

MNG2602 (482776)
SECOND PAPER

May/June 2017

Contemporary Management Issues

Duration 2 Hours

70 Marks

EXAMINERS
FIRST
SECONDMRS L CRONJE
MS I VAN WYK**Closed book examination**

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The use of a calculator is **not permissible**

This fill-in examination paper consists of **26 pages**, including two "additional space" pages (pp 23–24), two pages for rough work (pp 25–26), and instructions for the completion of a mark-reading sheet

This is a fill-in examination paper. The completed paper as well as the mark-reading sheet must be submitted at the end of the examination session.

INSTRUCTIONS

This examination paper consists of **two sections**

Section A: 40 multiple-choice questions, worth **1 mark each**, which you must answer on the **mark-reading sheet**

Section B: Five written questions worth **30 marks in total**, which you must answer in the space provided in this fill-in examination paper

Please ensure that you have filled in the following information on the mark-reading sheet:

- your student number
- the module code **MNG2602**
- the unique number of the examination paper **482776**

Important: Copy your answers for Section A into the table provided on page 17 of this examination paper to ensure that there is a record of your answers should the mark-reading sheet get lost.

[TURN OVER]

SECTION A: MULTIPLE-CHOICE QUESTIONS**[40 MARKS]**

Answer the following multiple-choice questions on the mark-reading sheet provided. Copy your answers to these questions into the table on page 17 to ensure that there is a record of your answers should the mark-reading sheet get lost

- 1 Which one of the following is **not** a **stimulant** for **change** in organisations?
- 1 Diversity
 - 2 Globalisation
 - 3 New roles and expectations of the worker
 - 4 Increased power and demands of the customer
- 2 _____ **capital** is represented by copyrights, trademarks and patents
- 1 Shareholder
 - 2 Structural
 - 3 Customer
 - 4 Human
- 3 Which one of the following is a **weakness** of the **traditional** organisational model?
- 1 Impartiality
 - 2 Rigid rules
 - 3 Predictability
 - 4 Clear lines of control
- 4 When examining the differences on the **dimensions** of traditional and “new” organisations, the “**traditional**” organisation’s workforce can be described as _____, while the “**new**” organisation’s workforce is _____
- 1 homogenous, diverse
 - 2 compliant, committed
 - 3 efficient, innovative
 - 4 inflexible, flexible

[TURN OVER]

5 Which one of the following is a trait of the workers in the **industrial era**?

Workers _____

- 1 avoid risk
- 2 focus on collaboration
- 3 can deal with the unexpected
- 4 are spontaneous and creative

6 _____ is/are an example of a **social force** for change, while _____ is a **physical force** for change

- 1 Health issues, the internet
- 2 Business ethics, global competition
- 3 Demographic trends, climate change
- 4 Trade union activities, gender and race issues

Questions 7 to 8

Match the **appropriate statement** in **column B** to the **reason for resisting change** in **column A**.

COLUMN A REASON FOR RESISTING CHANGE	COLUMN B STATEMENT
7 Lack of trust	1 Employees fear that they will not be able to learn a new skill
8 Organisational inertia	2 Employees do nothing as they do not want to change the status quo
	3 Employees live in a comfort zone and do not wish to change due to the perceived sacrifices involved
	4 Employees may not understand the full consequences of change

[TURN OVER]

- 9 Given the changes taking place in the organisation, the manager Mrs Mbiko, in an attempt to **decrease her employees' resistance** to the proposed **changes**, decides to give a thorough presentation on the proposed changes to all her staff members, and to offer them two days additional leave

This is an example of _____

- 1 facilitation and support
 - 2 negotiation and rewards
 - 3 participation and involvement
 - 4 education and communication
- 10 The **process** of change that will take place in an organisation when reorganising themselves for improved performance after bankruptcy can be categorised as _____

- 1 incremental
- 2 continuous
- 3 top-down
- 4 planned

- 11 Which statement regarding the **levels of culture** is **incorrect**?

- 1 Every organisation's basic assumptions are the same
- 2 Shared values and beliefs influence the actions and activities in an organisation
- 3 Every organisation has its own personality, which is known as the corporate culture
- 4 "Basic assumptions" refer to beliefs about the world and how it works

Questions 12 to 15

Read the scenario on Green Lantern and answer questions 12 to 15

[TURN OVER]

GREEN LANTERN

Green Lantern is an events management company based in Cape Town. The company is managed by four managers:

- Anthea, the sales manager, who threatens the sales team with replacement should they not meet their goals
- Jabu, the marketing manager, who is so pleased with his team because they exceeded the objectives he had set for the Going Green project for Jing-Jang Bank that he gives the entire team a day off
- Waldo, the project manager, who is an expert at solving problems and ensures that all projects stay on track
- Kuda, the human resource manager, who ensures that the company treats its employees fairly, and assists those who are treated unfairly

Questions 12 to 13

Match the **type of power** used in **column B** with the specific behaviour displayed by the various **managers** in the scenario in **column A**

COLUMN A MANAGER	COLUMN B TYPE OF POWER
12 Anthea	1 Expert
13 Jabu	2 Legitimate
	3 Reward
	4 Coercive

14 In the scenario, Waldo is displaying _____ **power**

- 1 reward
- 2 expert
- 3 personal
- 4 legitimate

[TURN OVER]

- 15 In the scenario, Kuda is displaying _____ **power**
- 1 expert
 - 2 referent
 - 3 coercive
 - 4 legitimate
- 16 The theorist(s) _____ emphasize(s) the importance of **social networks** as a **source of power**
- 1 French and Raven
 - 2 Morgan
 - 3 Ancona
 - 4 Pfeffer
- 17 Which one of the following factors is **not** a **source of power** as listed by **Morgan (1997)**?
- 1 Control of the decision-making process
 - 2 Restriction of benefits
 - 3 Control over knowledge
 - 4 Usage of symbolism
- 18 Which one of the following is **not** a step in developing a **truly diverse workplace**?
- 1 Providing change structures, policies and systems to support diversity
 - 2 Having open communication channels between subordinates and managers about diversity issues
 - 3 Providing diversity awareness and cultural competency training
 - 4 Building a corporate culture that values diversity

[TURN OVER]

- 19 Diversity is **not** _____
- 1 about values
 - 2 about culture
 - 3 about behaviour
 - 4 a long-term process
- 20 The **platinum rule** relating to diversity suggests one treats others, _____
- 1 as they want to be treated
 - 2 as you want to be treated
 - 3 with respect
 - 4 equally
- 21 Which one of the following is the **third step** in implementing a **diversity** strategy in an organisation?
- 1 Changing structures to support diversity
 - 2 Providing diversity awareness training
 - 3 Identifying departments with a lack of diversity
 - 4 Ensuring there is open communication channels about diversity issues
- 22 The _____ **argument for managing cultural diversity**, suggests that poor job integration will increase the price of the **workforce**
- 1 cost
 - 2 resource acquisition
 - 3 systems flexibility
 - 4 problem solving

[TURN OVER]

23 Which one of the following statements is **not true** regarding a **mission statement**?

The mission statement _____

- 1 can be used as a guide when making decisions on resource allocation
- 2 reflects the organisation's corporate social responsibility activities
- 3 describes the organisation's product, market and technology
- 4 addresses the values, beliefs and ethics of the organisation

24 **Before** a project manager assists an organisation on a project, the organisation needs to **answer** which of the following questions?

- a Is the organisation flexible enough to implement project management?
- b Will the organisation be able to handle the level of complexity of the project?
- c Can the project be completed in the required time?
- d What are the client's requirements?

- 1 a b d
- 2 b c d
- 3 a b c
- 4 only b

25 The **tactical** manager of a project has to _____

- 1 analyse the internal and external environments of the organisation
- 2 compile a project plan which states how, when, where and by whom the various tasks will be done
- 3 translate the strategic priorities and goals of the organisation into potential programmes
- 4 approve project plans and receive project progress reports

[TURN OVER]

- 26 When identifying a **need** for a project, several methods can be used
- _____ are an example of a **formal** method, while _____ are an example of an **informal** method
- 1 Questionnaires, scientific surveys
 - 2 Scientific surveys, discussions
 - 3 Observations, opinion polls
 - 4 Debates, observations
- 27 Which one of the following statements is **false** regarding an **organisation's internal value chain**?
- 1 Competitive advantage is the ability to create value that your competitors cannot
 - 2 Competitive advantage grows out of the ability of an organisation to perform discrete activities
 - 3 Sustainable competitive advantage occurs when organisations have tried unsuccessfully to duplicate an organisation's competitive advantage
 - 4 Competitive advantage ensures the survival of the organisation over the short term
- 28 An organisation's _____ is an **interdependent system** or network of activities, connected by various linkages
- 1 sustainable advantage
 - 2 competitive advantage
 - 3 value system
 - 4 value chain

[TURN OVER]

- 29 Which statement is **incorrect** regarding **E-business**?
- 1 Electronic business can be defined as a business using the internet for greater efficiency in every aspect of its operations
 - 2 B2B e-commerce stands for 'Business – to – Buyer' e-commerce
 - 3 Consumer-to-Consumer e-commerce is made possible when an internet-based business acts as an intermediary between consumers
 - 4 Electronic business contributes to a greater competitive advantage for the organisation
- 30 The _____-based business model adds value to the organisation by leveraging a strong **brand name** and providing high quality information to specialised markets
- 1 subscription
 - 2 commission
 - 3 fee-for-service
 - 4 advertising
- 31 Which statement is **incorrect** regarding **teams**?
- 1 In a team, the team members are involved in setting the team's goals
 - 2 The individual efforts of team members result in a level of performance that is greater than the sum of their individual inputs
 - 3 Team members should all have similar skills in order to work together effectively
 - 4 The best teams are those in which everyone suppresses their individual ego for the good of the team

[TURN OVER]

Questions 32 to 33

Match the appropriate **statement** in **column B** to the **group structure** in **column A**.

COLUMN A GROUP STRUCTURE	COLUMN B STATEMENT
32 Cohesiveness	1 Diverse groups with a variety of skills and knowledge tend to more effective
33 Norms	2 As a group, we all eat lunch together on a Friday afternoon
	3 Group members feel close to one another as they are a small group that stands together as a unit
	4 The reason why the Springbok rugby captain gets his own room while the other squad members have to share accommodation

- 34 Betty joined a group at work because it made her feel stronger and less threatened. Jim joined the group because the group could achieve more than what he could achieve on his own.

Betty **joined** the **group** for _____, whereas Jim **joined** for _____

- 1 self-esteem, status
- 2 status, security
- 3 power, self-esteem
- 4 security, power

Questions 35 to 40

Read the following case study and answer questions 35 to 40

[TURN OVER]

PROCTER & GAMBLE**Overview**

Three billion times a day, Procter & Gamble (P&G) brands touch the lives of people around the world. The company has one of the strongest portfolios of trusted, quality, leadership brands, including Pampers, Ariel, Always, Pantene, Iams, Oral-B, Duracell, Olay, Head & Shoulders, Wella, Gillette, and Braun. The P&G community consists of almost 140,000 employees working in over 80 countries worldwide. With a portfolio of 22 billion-dollar brands and a market capitalisation of nearly \$200 billion, P&G established itself as one of the ten most valuable companies in the world by respecting the consumer and fulfilling its purpose. "We will provide branded products and services of superior quality and value that improve the lives of the world's consumers, now and for generations to come. As a result, consumers will reward us with leadership sales, profit and value creation, allowing our people, our shareholders and the communities in which we live and work to prosper."

Company history highlights

P&G rolled out new products one after another from 1837. P&G literally invented the disposable diaper category with the introduction of Pampers in 1961. As P&G approached their 150th anniversary in 1987, they were poised for the most dramatic period of growth in P&G history. The company that began as a small Midwestern partnership had grown into one of America's largest multinational corporations. In 1988 P&G entered China by forming a separate new business, called P&G China, together with Hutchison Whampoa, a Hong Kong company. Between 1989 and 1999 they also entered the cosmetics and fragrances categories in a number of countries. In 1992, their product, Pantene, became the fastest selling shampoo in the world, and in 1994, P&G re-entered South Africa, doubling its overall business within the first year.

Restructuring at P&G: Unloading of over 100 brands – 2014

After years of expansion into areas like pet food and beauty products, P&G announced in August 2014 that it would cut as many as 100 brands from its arsenal to focus on others that made the company a powerhouse over the decades. According to A. G. Lafley, who re-joined the company and took over as CEO from Bob McDonald in 2013, the move is part of a strategy to improve the company's financial performance by doubling down on about 80 brands that generate 95% of the profits and 90% of sales. The company, and the industry at large, have faced pressure as consumers continue to spend less than they did before the financial crisis of 2008. After selling the brands, P&G would have about 70 to 80 more lucrative products remaining. Consumers are still spending less, five years after the financial crisis, and P&G, like other manufacturers, have been under pressure to improve sales and cut costs.

[TURN OVER]

People at P&G: A culture of innovation

P&G energises people to use their expertise, integrity, drive and hunger to contribute to new product development and to serve consumers better. This often involves using their creativity and powers of innovation to go beyond accepted ideas to generate new ways of getting better results.

People are at the sharp end of innovation, not companies. P&G's human resource department has the responsibility for the development and growth of people towards higher levels of skill, competency, creativity and fulfilment, in a way that supports each individual. It sets out to foster individual improvement in the workplace, with the opportunity for enhanced work satisfaction as each employee is able to make fuller use of his or her skills and abilities. P&G values diversity as part of building a strong brand and a dedicated workforce, welcoming diversity as a part of creating a strong and innovative corporate culture.

Within P&G the focus is on involving people across the business either to develop their ideas or become involved in working together to make ideas happen. The different perspectives produce better decisions and allow for a more thorough critical analysis. Newcomers are told inspirational tales about the founders and how they built up P&G to the company it is today. These newcomers also embark on an induction programme, which involves teaching them the terminology and vocabulary used at P&G, informing them about the professional company dress code, and taking them on a tour around the offices.

P&G South Africa head office

The following employees work at the head office of P&G South Africa in Johannesburg.

- Ms Jane Richardson is the sales manager. She is a highly analytical individual who is excellent with checking the quality of her team's work, but can come across as insensitive. When the sales team do not meet their goals, she threatens them with replacement.
- Mr Jabu Khathini is the marketing manager. He is an outgoing person who enjoys socialising and who has a passion for marketing and customer relationships. Jabu is in charge of a team whose objective is to create awareness of the Future Friendly Products at a Going Green conference in Sandton, Johannesburg. He and his team did all the planning for the event, implementing their decisions and taking full responsibility for the outcomes. All of the outcomes were achieved and the promotion was such a success that Jabu gave the entire team a day off.
- Mr Kenneth Sullivan, a project manager, who is extremely skilled in managing large projects and solving problems, ensures that all projects stay on track. While Kenneth

[TURN OVER]

has excellent administrative skills, he sometimes needs to be motivated more than other employees as he is quite an introvert

- Ms Lerato Bophela is the human resources manager, who ensures that the company treats its employees fairly, and assists those who are treated unfairly. Lerato is a good listener and is liked by all of her colleagues

Conclusion

Today, P&G brands serve about 4.2 billion of the 6.5 billion people in more than 180 countries around the world. Even while they are such a large organisation, P&G keeps building an organisation with an innovative culture. Everybody can contribute to new product development either through research and development or through their focus, energy and commitment to their role. In a fast-changing world an innovative culture helps an organisation constantly move forward. This culture has actively helped P&G develop and transfer technologies and bring new products to the market. Creating innovations that give people products, which make their lives easier and better, is what creates a competitive advantage for P&G. This is what has helped P&G become the successful global business it is today.

Adapted from

- Abrams, R. 2014. *Procter & Gamble to streamline offerings, dropping up to 100 brands*. Available online from http://www.nytimes.com/2014/08/02/business/procter-gamble-to-drop-up-to-100-brands.html?_r=0 [Accessed 5 June 2015]
- Business Case Studies. Not dated. *Procter & Gamble Promoting sustainable development*. Available online from <http://bizcas.es/6vAUJ0> [Accessed on 5 June 2015]
- Goldman, D. 2010. *P&G stock drops 37% -- not really*. Available online from http://money.cnn.com/2010/05/06/markets/procter_and_gamble_stock/ [Accessed 5 June 2015]
- GreenBiz staff. 2010. *P&G launches U.S. campaign to highlight 'Future Friendly' products*. Available online from <http://www.greenbiz.com/news/2010/03/15/pg-launches-us-campaign-highlight-future-friendly-products> [Accessed 5 June 2015]
- Makower, J. 2010. *Behind Procter & Gamble's sustainability vision*. Available online from <http://www.greenbiz.com/blog/2010/09/27/behind-procter-gambles-sustainability-vision> [Accessed 5 June 2015]
- P&G. 2006. *A company history*. Available online from http://www.pg.com/translations/history_pdf/english_history.pdf [Accessed on 5 June 2015]
- P&G. 2015. *The power of purpose*. Available online from http://www.pg.com/en_balkans/company/purpose_people/index.shtml [Accessed on 5 June 2015]

35 _____ is the **level of organisational culture** that is evident in the case study when considering the _____

- 1 Beliefs, individuals that are seen as the source of innovation
- 2 Artefacts, formal dress code of the company
- 3 Stories, inspirational tales told about the founders
- 4 Assumptions, terminology used in the company

[TURN OVER]

- 36 _____ is/are an **element of organisational culture** that is evident in the case study when newcomers are told about William Procter and James Gamble
- 1 Language
 - 2 Symbols
 - 3 Rituals
 - 4 Stories
- 37 P&G's decision to cut almost 100 brands from their arsenal can be classified as a(n) _____ **strategy**
- 1 divestiture
 - 2 harvesting
 - 3 integration
 - 4 focus
- 38 The **growth strategy** P&G implemented in 1961 is a(n) _____ strategy
- 1 product development
 - 2 concentration growth
 - 3 innovation
 - 4 integration
- 39 The **corporate combination strategy** P&G implemented in 1988 can be classified as a(n) _____
- 1 merger
 - 2 acquisition
 - 3 joint-venture
 - 4 strategic alliance

[TURN OVER]

40 Jabu Khathini's team can be classified as a _____ team

- 1 self-managed
- 2 cross-functional
- 3 formal
- 4 work

SECTION A SUBTOTAL: 40 MARKS

[TURN OVER]

Copy your answers from the mark-reading sheet into the table below so that we can mark it if the mark-reading sheet is lost

Write down **ONLY** the number in the answer column

For example

Question	Answer
1.	3

IMPORTANT: You must still fill in the mark-reading sheet, as the table will only be considered in the event that the mark-reading sheet is lost.

Question	Answer	Question	Answer
1		21	
2		22	
3		23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

[TURN OVER]

QUESTION 2**[2 marks]**

Consider the following conversation between two friends and answer question 2

Hi, Ryan I'm busy with my MNG2602 assignment and after I read through the textbook and the P&G case study, I can conclude that in effective teams, the members have complementary competencies Looking at the managers at P&G South Africa head office, which characteristics would you say Lerato is displaying?

Hi, Sandra! I would say Lerato can fulfil the (a) _____ role in a team when looking at her characteristics What about Jane, the sales manager?

I think Jane's characteristics indicate that she will fulfil a (b) _____ role in a team

I agree! Good luck with the rest of the assignment, Sandra!

2 1 Complete the above conversation by filling in the blanks

(2)

(a)
(b)

[TURN OVER]

QUESTION 3**[4 marks]**3.1 Identify the **mission statement** of P&G

(2)

3.2 According to your answer in question 2.1 above, identify which **components** of the mission statement are present

(2)

QUESTION 4**[14 marks]**Name and discuss all the **key role players in project management**

[TURN OVER]

QUESTION 5**[6 marks]**

In order to generate revenue, an organisation can implement one of seven basic **internet business models**

- a) Differentiate between any two (2) of the seven **e-business revenue-generating models**. (4)
- b) **Classify** YouTube's revenue-generating model based on the following information
YouTube allows billions of people to discover, watch and share originally-created videos on the www.youtube.com website. Organisations looking to use this forum as a marketing tool can specify their target market. The organisation's advertisement starts playing automatically when a video is selected and they will be charged once customers (anyone forming part of the target market watching a video on the website) watch 30 seconds or more of the advertisement (2)

(a)
(b)

SECTION B SUBTOTAL: 20 MARKS
TOTAL: 70 MARKS

PART 1 (GENERAL/ALGEMEEN) DEEL 1

STUDY UNIT # g PSY100-X STUDIE-EENHEID by PSY100 X		INITIALS AND SURNAME VOORLETTERS EN VAN	
1		3	
PAPER NUMBER VRAESTELNOMMER		DATE OF EXAMINATION DATUM VAN EKSAMEN	
2		4	
STUDENT NUMBER STUDENTENOMMER		EXAMINATION CENTRE (E.G. PRETORIA) EKSAMENSENTRUM (BY PRETORIA)	
6		5	
7		9	
UNIQUE PAPER NO. UNIEKE VRAESTEL NR		8	

For use by examination invigilator
Vir gebruik deur eksamenopsiener

◆

IMPORTANT

- 1 USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
- 2 MARK LIKE THIS
- 3 CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
- 4 ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
- 5 CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
- 6 CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
- 7 CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
- 8 DO NOT FOLD

BELANGRIK

- 1 GEBRUIK SLEGS N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
- 2 MERK AS VOLG
- 3 KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
- 4 VUL U STUDENTENOMMER VAN LINKS NA REGS IN
- 5 KONTROLEER DAT U DIF KORREKTE STUDENTENOMMER VERSTREK HET
- 6 KONTROLEER DAT DIE UNIEKE NOMMER REG INGEVUL IS
- 7 MAAK SEKER DAT NET EEN ALTERNATIEF PER VRAAG GEMERK IS
- 8 MOENIE VOU NIE

PART 2 (ANSWERS/ANTWOORDE) DEEL 2

1	(1) (2) (3) (4) (5)	36	(1) (2) (3) (4) (5)	71	(1) (2) (3) (4) (5)	106	(1) (2) (3) (4) (5)
2	(1) (2) (3) (4) (5)	37	(1) (2) (3) (4) (5)	72	(1) (2) (3) (4) (5)	107	(1) (2) (3) (4) (5)
3	(1) (2) (3) (4) (5)	38	(1) (2) (3) (4) (5)	73	(1) (2) (3) (4) (5)	108	(1) (2) (3) (4) (5)
4	(1) (2) (3) (4) (5)	39	(1) (2) (3) (4) (5)	74	(1) (2) (3) (4) (5)	109	(1) (2) (3) (4) (5)
5	(1) (2) (3) (4) (5)	40	(1) (2) (3) (4) (5)	75	(1) (2) (3) (4) (5)	110	(1) (2) (3) (4) (5)
6	(1) (2) (3) (4) (5)	41	(1) (2) (3) (4) (5)	76	(1) (2) (3) (4) (5)	111	(1) (2) (3) (4) (5)
7	(1) (2) (3) (4) (5)	42	(1) (2) (3) (4) (5)	77	(1) (2) (3) (4) (5)	112	(1) (2) (3) (4) (5)
8	(1) (2) (3) (4) (5)	43	(1) (2) (3) (4) (5)	78	(1) (2) (3) (4) (5)	113	(1) (2) (3) (4) (5)
9	(1) (2) (3) (4) (5)	44	(1) (2) (3) (4) (5)	79	(1) (2) (3) (4) (5)	114	(1) (2) (3) (4) (5)
10	(1) (2) (3) (4) (5)	45	(1) (2) (3) (4) (5)	80	(1) (2) (3) (4) (5)	115	(1) (2) (3) (4) (5)
11	(1) (2) (3) (4) (5)	46	(1) (2) (3) (4) (5)	81	(1) (2) (3) (4) (5)	116	(1) (2) (3) (4) (5)
12	(1) (2) (3) (4) (5)	47	(1) (2) (3) (4) (5)	82	(1) (2) (3) (4) (5)	117	(1) (2) (3) (4) (5)
13	(1) (2) (3) (4) (5)	48	(1) (2) (3) (4) (5)	83	(1) (2) (3) (4) (5)	118	(1) (2) (3) (4) (5)
14	(1) (2) (3) (4) (5)	49	(1) (2) (3) (4) (5)	84	(1) (2) (3) (4) (5)	119	(1) (2) (3) (4) (5)
15	(1) (2) (3) (4) (5)	50	(1) (2) (3) (4) (5)	85	(1) (2) (3) (4) (5)	120	(1) (2) (3) (4) (5)
16	(1) (2) (3) (4) (5)	51	(1) (2) (3) (4) (5)	86	(1) (2) (3) (4) (5)	121	(1) (2) (3) (4) (5)
17	(1) (2) (3) (4) (5)	52	(1) (2) (3) (4) (5)	87	(1) (2) (3) (4) (5)	122	(1) (2) (3) (4) (5)
18	(1) (2) (3) (4) (5)	53	(1) (2) (3) (4) (5)	88	(1) (2) (3) (4) (5)	123	(1) (2) (3) (4) (5)
19	(1) (2) (3) (4) (5)	54	(1) (2) (3) (4) (5)	89	(1) (2) (3) (4) (5)	124	(1) (2) (3) (4) (5)
20	(1) (2) (3) (4) (5)	55	(1) (2) (3) (4) (5)	90	(1) (2) (3) (4) (5)	125	(1) (2) (3) (4) (5)
21	(1) (2) (3) (4) (5)	56	(1) (2) (3) (4) (5)	91	(1) (2) (3) (4) (5)	126	(1) (2) (3) (4) (5)
22	(1) (2) (3) (4) (5)	57	(1) (2) (3) (4) (5)	92	(1) (2) (3) (4) (5)	127	(1) (2) (3) (4) (5)
23	(1) (2) (3) (4) (5)	58	(1) (2) (3) (4) (5)	93	(1) (2) (3) (4) (5)	128	(1) (2) (3) (4) (5)
24	(1) (2) (3) (4) (5)	59	(1) (2) (3) (4) (5)	94	(1) (2) (3) (4) (5)	129	(1) (2) (3) (4) (5)
25	(1) (2) (3) (4) (5)	60	(1) (2) (3) (4) (5)	95	(1) (2) (3) (4) (5)	130	(1) (2) (3) (4) (5)
26	(1) (2) (3) (4) (5)	61	(1) (2) (3) (4) (5)	96	(1) (2) (3) (4) (5)	131	(1) (2) (3) (4) (5)
27	(1) (2) (3) (4) (5)	62	(1) (2) (3) (4) (5)	97	(1) (2) (3) (4) (5)	132	(1) (2) (3) (4) (5)
28	(1) (2) (3) (4) (5)	63	(1) (2) (3) (4) (5)	98	(1) (2) (3) (4) (5)	133	(1) (2) (3) (4) (5)
29	(1) (2) (3) (4) (5)	64	(1) (2) (3) (4) (5)	99	(1) (2) (3) (4) (5)	134	(1) (2) (3) (4) (5)
30	(1) (2) (3) (4) (5)	65	(1) (2) (3) (4) (5)	100	(1) (2) (3) (4) (5)	135	(1) (2) (3) (4) (5)
31	(1) (2) (3) (4) (5)	66	(1) (2) (3) (4) (5)	101	(1) (2) (3) (4) (5)	136	(1) (2) (3) (4) (5)
32	(1) (2) (3) (4) (5)	67	(1) (2) (3) (4) (5)	102	(1) (2) (3) (4) (5)	137	(1) (2) (3) (4) (5)
33	(1) (2) (3) (4) (5)	68	(1) (2) (3) (4) (5)	103	(1) (2) (3) (4) (5)	138	(1) (2) (3) (4) (5)
34	(1) (2) (3) (4) (5)	69	(1) (2) (3) (4) (5)	104	(1) (2) (3) (4) (5)	139	(1) (2) (3) (4) (5)
35	(1) (2) (3) (4) (5)	70	(1) (2) (3) (4) (5)	105	(1) (2) (3) (4) (5)	140	(1) (2) (3) (4) (5)

Specimen only