

**Managing   
Successful   
Programmes  
with MSP®**

Pre-Course  
Reading  
Guide



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Welcome

Welcome to our *MSP Foundation* Course. This is one of our suite of project management training courses, designed to assist both individuals and organisations.

Many people find that the MSP Foundation course is very intense, covering the whole of the MSP method in a few days. There is no ‘rocket science’ involved, and in fact, in isolation, each topic covered is quite straightforward. Candidates generally find it is the volume of information that proves the real test. Therefore, any time you invest before the course will pay dividends during the course and in subsequent examinations.

Our PreCourse Reading Guide has been designed to help focus and direct your preparation activity. The first section of the Guide has been divided into ‘Readings’. Each Reading covers a mixture of Principles, Governance Themes and Transformational Flow elements in a logical sequence. You are not expected to read the Manual or Case Study word-for-word. The Reading will direct you to specific sections, and suggest that you just skim the rest of the chapter. At the end of each Reading, you are presented with a short quiz, with hints on where to find the answers on page 22. The second section of the Guide contains the Case Study which is used in many of the group exercises In the Foundation course. You are asked to read this Case Study and prepare some MSP artefacts based on it.

On page 21 we have provided you with a place for you to record any queries or concerns that arise during your pre-course preparation that do not appear to be answered by MSP. We will capture these issues during the first day of the course, and ensure that they are answered by the end of the course.

Ideally, you should start your preparation at least two weeks before you attend the training course. If you do not have the time or opportunity to follow this Guide, don’t despair. But you will need to put in some extra effort during the course and in the evenings.

We are pleased to be able to assist in your training and hope that you find the course beneficial and interesting.

**Creative Training**

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# Reading 1 – First Steps

## Reading 1 Guide

If in your readings you develop concerns or queries that don’t seem to be covered by MSP, record them in the table on page 21.

| Timing | Activity | Comments |
| --- | --- | --- |
| Check your course materials  10 minutes | Check through your pre-course pack. You should have received:   * Joining Instruction * MSP:2011 Manual * SuperCare Case Study.   Check your joining instruction for the dates and timings of the course. | If you think anything is missing from your pack, please contact your course provider as soon as possible |
| Check the MSP Manual  10 minutes | Open the MSP Manual and familiarise yourself with its basic structure. Note that there is an initial section which includes a description of the programme management principles, followed by a section describing each of the nine Governance Themes and then a section describing each of the six processes of the Transformational Flow. At the end of the Manual, there are four Appendices. | The MSP Manual is the main reference material for this course, and is what you will be examined on. You must understand its overall structure and be able to find your way around the Manual. |
| Tab your MSP Manual  5 minutes | Tab the chapters on Principles, each Governance Theme, each Transformational Flow process and each Appendix. | This will help in the following Readings, in your evening study during the course, and during the Practitioner exam |
| Overview of MSP  40 minutes | Read the following chapters of the MSP Manual:   * Introduction (Chapter 1) * Programme Management Principles (Chapter 2) * Governance Themes overview (Chapter 3) * Transformational Flow overview (Chapter 13) | To put the method into context and gain an appreciation of the key elements of MSP |
| Programme information  20 minutes | Familiarise yourself with the content of Appendix A. These entries are in alphabetical order and represent the information required to manage a programme successfully. | Gain an understanding of the information that will need to be created and maintained over the life of a programme |
| 10 minutes | Complete the Quiz for this Reading. | Test your knowledge |

## Reading 1 Quiz

Here are some questions relating to this Reading. Hints are provided on page 22.

| # | Question | Answer |
| --- | --- | --- |
| 1 | MSP aligns three critical organisational elements. What are these three elements? |  |
| 2 | What are the three ways in which a programme may be triggered? |  |
| 3 | What is a programme impact matrix? What are the three types of programmes referred to in such a matrix? |  |
| 4 | List the Principles of MSP. |  |
| 5 | What the three characteristics of a Principle? |  |
| 6 | List the Governance Themes in MSP. |  |
| 7 | What do the Governance Themes provide to the processes in the Transformational Flow? |  |
| 8 | What is the purpose of the strategy associated with each of the Governance Themes? |  |
| 9 | List the processes in the Transformational Flow. |  |
| 10 | What are some of the reasons a programme may be closed? |  |

# Reading 2 – Identifying a Programme

## Reading 2 Guide

If in your readings you develop concerns or queries that don’t seem to be covered by MSP, record them in the table on page 21.

| Timing | Activity | Comments |
| --- | --- | --- |
| Familiaris-ation with the Case Study  10 minutes | Read the SuperCare Case Study.  This Case Study forms the basis of many activities in the Foundation and Practitioner courses. | Gain an understanding of the key players, the scope of the programme, and the risks and issues they face |
| Processes  10 minutes | Skim the following chapter:   * Identifying a Programme (Chapter 14) | Aim for an overall appreciation of the process rather than any depth of learning |
| Governance Themes  20 minutes | Skim the following chapters:   * Programme Organisation (Chapter 4) * Leadership and stakeholder engagement (Chapter 6) | Aim for an overall appreciation of the governance theme rather than any depth of learning |
| 10 minutes | Complete the Quiz for this Reading. | Test your knowledge |
| 10 minutes | Complete the Activity for this Reading | Apply an aspect of MSP |

## Reading 2 Quiz

Here are some questions relating to this Reading. Hints are provided on page 22.

| # | Question | Answer |
| --- | --- | --- |
| 11 | How long should ‘Identifying a Programme’ typically take? |  |
| 12 | What are the principal controls over the ‘Identifying the Programme’ process? |  |
| 13 | What does the Programme Brief define? |  |
| 14 | What does early use of the Programme Brief help to avoid? |  |
| 15 | Which role is responsible for obtaining approval to proceed beyond the ‘Identifying a Programme’ process? |  |
| 16 | What role can a Programme Manager take on a project? |  |
| 17 | Which role is responsible for ‘preparing their sections of the organisation for change’? |  |
| 18 | What role could a BCM take on a project? |  |
| 19 | Which role coordinates the appointment of the BCMs? |  |
| 20 | Which role is responsible for developing and implementing the programme’s governance framework? |  |

## Reading 2 Activity

In the context of the SuperCare Case Study, develop a list of stakeholders in the space below. Try for 20 stakeholders. Some of these stakeholders will be listed in the Case Study, but many won’t be listed but could be inferred, for example ‘Clients receiving short-term care services’ and ‘Staff providing short-term care services’. Who are the 5 most important stakeholders?

Possible answers are provided on page 23.

# Reading 3 – Defining a Programme

## Reading 3 Guide

If in your readings you develop concerns or queries that don’t seem to be covered by MSP, record them in the table on page 21.

| Timing | Activity | Comments |
| --- | --- | --- |
| Processes  10 minutes | Skim the following chapter:   * Defining a Programme (Chapter 15) | Aim for an overall appreciation of the process rather than any depth of learning |
| Governance Themes  40 minutes | Skim the following chapters:   * Vision (Chapter 5) * Benefits Management (Chapter 7) * Blueprint design and delivery (Chapter 8) * The Business Case (Chapter 10) | Aim for an overall appreciation of the governance theme rather than any depth of learning |
| 10 minutes | Complete the Quiz for this Reading. | Test your knowledge |
| 10 minutes | Complete the Activity for this Reading | Apply an aspect of MSP |

## Reading 3 Quiz

Here are some questions relating to this Reading. Hints are provided on page 22.

| # | Question | Answer |
| --- | --- | --- |
| 21 | Which role is responsible for identifying and quantifying benefits? |  |
| 22 | What is an alternative name for the Blueprint? |  |
| 23 | The Blueprint is derived from which other product? |  |
| 24 | Which role is responsible for preparing the Business Case? |  |
| 25 | List the five types of programme costs that might be found in a Business Case. |  |
| 26 | What product is described as ‘the outward-facing description of the future state following programme delivery’? |  |
| 27 | Which role is responsible for preparing the Vision Statement? |  |
| 28 | Which role is accountable for providing approval to proceed beyond the ‘Defining a Programme’ process? |  |
| 29 | What is the purpose of the Program Definition Document? |  |
| 30 | Which is developed first, the Projects Dossier or the Programme Plan? |  |

## Reading 3 Activity

In the context of the SuperCare Case Study, answer the following questions then develop an outline Vision Statement for the SuperCase Business Improvement Programme. Use the definition of the content of a Vision Statement provided in Appendix A of the MSP Guide. Also refer to section 5.2 Characteristics of a good vision statement) in the MSP Guide. Possible answers are provided on page 23.

Why does SuperCare need to change?

What changes might be needed in values and culture?

What services will be added / changed / ceased?

What processes will be different?

What shape will the new organisation be?

What will be the impact on SuperCare’s tools and technology?

**Outline Vision Statement**

# Reading 4 – Running a Programme

## Reading 4 Guide

If in your readings you develop concerns or queries that don’t seem to be covered by MSP, record them in the table on page 21.

| Timing | Activity | Comments |
| --- | --- | --- |
| Processes  30 minutes | Skim the following chapters:   * Managing the Tranches (Chapter 16 * Delivering the Capability (Chapter 17) * Realising the Benefits (Chapter 18) | Aim for an overall appreciation of the process rather than any depth of learning |
| Governance Themes  30 minutes | Skim the remainder of the following chapters:   * Planning and Control (Chapter 9) * Risk and Issue management (Chapter 11) * Quality and Assurance Management (Chapter 12) | Aim for an overall appreciation of the governance theme rather than any depth of learning |
| 10 minutes | Complete the Quiz for this Reading. | Test your knowledge |
| 10 minutes | Complete the Activity for this Reading | Apply an aspect of MSP |

## Reading 4 Quiz

Here are some questions relating to this Reading. Hints are provided on page 22.

| # | Question | Answer |
| --- | --- | --- |
| 31 | When should business performance baselines be established? |  |
| 32 | What is the purpose of quality and assurance management? |  |
| 33 | What are the key elements considered with respect to programme quality? |  |
| 34 | List five headings in the Quality Management Strategy. |  |
| 35 | What aspects of MSP help to both manage and tolerate uncertainty, complexity and ambiguity? |  |
| 36 | What are the steps in the risk management cycle? |  |
| 37 | What is the purpose of the Managing the Tranches process? |  |
| 38 | What does the term ‘Governance’ mean in MSP? |  |
| 39 | Which role is accountable for all aspects of the ‘Managing the Tranches’ process? |  |
| 40 | What is the purpose of the ‘Delivering the Capability’ process? |  |

## Reading 4 Activity

In the context of the SuperCare Case Study, develop a list of the key risks facing the programme in the space below. Try for 3 key risks. Write each risk in the form suggested. Possible answers are provided on page 24.

|  |
| --- |
| IF ... (the triggers of the risk event) |
|  |
| THEN ... (the event that concerns you) |
|  |
| MEANING ... (the impacts on programme objectives that would be caused by the event). |
|  |

|  |
| --- |
| IF ... (the triggers of the risk event) |
|  |
| THEN ... (the event that concerns you) |
|  |
| MEANING ... (the impacts on programme objectives that would be caused by the event). |
|  |

|  |
| --- |
| IF ... (the triggers of the risk event) |
|  |
| THEN ... (the event that concerns you) |
|  |
| MEANING ... (the impacts on programme objectives that would be caused by the event). |
|  |

# Reading 5 – Closing a Programme

## Reading 5 Guide

If in your readings you develop concerns or queries that don’t seem to be covered by MSP, record them in the table on page 21.

| Timing | Activity | Comments |
| --- | --- | --- |
| Processes  10 minutes | Skim the following chapter:   * Closing a Programme (Chapter 19) | Aim for an overall appreciation of the process rather than any depth of learning |
| 5 minutes | Skim the content of Appendix B Adopting MSP |  |
| 5 minutes | Skim the content of Appendix C Programme Office |  |
| 5 minutes | Skim the content of Appendix D Health Checks |  |
| 10 minutes | Complete the Quiz for this Reading. | Test your knowledge |
| 10 minutes | Complete the Activity for this Reading | Apply an aspect of MSP |

## Reading 5 Quiz

Here are some questions relating to this Reading. Hints are provided on page 22.

| # | Question | Answer |
| --- | --- | --- |
| 41 | Does the statement ‘Business Case may not exist or may be conceptual’ relate to a project, programme or corporate portfolio? |  |
| 42 | What are the five maturity levels defined in P3M3? |  |
| 43 | What are the three perspectives of programme management which can be assisted by a Programme Office? |  |
| 44 | What can be tested to check whether a programme can be closed? |  |
| 45 | Which role is accountable for confirming the closure of a programme? |  |
| 46 | What programme information may be required by the ‘Closing a Programme’ process? |  |
| 47 | What are the six suggested steps of a health check process? |  |
| 48 | For which process would the question ‘Are benefits self-sustaining?” be most appropriate? |  |
| 49 | What are the three ‘information baselines’ within MSP? |  |
| 50 | What does the term ‘business-as-usual’ mean in MSP? |  |

## Reading 5 Activity

In the context of the SuperCare Case Study, develop a Programme Brief for the programme in the space below. Use the definition of the content of a Programme Brief provided in Appendix A of the MSP Guide. Possible answers are provided on page 25.

# Queries and Concerns

This section is intended as a place for you to capture any queries or concerns that arose during your readings or from the activities done and which have not yet been answered. Each person will be given the opportunity to identify areas of specific concern at the beginning of the course. The Trainer will collect these questions for consideration during the course.

| Query or Concern | Related Principle, Process or Governance Theme |
| --- | --- |
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# Hints to Pre-Course Reading Quizzes

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Q | Reference |  | Q | Reference |  | Q | Reference |
| **Reading 1** | |  | **Reading 3** | |  | **Reading 5** | |
| 1 | 1.3 |  | 21 | 7.7 |  | 41 | Table B.2 |
| 2 | 1.6 |  | 22 | 8.2 |  | 42 | Table B.3 |
| 3 | 1.7 |  | 23 | 8.1 |  | 43 | Appdx C.2.2 |
| 4 | 2.2 |  | 24 | 10.7 |  | 44 | 19.1 |
| 5 | 2.1 |  | 25 | 10.3.2 |  | 45 | Table 19.1 |
| 6 | 3 |  | 26 | 5.1 |  | 46 | Fig 19.1 |
| 7 | 3 |  | 27 | 5.5 |  | 47 | Appdx D.1 |
| 8 | 3.3 |  | 28 | 15.19 |  | 48 | Appdx D.2.1 |
| 9 | 13.1 |  | 29 | Appdx A.4 |  | 49 | Table A.1 |
| 10 | 13.1 |  | 30 | 15.1 |  | 50 | Glossary |
| **Reading 2** | |  | **Reading 4** | |  |
| 11 | 14.1 |  | 31 | 18.2.1.2 |  |
| 12 | 14.1 |  | 32 | 12.1 |  |
| 13 | 14.5 |  | 33 | Fig 12.2 |  |
| 14 | 14.5 |  | 34 | Appdx A.4 |  |
| 15 | 14.9 |  | 35 | 11.1 |  |
| 16 | 4.14.1 |  | 36 | 11.3 |  |
| 17 | 4.9.1 |  | 37 | 16.1 |  |
| 18 | 4.14.1 |  | 38 | Glossary |  |
| 19 | 4.9 |  | 39 | Table 16.1 |  |
| 20 | 4.8.1 |  | 40 | 17.1 |  |

References are to sections in the MSP manual (4th edition, first impression, 2011)

# Possible responses to Activities

## Reading 2 Activity

Stakeholders of the programme include:

* The Corporate Board
* The Executive Leadership Team
* AusCare
* Clients receiving short-term care services
* Staff providing short-term care services
* Managers of short-term care services
* Clients receiving long-term care services
* Staff providing long-term care services
* Managers of long-term care services
* Staff who collate information to generate management reports
* Staff who collate information to generate regulatory reports
* The CIO
* IT staff who deal with IT architecture
* IT staff who deal with networks and communication infrastructure
* Help desk staff
* Other IT staff
* The management and staff of the selected IT Infrastructure management firm
* Finance staff who look after project funding and supplier invoices
* Procurement staff who manage tenders, and manage and administer contracts
* Other staff of SuperCare
* The Programme Management team
* Managers and members of each project team within the programme
* Managers and members of project teams outside the programme, where there is some dependency between their project and the programme
* The vendor of the current CareBase package
* The vendor of the package selected to replace CareBase
* Other organisations supplying staff to the programme

## Reading 3 Activity

Why does SuperCare need to change?

SuperCare is facing short-term problems arising from:

* Poorly performing infrastructure (systems, networks)
* Poor quality of data on clients and services provided
* Inconsistent work practices across regions and sites

SuperCare has long-term opportunities arising from:

* Massive reductions in the cost of technology and communication infrastructure
* Changing demographics, including computer literacy of clients and staff
* Emerging state and national eHealth initiatives

What changes might be needed in values and culture?

Front-line staff are focussed on service delivery to clients, and many see any expenditure on improvements to processes, systems and technology as detracting from the core mission of the organisation. They need to be helped to see that the programme and the changes it will bring about are entirely focussed on long-term and sustainable improvements in client service.

What services will be added / changed / ceased?

Short-term, the programme will likely not change the mix of services offered to SuperCare's clients. However, given the long duration of the programme, and the fact that SuperCare will likely continue its recent pattern of growth through acquisition of similar or complimentary businesses, some providing new services, it could well be that programme scope may be expanded to deal with changes to services.

What processes will be different?

In the short-term there will be no changes to existing processes. In the medium term, a standard set of processes will be developed and implemented across SuperCare. In the long-term, the improved baseline of infrastructure and data will probably permit significant changes to processes, but the exact nature of these changes is not yet known.

What shape will the new organisation be?

In the short-term there will be no changes to organisational structures, except in Head Office areas supporting the service delivery arms, which will need to be realigned to the capabilities and processes around the new Unify system. Long-term, improved data about clients, staff and service delivery patterns will support strategic work force planning, and will likely result in major changes to the way in which SuperCare organises itself for client service delivery.

What will be the impact on SuperCare’s tools and technology?

In the short-term, the Unify system will replace the legacy CareBase system for short-term care services. Longer term, Unify may also replace CareBase for long-term care services. The business process improvement project within the programme will also likely introduce changes to processes, structures and work practices requiring changes to tools and technology.

**Outline Vision Statement**

SuperCare provides short-term and long-term care services efficiently and consistently, and fully complies with regulatory requirements. SuperCare is well placed to leverage opportunities as they arise for further improving client service delivery.

## Reading 4 Activity

IF:

* Site staff perceive change being introduced by the programme as disruptive or unnecessary
* The rate of change is high, or change is not coordinated

THEN

* Change fatigue among site staff may lead to resistance to further change or reductions in the effectiveness or pace of change

MEANING:

* The programme may have to slow down the rate of change
* The programme may need to provide additional support to each site

IF:

* An Act of God (fire, storm, flood, earthquake, etc) prevents implementation teams from converting sites from CareBase to the new system on schedule
* Active resistance by site staff or unions prevents implementation teams from converting sites from CareBase to the new system on schedule

THEN All sites may not have been converted to the new system by the drop-dead date

MEANING:

* Some sites will be operating on an unsupported system, or without a computer system
* The programme would need to develop / provide a short-term alternative
* The programme might need to provide additional funding for implementation staff

IF:

* Site data held in CareBase cannot be cleansed within the constraints of the implementation schedule
* The number of data quality problems detected is far greater than expected

THEN a major unplanned data cleansing exercise may be required

MEANING:

* The programme might need to provide funding for additional data cleansing staff
* The programme implementation timeline might need to be extended

## Reading 5 Activity

Outline Vision Statement

SuperCare provides short-term and long-term care services efficiently and consistently, and complies with regulatory requirements.

Outline description of benefits

The major benefits of the programme will be:

* An increase in revenue of at least 25% arising from an increase in the number of client visits per day
* A reduction in the annual cost of owning and operating the Short-Term Care Information System of 15%
* An increase in the flexibility of SuperCare to respond to regulatory or market change or new opportunities
* An increase in the capacity of SuperCare to efficiently service demand

Estimated costs and timescales

The Programme will start in June 20XX, and will take four years to complete.

The Programme will cost at least $25Million for the scope of work currently envisaged.

Key risks

The key risks facing the programme are:

* Change fatigue among site staff leading to resistance to further change or the pace of change
* All sites may not have been converted to the new system by the drop-dead date
* A major unplanned data cleansing exercise may be required.

Options for delivery

With respect to CareBase replacement:

* Purchase then enhance CareBase
* Commission the CareBase vendor or another vendor to develop a replacement
* Find another existing care services system and customise it
* Develop a replacement computer system in-house
* Move to a paper-based system.

List of candidate projects

Replace CareBase for both short-term and long-term care services

Outsource IT infrastructure support

Assessment of as-is state

There are many instances where there is no standardised approach to common business processes, or if there is, sites interpret the process in many different ways.

There is no reliable source of data on clients or care services provision.

Document Location

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Revision History

|  |  |  |  |
| --- | --- | --- | --- |
| Revision Date | Version | Author | Summary of changes |
| 04Apr2010 | V01\_00 | Geoff Rankins | Initial release |
| 04Jun2010 | V01\_01 | Geoff Rankins | Changed MSP™ to MSP® |
| 20Sep2011 | V02\_00 | Geoff Rankins | Changed for MSP 2011, and in response to affiliate feedback |
| 05Mar2013 | V03\_00 | Geoff Rankins | Rebadged as Aspire Australasia |
| 20Dec2013 | V04\_00 | Geoff Rankins | Revised for AXELOS Limited. |

Review

This document has been reviewed by:

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| Name | Title | Date of Issue | Version |
| Geoff Rankins | Lead Trainer | 20Dec2013 | V04\_00 |
| APMG | Assessor | 20Dec2013 | V04\_00 |

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| APMG |  | APMG | V04\_00 |

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