Lesson 3: Planning Performance

PURPOSE

The purpose of Lesson 3 is to explain the performance planning phase, including how to link an organization's performance plan (e.g., strategic workforce plan, Performance Assistance Plan) to the individual development plan (IDP); and how to write specific, measurable, achievable, relevant, and timely SMART standards.

LEARNING OBJECTIVES

When participants have completed Lesson 3, they will be able to:

- Explain the performance planning phase and its importance in the DoD Culture of high-performance and to the success of the performance management process.
- Explain how to link your work performance plan to your organization's mission and core values.
- Write performance standards for the performance plan using the SMART concept.
- Describe tools and techniques used to finalize the performance plan.

TOPICAL OUTLINE

A. Performance planning phase

1) Importance of Planning Phase

2) Planning Phase Framework

3) Roles and responsibilities

4) Performance Plans

5) Creating performance elements and standards

B. Linking to your organization's mission and core values

1) Connect tasks to DoD mission

2) Provide a sense of ownership in the plan

3) Foster a better understanding of performance goals and standards

C. Using the SMART Concept

1) Specific

2) Measurable

       3) Achievable

       4) Relevant

       5) Timely

D. Finalizing the performance plan.

       1) Performance Plan Checklist

       2) Meeting with Employee

       3) Revising plan as needed

TIME

The following is a suggested time plan for this lesson. The instructor(s) may adapt it as needed. Note this table does not reflect breaks – use your judgement to determine the timing of breaks for participants.

SESSION	TIME
Lesson 3 - Performance Planning	140 minutes with 10 minute break

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Instructor Notes	Content
Lesson 3: Planning Performance **SAY** Welcome to Lesson 3: Planning Performance. In this lesson, we will discuss the performance planning phase in DPMAP as well as why performance planning is critical to the DoD culture of high performance.	**SHOW SLIDE: 1**
SAY These words represent the key messages that embody what is most important about New Beginnings—performance, mission, communication, excellence, etc. **DO** Display this New Beginnings slide at the beginning of each instructional day and during breaks.	**SHOW SLIDE: 2**
SAY Before we begin, let's review the learning objectives for this lesson. **Instructor Notes:** Leave this slide up while you discuss the topics that will be covered in this lesson. Paraphrase the learning outcomes; it is not necessary to read them verbatim.	**SHOW SLIDE: 3**

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SAY One of the cornerstones of the DoD culture of high performance is an effective system for performance tracking and continuous dialog about performance and recognition. It is important to note that performance management is an ongoing process. Performance management is not about the final performance appraisal discussion we all know. Performance management should be a continuous process throughout the performance appraisal cycle. During the planning phase, supervisors establish performance expectations for each employee. Supervisors must meet with their employees within 30 days of the new performance appraisal cycle to communicate these performance elements for the upcoming performance appraisal cycle and create a performance plan. But this should be a joint effort. In the end, it is still the supervisor's responsibility to create a performance plan, but the recommendation is to involve the employee in the planning phase. Employees are encouraged to actively participate in defining performance expectations and performance standards. As a matter of fact, with their direct, first-hand knowledge of how the work gets done and the barriers and constraints that may impact their performance, employee participation is essential for developing realistic expectations and performance standards. This approach to performance management is renewed to emphasize and encourage employee proactivity to contribute to the DoD culture of high performance, with its focus on employee engagement, development, performance, and accountability. It aligns employees' performance expectations and work with organizational goals and DoD's mission. Based on this kind of culture, DPMAP recognizes and rewards	**SHOW SLIDE: 4**

Instructor Notes	Content
employees based on their performance and contributions to the DoD's mission. Employees who do not perform at a fully successful level should not be rewarded with a salary increase until they perform at a fully successful or higher level. As we have discussed, the performance management process is: • Proactively planning work and setting expectations; • Continually monitoring performance; • Evaluating performance in a summary fashion; and • Recognizing and rewarding good performance. There are specific activities that take place during each phase of the process. In this lesson, we're going to look at the first phase: Planning. **Instructor Notes:** If the lesson is being presented as a stand-alone lesson, show all slides. If not, then consider hiding slides as appropriate.	
SAY Planning performance is the critical first step to a successful performance management program and is essential to achieving and sustaining the DoD culture of high performance. It sets the stage for the entire program. One aspect of this kind of culture of high performance is defining what is important. During the planning phase, the supervisor establishes and clearly communicates performance expectations in order to focus efforts on achieving organizational goals. Each performance plan identifies specific performance expectations the supervisor establishes for the employee and for which the employee will be held accountable. The point here is to plan work and set expectations for the	**SHOW SLIDE: 5**

Instructor Notes	Content
outcomes of an employee's performance appraisal cycle. This is a rhetorical question, but why this emphasis on planning? Employees perform best when they feel their work is connected to the accomplishment of the organization's mission. In a performance-based culture where employee engagement is emphasized, planning is a critical step. Remember, the DoD culture of high performance emphasizes employee engagement, development, performance, and accountability. All four of these elements are wrapped up here in the planning phase. Getting employees involved in the planning phase helps them understand how their work affects the organization's mission accomplishment and leads to: • A better understanding of the DoD mission, what needs to be done to accomplish that mission, and why it needs to be done • An increased awareness of expectations and results, which ones are to be attained, and why they are important in supporting the performance of the organization • A sense of ownership in their performance plan • Improved performance resulting directly from participating in the establishment of both the goals and the standards by which they will be evaluated There is one other point of planning: an agreed-upon performance plan with clear performance elements and standard holds both supervisors and employees accountable for their performance, protecting both if questions arise about performance levels during the performance appraisal cycle. *Ask:* Think of an example of when you were able to clearly see how your work was connected to the greater DoD mission. Does anyone want to share their experience? What did that connection do to your enthusiasm for your job?	

Instructor Notes	Content
Instructor Notes: Do not hurry through this slide.	

SAY
 	
We briefly mentioned the **planning phase** in Lesson 1.
 	
During the Planning Phase, supervisors and managers should meet with their employees to set their performance expectations for the upcoming performance appraisal cycle and create a performance plan.
 	
We are going to discuss these items in more detail, later in the lesson, but let's set the stage by hitting the highpoints of the planning phase before moving on:
 	
• Planning is a shared responsibility between supervisors and their employees. When done properly, the result is supervisor-employee engagement that provides input from both sides and establishes a mutual understanding of performance expectations and organizational goals throughout the performance appraisal cycle.
 	
• Per DODI 1400.25, volume 431, performance plans must be established, approved, and communicated to each employee, normally within 30 calendar days of the beginning of the performance appraisal cycle (April 1, for most employees).
 	
• Performance elements and standards:
 	
   o establish expectations of employee performance
 	
   o identify baselines for measuring performance results
 	
• Performance elements tell an employee what to do
 	
• Standards tell an employee how they will be measured and should be written using SMART criteria.
	SHOW SLIDE: 6

Instructor Notes	Content
SAY Again from Lesson 1, here are the planning responsibilities for the two key roles: Employees and Supervisors. We just talked a lot about how employees should be involved in planning. Supervisors have the bulk of the responsibilities during the planning phase, so we're going to dive into these over the next few slides.	**SHOW SLIDE: 7**
SAY Performance elements describe what work is being performed. Example: Provide accurate, timely customer service. • Performance plans must have a minimum of one performance element, maximum of 10, and each element must have associated standards that define expectations • The number of supervisory performance elements on performance plans for supervisors will equal or exceed the number of non-supervisory (technical) performance elements • An organization may have standardized performance elements	**SHOW SLIDE: 8**
SAY Standards describe how the requirements and expectations provided in the performance elements are to be evaluated. Standards must be provided for each performance element and express how well an employee must perform to achieve the fully successful level. There are three rating levels in DPMAP: "Outstanding," "Fully successful," and "Unacceptable." Supervisors	**SHOW SLIDE: 9**

Instructor Notes	Content
may also describe standards of success for the "Outstanding" level. Standards should be written using the SMART criteria, which provide the framework for developing effective results and expectations. We'll discuss SMART standards next. **Instructor Notes:** Avoid using absolute standards (e.g., 100 percent, always, or never) unless critical to life and safety.	
SAY Are the performance standards applicable? Can the supervisor use the standards to appraise performance? The standards should clearly describe the factors that the supervisor would look for and how well those factors should be done (i.e., the quality, quantity, timeliness, and cost-effectiveness requirements). In addition, can the supervisor effectively use the data collected through the measurement process? If monitoring performance on the element is too costly or time-consuming, the performance standard might need to be altered to include more manageable performance standards.	**SHOW SLIDE: 10**
SAY Are the standards achievable? Are expectations reasonable? MSPB and the courts have ruled that, in most instances, retention standards must not require absolute perfection. In addition, from a sound management perspective, research has shown that setting expectations that are impossible or nearly impossible to achieve can actually cause performance levels to drop because employees tend to give up if they perceive the goal as impossible.	**SHOW SLIDE: 11**

Instructor Notes	Content
SAY Are the standards fair? Are they comparable to expectations for other employees in similar positions? Applying different performance standards to employees doing the same work does not appear on its face to be fair or valid. Requiring higher-level management review of performance standards for similar work across an organization may be one way of ensuring equity. Also, do the performance standards allow for some margin of error? Requiring perfection is not fair in most instances. There are some cases where 100% accuracy is necessary – for instance, the performance standard could be "100% safe landings of aircraft." In this case, it is fair to have no margin of error.	**SHOW SLIDE: 12**
SAY In order to appraise performance elements at levels above fully successful, an employee must be able to surpass the performance standard? Is it possible for an employee's performance to exceed it? Is it possible for an employee's performance to exceed it? By including fully successful standards that cannot be surpassed, the performance plan effectively eliminates the opportunity for a higher appraisal.	**SHOW SLIDE: 13**
SAY Are the performance elements and standards flexible? Can they be adapted readily to changes in resources or standards? Performance elements and standards can be modified during the performance appraisal cycle to meet changing organizational goals	**SHOW SLIDE: 14**

Instructor Notes	Content
and other situations, as long as the employee works under the new standards for at least 90 days. This flexibility allows performance plans to be used as management tools to manage employee performance on a day-to-day and week-to-week basis.	
SAY Writing strong standards will set everyone up for success. Standards should be written using the SMART criteria, which provide the framework for developing effective results and expectations. *Ask:* How many people have heard of or written SMART standards? In order to help you remember the criteria for an effective performance standard, we will utilize the acronym SMART, where the letters S-M-A-R-T have a particular meaning. Not every performance standard has to have a quantitative standard assigned to it, but whenever possible supervisors should include specific deadlines, time limitations, budget restrictions, or other standards for quality, quantity, timeliness, or cost-effectiveness. While not every performance standard lends itself to utilizing all five aspects of the SMART criteria, supervisors should strive to include as many of the SMART elements as possible. Let's take a look at what each of the letters means. **DO** Do not spend too much time digging into the definition of each element of SMART – the following slides have more than enough detail.	**SHOW SLIDE: 15**
SAY	**SHOW SLIDE: 16**

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"S" is for "Specific." What needs to be accomplished? The performance standard must be sufficiently descriptive and specific in its relation to your organization's or department's goals. It should be something that is affected by organizational expenditures, policies, or other actions. In other words, it's a good way to measure the impact of what you are doing. The performance standard should be stated as simply, concisely, and explicitly as possible. This answers questions such as: how much, for whom, for what, and how often?	
SAY "M" is for "Measurable." Where is the performance target? This criterion is the gauge for quantifying the accomplishment of the performance element. It stresses the need for criteria to measure progress toward the goal. If you don't know how to measure your progress, you can't write a measurable goal. Writing measurable standards allows for a clearer, more objective evaluation.	**SHOW SLIDE: 17**
SAY "A" in SMART is for "Achievable." Can the goal be accomplished with the resources, personnel, and time available? Is the goal sufficiently challenging but not so complex that it is unrealistic? Achieving the performance standard is something an employee or a team can reasonably be expected to do to support a work-unit goal. The performance standard is achievable with the resources and personnel available and within the time available. The performance standard should be achievable within the employee's control and not overly dependent on outside factors. The employee should be rated only on work for which he or she is	**SHOW SLIDE: 18**

Instructor Notes	Content
responsible. For example: If the standard requires higher authority approval within the performance appraisal cycle, the employee should not be penalized if the external approval is not received, unless the delay is associated with the employee missing a deadline and/or an activity that was within his or her span of control.	
SAY "R" in the acronym is for "Relevant." Why is the goal important? "Relevant" means that the performance standard is important to the employee and the organization. The employee's work fits into the organization's goals and priorities. The organization's mission, function statement, and other strategic and project planning documents provide the basis and context for the work and its relationship to the greater DoD mission. Establishing the "line of sight" is important because it underscores the importance of duties and how they support the organization. The performance element should have a direct and obvious link to organizational goals. It should be job-specific and focus on work important to the organization's success. When writing performance elements, they should be created based on the organization goals.	**SHOW SLIDE: 19**
SAY "T" is for "Timely." When will the goal start, or when will it be completed? If possible, standards should outline a specific time frame. For some physical conditions, this may be a number of months; for some operational performance standards, results can be tracked daily. Standards should not be written to reflect assignments or goals that	**SHOW SLIDE: 20**

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are longer than the performance appraisal cycle. Likewise, a performance standard should not be for less than 90 days in duration. If a multiple-phase project is being evaluated, it is important to name the specific outcome that is expected for the current performance appraisal cycle. The timeframe associated with each performance standard needs to be understood and communicated clearly so that expectations for results are understood and acceptable. The performance element should specify a timeframe associated with production of the product or service. Such timeframes help clarify performance expectations and ensure the work gets done in a timely manner. Timeframes can be within a certain period of time or by a certain date and must be within the performance appraisal cycle.	
SAY Let's try writing our own SMART standards. **DO** **Lead an Exercise:** **Objective:** Small group activity. Write specific, measurable, achievable, relevant, and timely SMART standards. **Instructions:** Instruct the participants to get into small groups and follow the instructions on the SMART Performance Standards Worksheet. Tell them they should be prepared to share their work with the rest of the class. Note that the final question asks them to write a SMART standard they can use for their own performance plan. Make sure participants complete that one, as we will look at it again later this lesson.	**SHOW SLIDE: 21**

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Have the groups brainstorm for a few minutes and identify some qualities of strong performance elements and standards. After brainstorming, direct the groups to the standards Instruct the group to review the standards and revise them to make them a SMART standard. **Instructor Notes:** Materials needed: *L4 SMART Performance Standards Worksheet_v2.docx*	
SAY Now let's take a look at a couple of examples of SMART standards that pull all of this together. Read this performance standard and then we'll talk through the SMART elements. **DO** Give the participants time to read the element on the slide. When the majority of the class has indicated they are done reading, advance the slide. **DO** Review the elements, then lead a discussion to confirm the participants' understanding.	**SHOW SLIDE: 22**
Here's another example of a SMART standard. Read this performance standard and then we'll talk through the SMART elements. **DO** Give the participants time to read the element on the slide. When	**SHOW SLIDE: 23**

Instructor Notes	Content
the majority of the class has indicated they are done reading, advance the slide. **DO** Review the performance standards, then lead a discussion to confirm the participants' understanding.	
SAY To perform well, employees need to know what is expected. That's where the performance plan comes in. The performance plan helps employees understand why their job exists, where it fits in the organization, and how the job's responsibilities link to Department and organization goals. Performance expectations serve as a foundation for communicating about performance throughout the performance appraisal cycle and the basis for reviewing employee performance. When a supervisor and employee set clear expectations about the results that must be achieved and the methods or approaches needed to achieve them, they establish a path for success. **DO** Do not read this slide. Instead talk over it while the participants read it.	**SHOW SLIDE: 24**

Instructor Notes	Content
SAY There are two other types of plans that can support an employee's performance plan and they are Individual Development Plans (IDP) and Organizational performance plans The IDP is used to record the learning and experience needed for short- and long-range career goals. It documents the specific competencies, knowledge, skills, and abilities an employee might need to improve their performance or deepen their knowledge. An IDP lists the training, education, and other professional development strategies needed to develop the desired competencies. **DO** Ask the participants to come up with some items that would be appropriate for an IDP. An IDP may include training courses, self-study programs, developmental assignments or projects, cross training, job rotations, mentoring, participation in communities of practice, conferences, and other activities that lead to the development of abilities or increased performance. **SAY** Organizational performance plans document the organization's learning and development opportunities in a systematic and planned way. One example of an organizational performance plan is the Performance Assistance Plan (PAP). PAPs are organizational performance plans typically developed by the Training, Education and Professional Development (TE&PD) activity within a Component. Your organizations' Office of Strategic Planning likely has a PAP or similar plan that you can review and incorporate into your planning process. PAPs are not to be confused with a Performance Improvement Plan (PIP)! PIPs are used to give an employee whose performance is unacceptable an opportunity to demonstrate fully successful performance and they will be discussed in another lesson. More information on IDPs and	**SHOW SLIDE: 25**

Instructor Notes	Content
organizational performance plans, such as PAPs, can be found in DODI 1400-25 V410, titled, *DoD Civilian Personnel Management System: Training, Education, and Professional Development*. The combination of an IDP linked to an organizational performance plan assists in making employee performance more effective in present or future positions and is used for employees below the executive level. The organizational performance plan addresses those gaps, and an IDP documents the individuals who are developing those skills or competencies. **Example:** If succession planning activity identifies a shortage of employees with acquisitions experience, an organization can create a PAP that documents how they will offer experiential learning or development opportunities that addresses the needed acquisitions experience. The employee with an IDP may use the organizational performance plan to find developmental or mentoring opportunities to help achieve his or her goals. And the supervisor would reference the employee's IDP when writing the performance elements and standards of the performance plan. **DO** Ask the participants to come up with some items that would be appropriate for an organizational performance plan. The organizational performance plan may also include training courses, developmental assignments or projects, job rotations, mentoring, and other activities.	

Instructor Notes	Content
SAY Will employees understand what is required? If the standards are generic, have they been supplemented with specific information so that employees know what they have to do to demonstrate fully successful performance? Performance elements and their standards should be written clearly and be specific to the job.	**SHOW SLIDE: 26**
SAY Is the meaning of fully successful performance clear? Are the expectations established in the performance elements and standards quantifiable, observable, and/or verifiable? Expectations that are specific and that clearly define what must be done and how well it must be done are more effective for managing and directing performance than vague or general expectations. In addition, MSPB and the courts have ruled that employees must know what they have to do and how well they have to do it to perform at a fully successful level. Both sound management principles and court rulings support this key criterion.	**SHOW SLIDE: 27**
SAY One benefit of continuous monitoring is the ability to quickly revise a plan when it is clear that the standards can't be met. Although performance plans are initiated at the beginning of the performance appraisal cycle, they are adjustable, living documents and can be updated to meet the organizational needs. Any number of events can take place during an performance appraisal cycle that would warrant changing a plan. A change to the	**SHOW SLIDE: 28**

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Performance Plan may be needed if there: • Are new organizational goals • Is a change in assignment(s), position, or duties • Are outside influences beyond an employee's control that make the original performance elements unachievable • Is a change in assumptions about what can be reasonably achieved during the performance appraisal cycle • Are new priorities • Shifts or changes in mission When necessary, performance plans are modified to reflect the new goals and priorities and then communicated to employees. Just as when creating performance plans, changes should also be done with employee input. All approved modifications to performance elements or standards must be discussed with and communicated to the employee, and the employee should acknowledge the revisions in the MyPerformance appraisal tool or on the DD Form 2906. Changes to work requirements or assignment of new duties may require a supervisor to change an element or performance standard. If this occurs within 90 calendar days of the end of the performance appraisal cycle, the supervisor may: • Revise the performance element or performance standard at the beginning of the next performance appraisal cycle, • Update the plan and, if the employee does not have an opportunity to perform the new element(s) for the minimum 90-calendar-day period, do not rate the revised element(s), OR • Extend the performance appraisal cycle by the amount of time necessary to allow 90 calendar days of observed	

Instructor Notes	Content
performance under the revised element or performance standard. **Note:** Extending the performance appraisal cycle will affect the start date of the employee's subsequent performance appraisal cycle; however, the subsequent performance appraisal cycle ends March 31 of the following calendar year.	
SAY Once supervisors have integrated the employee's input, they can finalize the performance plan. It is the **hope** that both supervisors and employees mutually understand and agree with the performance elements and standards in the performance plan, but agreement is **not** required. For example, a supervisor may want an employee to make 100 widgets, but the employee may only want to be accountable for making 80. In that case, the supervisor is the one who decides, but the employee should be encouraged to provide input to the supervisors about why the higher expectations may not be attainable—perhaps due to training requirements, fire drills, all-hands meetings, or other events that get in the way of production. Maybe the employee knows that the facility doesn't stock sufficient widget oil to make 100 each day, or maybe the widget machine only makes 10 per hour maximum. These are all things that would be considered in determining the performance standards, and an example of the collaborative nature of performance planning in a culture of high performance.	**SHOW SLIDE: 29**
SAY In order to avoid performance issues, it's helpful to establish mutually understood, fully successful performance levels. Here's a checklist of questions that may help supervisors and employees determine the effectiveness of performance elements	**SHOW SLIDE: 30**

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and standards that they developed and whether those standards meet legal and regulatory requirements. The Performance Plan Checklist contains questions about nine important criteria for employee performance plans that represent sound management principles and comply with regulations and Merit Systems Protection Board (MSPB) and court decisions: • Is the fully successful performance level clearly understood by supervisor and employee? • Are the standards achievable? • Are the standards fair? • Are the standards applicable? • Will employees understand what is required? • Are the performance elements and standards flexible? • Can the fully successful level be surpassed?	
SAY There are numerous benefits to following the performance plan checklist. The benefits of following the checklist can be greatly enhanced by involving employees in the development of performance plans.	**SHOW SLIDE: 31**
SAY Let's go through an exercise on how to use the Performance Plan Checklist. **DO** **Lead an Exercise:** **Objective:** Use the Performance Plan Checklist to validate the	**SHOW SLIDE: 32**

Instructor Notes	Content
SMART standards participants created in the previous exercise. **Instructions:** Instruct participants to take a few minutes to use the checklist to review and validate the SMART standards they wrote in the previous exercise. Have them make corrections as necessary. Then have participants pair up so each partner can use the checklist to review the updated SMART standard and give some feedback. **Instructor Notes:** Materials needed: *L4 Checklist for Performance Plans_final.docx*	
SAY After the supervisor has created the list of performance elements for the employee, he or she needs to meet with the employee. Because one of the key benefits of performance management is increased employee ownership, it is necessary to involve the employee in the planning phase. Employees who contribute to their performance plan generally feel more engaged and responsible for their performance. Supervisors should work with the employee to judge how feasible the performance elements and standards are. They should consider the employee's input since he or she may recognize some issues that have been missed in the draft. The employee can recommend adding standards to the performance plan that they think will be beneficial to his or her individual development pursuits. During this meeting, supervisors need to communicate the performance elements and standards they selected for the employee. Performance elements identify *what* the employee does; the standards identify *how* the performance elements will be measured. Supervisors also need to explain how performance elements and standards relate back to the larger organizational goals. They should ask for employee input on these, and they may need to explain the purpose of the performance elements and	**SHOW SLIDE: 33**

Instructor Notes	Content
standards. Supervisors should also help employees understand why those particular performance elements and standards were picked. In addition, they should take employee feedback and make any modifications that are reasonable. **DO** *Ask:* What are some of the other outcomes of the planning meeting? *Possible answers:* • Discuss performance expectations for the performance appraisal cycle. Both parties should have a shared understanding of what is expected. • Establish a process for ongoing communication. Communication is critical to the success of DPMAP. Each employee and his or her supervisor must have a shared understanding of what is expected and arrange for ongoing communication and dialogue throughout the performance appraisal cycle. • Ensure the employee understands the opportunities available that will help in meeting the performance expectations. *Ask:* What are some potential benefits of the planning meeting? *Answers:* • Reduce uncertainty and confusion. • Dispel rumors • Provide increased confidence	

Instructor Notes	Content
SAY Let's pull all of this together with an example of a planning meeting. **DO** **Lead an Exercise:** **Objective:** Demonstrate a successful planning meeting. **Instructions:** Tell the participants you are going to show them an example of a good planning meeting. Instruct the participants to look for aspects of the meeting that worked well. When the video is over, ask the participants what they saw in the video that made the planning meeting effective. **Instructor Notes:** Materials needed: *DCPAS created Planning Meeting video with Script.docx*	**SHOW SLIDE: 34**
SAY Let's review the learning objectives for this lesson. You should now be able to: • Explain the performance planning phase and its importance in the DoD Culture of high-performance and to the success of the performance management process. • Explain how to link your work performance plan to your organization's mission and core values. • Write performance standards for the performance plan using the SMART concept. • Describe tools and techniques used to finalize the performance plan.	**SHOW SLIDE: 35**

Instructor Notes	Content
SAY Before we break, are there any questions?	**SHOW SLIDE: 36**
SAY Here are some additional resources and learning tools. **DO** Collect any Parking Lot questions. You are ready for Lesson 4.	**SHOW SLIDE: 37**