of published research on this subject. The best answers observed that emergent leaders tend not to be careerists looking for promotion into leadership roles, that they are more commonly people whose motivation is a cause or to serve, that they tend to have good ideas and to be likeable as well as tough and able to inspire confidence. As a result they are trusted and are able to articulate a clear and compelling sense of direction.

Question 4

Learning outcome: 3

This was answered by relatively few, but tended to be rather more convincingly done.

Research, such as that of Zenger and Folkman identifies several common flaws that lead to unsuccessful leadership episodes. Poor judgement is a common one, as is lack of enthusiasm or vision and a failure to learn from one's own mistakes. Ineffective leaders also tend to lack good interpersonal skills. Finally, they tend not to recognise that they have these failings, being egotistical and narcissistic types of personality. As far as part 2 is concerned, humility is important as is a willingness to lead through others. Effective leaders involve others in decision making, acting collaboratively. This helps to avoid poor judgement and decision-making based on insubstantial understanding of what is required.

Question 5

Learning outcome: 5

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This was the first of the two questions focused on Learning outcome 5 (Understand and explain the aims and objectives of the HR function in organisations and how these are met in practice), and was the question attempted by a majority of the candidates.

As a rule part 1 was answered far more effectively than part 2, which the weaker candidates clearly struggled with.

Most disagreed with the point of view advanced in the question, arguing that people are more likely to leave organisations if they do not receive developmental opportunities than if they do. They went on to argue that HRD is only partly about helping people to do their jobs better. The best answers articulated its other purposes with clarity, namely: preparing people for future careers, meeting future change and challenges effectively and, more generally, improving motivation and commitment by demonstrating an organisation's commitment to its people.

In part two all we were looking for was an appreciation that HRD interventions can play a major role in promoting an equal opportunities/diversity agenda, and that this is often seen as another of its core purposes. It does this by giving people opportunities to develop and by raising awareness of inequalities and lack of equality of opportunity. The best answers also mentioned the targeting of HRD initiatives on under-represented groups as a form of positive action designed to advance a diversity agenda.

Question 6

Learning outcome: 5

This was not intended to be at all difficult, but candidates seemed to steer clear of it when they could, and were often unconvincing in their answers to part 1 in particular.

All we were really looking for here was an appreciation that organisational conflict always increases during periods of recession and job insecurity. Such a finding is inevitable if the measures of conflict that are used include things like tribunal claims and compromise agreements. The need to make redundancies and the relatively long periods of time that people are out of work before securing new jobs makes litigation more common. Pay freezes and restructuring exercises also make conflict more likely and are features of recessionary periods. The key point was therefore that the findings of the CIPD survey do not point to reduced effectiveness of employee relations practices.

As far as part 2 was concerned, the major message that comes from numerous published research studies over many years is that conflict is best avoided by involving people in decisions which affect their work. Consulting fully and genuinely plays a major role too. Change and restructuring always creates winners and losers, so some conflict

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is inevitable. But its effects can be minimised if the reasons for change are communicated clearly and the organisation's motives are fair and reasonable.

Question 7

Learning outcome: 6

This was the first of the two questions that were focused on learning outcome 6 (assess the contribution made by HRM and HRD specialists in different types of organisation). It proved rather less popular with candidates than Question 8 on small businesses.

Those who attempted it, however, generally knew what they were writing about and produced convincing, well-argued answers.

In part 1 we were looking for an appreciation that sometimes the ethnocentric approach is the most practical to take simply because local managers with the required skills and experience are not available. The major advantage is the way that ethnocentric staffing allows a corporation to run its overseas operations along the same lines as its home-based operations. It can spread its culture internationally this way. Communications are also easier and trust more readily maintained. The main disadvantage is that expatriates only tend to be in post for a three to five year period. Expatriate assignments are expensive to organise and often fail in practice. Where cultural differences are considerable there can be communication difficulties with host country staff and problems deriving from the ignorance of the expatriate manager to understand the cultural context.

The major alternatives identified in the International HRM literature are polycentric staffing (using local managers) and geocentric staffing (simply selecting the best people wherever they come from). The first approach has the advantage of employing managers who are familiar with local conditions, but they may not be so familiar with the organisation's culture and preferred ways of doing things. They may also be less loyal or committed. The geocentric approach should get over all these problems and is generally the most effective.

Question 8

Learning outcome: 6

This well answered and was attempted by a majority of candidates. Good, thoughtful answers were often provided with effective justification.

Most appreciated that SME employees tend to be most satisfied because they like the relative informality and the direct contact they have with managers. SMEs operate flexibly, are light on formal rules and score well on employee involvement.

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Larger organisations seeking to improve job satisfaction can learn from the experience of SMEs by decentralising decision making, allowing local managers a high degree of discretion, and by keeping centralised rules and procedures to a minimum.

Question 9

Learning outcome: 7

I was surprised by how many steered clear of this question and at how weak many of the answers were given the high profile nature of the issue.

All we were looking for was a quite basic argument that demonstrated broad understanding. There are, of course, many possible explanations ranging from old fashioned discrimination in favour of men, to the consequences of women taking time out of work to bring up children and women self-selecting the less well-paid jobs due to lack of personal ambition or a preference for different types of work.

As far as part 2 was concerned, different views about what needs to be done were expressed. Some argued in favour of compulsory equal pay audits (that is, further regulation), while others argued that the business case for taking equality and diversity seriously needs to be better and more effectively made. Some also advanced the view that women themselves need to change things by putting themselves forward in greater numbers for senior management roles and then using their influence to force the issue up organisational agendas.

Question 10

Learning outcome: 7

This second question focusing on learning outcome 7 (promote professionalism and an ethical approach to HRM and HRD practice in organisations) was answered by a good majority. Most wrote solid answers, while a good number had clearly thought about these matters and produced wide ranging answers which were both convincing and interesting to read.

The chief weakness was a tendency for some candidates to be rather narrow in their conception of 'professionalism', only discussing one of the several potential strands.

Professions are commonly defined as being self-regulating (involving membership of professional bodies), based on a defined body of specialised knowledge and also requiring their members to uphold high standards of ethics.

Most argued that HRM is moving in this direction, CIPD providing a framework for this to happen. But being a member of CIPD and having professional qualifications are not prerequisites for being able to practice. So it can be argued that while some HR managers

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are professionals, it is possible to pursue a successful HR career without seeing oneself as being part of a profession.

General observations

Overall I was very pleased with the results achieved by this cohort. The marks did vary from centre to centre, and the overall pass mark was boosted by a particularly high set of marks from one centre which accounted for around half of all the papers we marked. But overall the paper appeared to challenge candidates, while also effectively discriminating between those who were able to demonstrate that they met the learning outcomes and those that were not.

Stephen Taylor
Chief Examiner