

J4246/7246 – Entrepreneurial Leadership & Innovation

T/R 11:00 – 12:15 p.m.

Lee Hills 110

3 credit hour course, WI

Online components of the course are administered via Canvas Learning Management System

COURSE OVERVIEW

In this course, students explore the current landscape of entrepreneurship and practice a human-centered approach to solving problems. Students gain valuable leadership skills and develop the knowledge and mindset needed to pursue their own entrepreneurial ventures or to become innovators within existing organizations. The course introduces students to insight-driven approaches to innovation including David Novak's *Taking People with You* philosophy of leadership and *design thinking*, and offers ample opportunities to put these methods into practice. To simulate the entrepreneurial process, students identify an unmet need or market opportunity and develop an innovative product or service to solve a real-world problem. "Startup teams" of four students engage in research, ideation, rapid prototyping, and iterative design to develop insights and a solution to meet the needs of real customers. Teams also conduct a market analysis and develop a business model and go-to-market strategy for launching their start-up and enlisting key partners to support their venture. The course culminates in a pitch competition in which teams present their ideas and strategies to a panel of industry experts. In the process, students gain valuable leadership skills, develop an entrepreneurial mindset, and learn how to work with diverse teams and audiences to collaborate and solve problems.

COURSE LEARNING OUTCOMES

After taking this course, students will be able to:

- Understand and apply the method and mindset of *design thinking*, a human-centered approach to solving problems
- Apply innovation and leadership principles to develop a new venture or to drive innovation within existing organizations
- Collaborate more effectively in diverse teams to enlist and lead others in pursuit of big goals
- Identify and evaluate emerging trends and technologies in the E&I landscape (especially in the strategic communication field)
- Critically assess ethical issues in the emerging media and entrepreneurship landscape
- Conduct primary audience research to uncover insights
- Formulate customer-centric product and marketing strategies informed by research
- Present ideas persuasively to potential partners and investors via formal and informal pitches
- Understand issues of diversity and inclusion and apply best practices to communicate with greater cultural awareness, sensitivity, and professionalism
- Connect with real entrepreneurs and gain an understanding of the challenges and opportunities of entrepreneurship
- Strengthen network of peers and industry contacts

COURSE PROFESSOR

Brandon Butcher (Missouri BJ '07, MA '08) is Associate Director of the Novak Leadership Institute and professor of Strategic Communication at the Missouri School of Journalism. Butcher directs student programs, strategic partnerships, professional education, and marketing communication for the institute and co-developed the NLI courses and curriculum. Butcher joined the strategic communication faculty in 2012 and has taught courses in Strategic Writing & Design, Strategic Campaigns (AdZou), Strategic Communication Leadership, Organizational Leadership, Leadership & Innovation, and Social Media Marketing. Butcher has over 10 years of experience in the advertising and strategic communication industry with roles spanning creative, strategy and brand management. At Dallas-based The Richards Group, Butcher served as digital brand manager for accounts including QuikTrip, Zales, Southern Methodist University, and Children's Health. He also worked as a digital and creative director for Learfield Sports, developing print, digital and outdoor campaigns for corporate sponsors of top NCAA Division I athletic programs. Since joining the School of Journalism, Butcher has offered professional marketing consulting for clients including AVID, Columbia Public Schools, KLIFE, MU School of Social Work, POYi, Special Olympics Missouri, USAID, and Veterans United. Butcher also has extensive experience in nonprofit leadership, and has directed a wide range of mentoring, leadership, and service programs for teens and college students in both domestic and international settings. Butcher serves as affiliate faculty for the MU Center for Entrepreneurship & Innovation and provides ongoing mentoring to MU student entrepreneurs and startups. He has participated in design thinking professional development through the Stanford dSchool Executive Education program and the Babson Symposium for Entrepreneurship Educators.

COURSE OVERVIEW

Part I: Overview of entrepreneurship & Innovation

Week 1: Introduction & course overview / Defining entrepreneurship & innovation

Week 2: Trending #Entrepreneurship

Week 3: Finding your place as an entrepreneurial leader

Week 4: Surveying the entrepreneurship & innovation landscape (emerging trends & technology)

Part II: A human-centered approach to entrepreneurship & innovation

Week 5: Introduction to *design thinking* method and mindset

Week 6: Practice *design thinking* challenge

Part III: Startup project and pitch competition

Weeks 7-15: Develop a real-world solution (product or service) to solve a customer need

Week 16: Pitch event – final presentations to panel of professionals and alumni

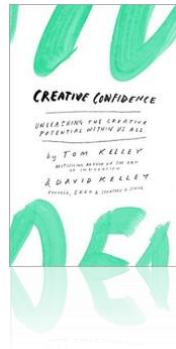
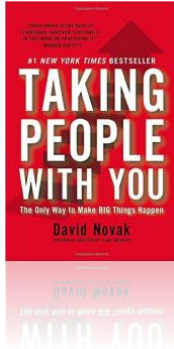
Missouri Method hands-on Project Component:

- Teams select a real-world problem to solve and develop a startup venture
- Students use the *design thinking* process and *Taking People With You* methods to work through the stages of inspiration, ideation and implementation to develop a solution that is desirable, viable and feasible
- Teams develop a business model & go-to-market strategy and compete in a formal pitch event

COURSE MATERIALS

Required Books

- *Taking People with You*, David Novak (2012)
- *Creative Confidence*, Tom & David Kelley (2013)



You will also be responsible for additional required readings available in PDF format on Canvas. If you have difficulty logging in to the course, please contact the Mizzou IT Help Desk at 573-882-5000.

Suggested Websites

- David Novak's *How Leaders Lead* Podcast
- Wired.com
- Harvard Business Review – Entrepreneurship
- IDEO.com / IDEOu.com
- dSchool.stanford.edu
- *Masters of Scale* Podcast
- *How I Built This* Podcast (NPR)

Further Suggested Reading

- *Designing for Growth: A Design Thinking Toolkit for Managers*, Jeanna Liedtka & Tim Ogilvie (2011)
- *The Lean Startup*, Eric Ries (2011)
- *Disciplined Entrepreneurship*, Bill Aulet (2013)
- *Insight Out: Get Ideas Out of Your Head*, Tina Seelig (2015)
- *Sprint: Solve Big Problems and Test New Ideas in Just Five Days*, Jake Knapp (2016)
- *The Four: The Hidden DNA of Amazon, Apple, Facebook and Google*, Scott Galloway (2018)
- *Change by Design*, Tim Brown (2019)
- *Superfounders*, Ali Tamaseb (2021)
- *Entrepreneurship: The Practice and Mindset 2nd Edition*, Heidi Neck (2021)

COURSE REQUIREMENTS

- Attendance at all class meetings and required outside of class activities
- Active participation within startup team & completion of weekly reports
- Completion of assigned readings, online Discussion Questions (DQs), and (2) quizzes
- Completion of startup team assignments and project milestones
- Completion of a 10–12-minute final presentation to panel of industry experts pitching an innovative solution to real-world consumer problem (includes market research, idea, competitive analysis, prototype, business model and go-to-market strategy)

COURSE STRUCTURE & ASSIGNMENTS

Startup Teams

A crucial element of the course will be your startup team. You will be working in small teams (3-5 individuals) with the primary goal of developing a real solution to a consumer need in the form of a new venture, product, or service. You will work together to talk to real consumers and collect research and feedback in an ongoing manner. You will need to coordinate your schedules, share responsibilities, and be consistent in sharing ideas, insights, and concerns. During weeks 7-15, you will also engage in weekly outside-of-class check-in meetings with your team and provide updates, input, and accountability as you work toward your final deliverables.

Project Milestone Assignments

While engaging in the design thinking process to develop a solution (product or service) to a real-world problem, teams will submit the following milestone assignments.

- Milestone 1: Empathize & Define
- Milestone 2: Ideate
- Milestone 3: Prototype & Feedback
- Milestone 4: Business Model / Go-To-Market Strategy & Projections / Pitch Deck

Startup Team Hours Report

Each week during the startup team project you will update a Google spreadsheet with your individual time spent and activities completed during a given week. At the end of the semester each student will receive a grade both for the weekly completion of the report (50 points) and for the total hours contributed (up to 50 points for 50 hours). The goal of the report is to ensure you remain accountable to your team members during the project and contribute evenly each week.

*Note: Weekly Team Reports must be submitted via Canvas by Friday at 5 p.m. each week beginning in week 7. Each student will receive a grade based on his or her report and corresponding individual time contribution. **Each student should expect to spend a total of approximately 50 hours over the course of the 10 weeks working on their startup venture.***

Readings, Online Discussion Questions & Quizzes

Each week, you will have required readings and/or resources based on the course schedule. Readings may consist of chapters from required book readings or excerpts from other books or relevant articles. Assigned readings and resources will be discussed in class each week. There will be (2) quizzes (in weeks 6 and 15) that will cover the required readings, resources, and lecture content. There will also be (3) online discussion questions (DQs). Discussion posts must be submitted on Canvas by Sunday at 11:59 p.m. the week they are assigned. Comments on (2) peer responses must be completed by 11:59 p.m. the following day (Monday). DQ responses should be approximately 300-500 words in length.

Discussion Question Grading Criteria (50 points per DQ)

- Response demonstrated thoughtful analysis of the unit and topic, showed critical reflection, and provided strong points, supported with clear examples from course readings & resources. (40 pts)
- Commented on (2) peer responses. Comments demonstrate thoughtful digestion of peer responses and add insight to peers' thinking on the subject. (5 pts per comment)
- 50% off DQ grade if submitted late

Final Project – Startup Pitch Competition

Beginning in week 7, teams will choose an idea that solves a real-world problem or addresses an unmet consumer need and will begin to develop a startup venture. Over the next 10 weeks, teams will engage the *design thinking* method and incorporate *Taking People With You* leadership principles to build their startup. You will start with primary and secondary research to gain insights into your target audience. You will then hold group brainstorming sessions to ideate tangible solutions to your customer's needs. Next, you'll engage in rapid prototyping as you design iterative versions of products and services and gather customer feedback. Last, you will develop a revenue model, financial projections, and a go-to-market strategy to launch your venture. The final deliverable is a 10–12-minute presentation to a panel of industry experts in a formal pitch event.

Note: Teams are encouraged to pursue ventures in industries with which they have a degree of familiarity or prior experience.

Attendance & Participation

Attend and actively participate in class to receive attendance points. You will be allowed two excused absences, BUT you must email the professor before the missed class or it's considered unexcused. Each unexcused absence will result in minus -5 points in your participation and attendance overall grade. Students who have five or more absences may be asked to drop the course or may take an F in the class.

Active participation means you:

- Come prepared, having completed required readings & resources
- Ask good questions and actively listen to peers
- Give thoughtful responses that reflect critical thinking and logic
- Share examples from your own experience when appropriate
- Complete in-class and outside-of class activities
- Do not use laptop for anything other than notes!

Note: Final participation grades are calculated based on your in-class attendance record, weekly startup team hours reports, and instructor evaluation of your participation/professionalism throughout course activities.

Submitting Work

This course relies heavily on Canvas for assigning and submitting work. It is important that you familiarize yourself with the Canvas platform. Please don't use excuses such as "I lost my file" or "Canvas wasn't working" or the "Internet was down." Save files often and back up your work on the J-School drive, on another hard drive, or other device. If you are having trouble with Canvas, please contact the Mizzou IT Help Desk at 573-882-5000.

GRADING

Your acceptance into the Novak Leadership Institute and Entrepreneurship & Innovation course is an indication that you have already demonstrated a standard of excellence during your time as a Missouri School of Journalism student. It is assumed that you will continue to perform at this level. Your grade will be based on the combination of your individual efforts, how you work as a member of your startup team, and your team’s final project and presentation. In addition to receiving feedback from your professors and panel of experts, you will also submit a self-evaluation and peer-evaluations for each of your team members.

(3) Online DQs	150
(2) Online Quizzes	100
(2) Group Assignments	100
(4) Startup Team Project Milestones	200
Final Pitch (Instructor Score)	100
Final Pitch (Expert Panel Average Score)	100
Final Pitch (Peer Evaluation Average Score)	100
Weekly Hours Reports	50
Class Attendance & Participation	50
Startup project total recorded hours (1hr = 1pt)	50
*Graduate Project	20

Total Points Possible: 1000

*Note: Graduate students ONLY must complete one additional paper worth 200 points and are graded on 1200-point scale (see “Graduate Student Project” section below). For graduate students, any grade 69.9% or less is not considered a passing grade.

Letter Grade	Percentage	Definition
A	94-100%	A = Outstanding work. Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was the student’s performance clearly and significantly above satisfactory, it was also of an independent and creative nature.
A-	90-93.9%	A- = Excellent work. Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.
B+	87-89.9%	B+ = Near excellent work. Achievement was significantly above the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.
B	84-86.9%	B = Very good work. Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements (For undergraduate students: B = meritorious. For graduate students: B = adequate).

B-	80-83.9%	B- = Good work. Achievement at a level just above that necessary to meet course requirements. Performance was notable.
C+	77-79.9%	C+ = Slightly above satisfactory work. Achievement that meets the course requirements. Performance was slightly more than adequate.
C	74-76.9%	C = Satisfactory work. Achievement that meets the course requirements. Performance was adequate, although marginal in quality (For undergraduate students: C = adequate. For graduate students: C = inadequate).
C-	70-73.9%	C- = Slightly below satisfactory work. Achievement that barely meets the course requirements. Performance has been slightly below satisfactory and was marginal in quality. (Lowest permissible grade for a graduate student)
D+	67-69.9%	D+ = Passing work. Achievement below satisfactory in meeting course requirements. Student demonstrated below satisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.
D or D-	61-66.9%	D = Minimum passing work. Achievement is barely worthy of credit. Student demonstrated unsatisfactory achievement in meeting course objectives yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.
F	60.9% or less	F = Failed – no credit. A failure to meet course requirements. The work of course objectives were either: 1) completed but not at a level of achievement that is worthy of credit, or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an “I” (incomplete).

Graduate Student Project

Graduate students will complete an annotated bibliography as a required additional assignment. Graduate students will meet with the professor individually and propose a list of readings that pertain to the student’s research question or topic of interest (in entrepreneurship & innovation). The graduate assignment is worth an additional 200 points (20%) on top of the regular total points for the course. Graduate students will be graded on the same grade scale outlined above.

Once the professor approves the topic, graduate students will conduct a search for academic and/or industry trade articles that relate to the topic. **2 or more articles must consist of peer-reviewed academic articles.** Your annotated bibliography will include a list of citations followed by a brief (usually about 150 - 250 words) descriptive and evaluative paragraph of the article, book, or document.

We encourage you to consult with Journalism Library staff for assistance and take advantage of the Novak Leadership Library Collection (downstairs J-Library). Below is a guide for writing annotated bibliographies and a link to the MU Libraries online search portal.

- [Writing an Annotated Bibliography - MU Libraries Guide](#)
- [Search articles and journals at MU Libraries](#)

COURSE POLICIES

Laptop & Mobile Device Policy

I understand that many of you will want to use your laptop to take notes during class lectures, discussions, or startup team meetings. Please exercise professionalism and show respect to your classmates and instructors when using your laptop. Using your laptop or mobile devices for unrelated tasks is both disrespectful and distracting to your peers and instructors. Use of laptops is permitted with the following constraints:

- Using social media or messaging apps during class is prohibited
- Surfing the web during class lectures or larger group discussions is prohibited
- Laptops must be used for the sole purpose of taking notes or accessing information relevant to the classroom or startup team meeting
- Cell phones must be silenced and put away during classroom and team meetings.
- Cell phones may be used during class only for tasks related to team projects.
- Students will receive (1) written warning if the above policy is violated
- 2% of your overall grade will be deducted from your participation grade for each instance following a warning

Canvas

Instructors will communicate, distribute materials and conduct online assessments in Canvas. It is your responsibility to regularly check the course Canvas site for new developments and to monitor your grade for the course. If you think a grading mistake has been made, it is your responsibility to contact me within one calendar week of posting. After one calendar week, all grades are final. Official emails will be sent only to your Paw Print email account. If you would like in-depth tutorials on how to use Canvas, please visit guides.canvaslms.com

University Policies

Within the Syllabus tab of the Canvas course site, students will find links to various university policies on academic issues, copyright and acceptable use, as well as a statement of nondiscrimination. Additionally, here are policies related specifically to this course and the Missouri School of Journalism.

Academic Integrity

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion.

Academic misconduct includes but is not limited to the following:

- Use of materials from another author w/o citation or attribution
- Use of verbatim materials from another author w/o citation or attribution
- Extensive use of materials from past assignments w/o permission of your instructor
- Extensive use of materials from assignments in other classes w/o permission of instructor
- Fabricating information in news or feature stories, whether for publication or not
- Fabricating sources in news or feature stories, whether for publication or not
- Fabricating quotes in news or feature stories, whether for publication or not
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

Classroom Misconduct

Classroom misconduct is defined by the [University of Missouri's collected rules](#) and regulations are also outlined in the [M-Book Student Code of Conduct](#).

Classroom misconduct can include obstruction or disruption of teaching, such as late arrival or early departure or failure to turn off mobile devices unless otherwise instructed. Classroom misconduct can also include misuse of computing resources, harassment, bullying, physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

IMPORTANT: Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. Students are asked to arrive for class on time and to avoid early departures. This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

Dishonesty and Misconduct Reporting Procedures

MU faculty are required to report all instances of academic dishonesty or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct must be reported to MU's Office of Student Conduct. Allegations of academic misconduct must be reported to MU's Office of the Provost.

Professional Standards and Ethics

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

Copyright in course materials

The materials you encounter in your coursework at Mizzou is subject to many different types of copyright protection, depending on the author as well as how it is used. In a single course you may encounter materials created by your instructor, an article that is shared with you in an extemporaneous way under the [Teach Act](#), and materials such as course packets where each copy includes a royalty payment to the author. As a student, you are responsible for how you use course materials and must ensure that the rights of copyright holders are not violated by sharing them, posting materials online, etc.

Student work and copyright

Just like materials created by your instructor are protected by copyright, the things you create as a student are owned by you. For example, if your instructor uses *TurnItIn* to check for plagiarism

in student papers, the University has an agreement with *TurnItIn* so that no papers are shared with that company and are only used to cross-reference.

Audio and Video Recordings of Classes

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Office for Civil Rights & Title IX Information:

University of Missouri policies prohibit discrimination on the basis of race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. Learn more about your rights and options at civilrights.missouri.edu or call 573-882-3880. You also may make an anonymous report online.

Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at rsvp@missouri.edu or 573-882-6638, or go to rsvp.missouri.edu.

Both the [Office for Civil Rights & Title IX](#) and the [RSVP Center](#) can provide assistance to students who need help with academics, housing, or other issues.

Required Referral: Mizzou employees are required to refer all incidents of sex discrimination to the Office for Civil Rights & Title IX. The Office connects students with resources and helps them decide whether they wish to file a complaint of discrimination. To learn more, contact title9@missouri.edu or 573-882-3880, or go to civilrights.missouri.edu.

Students with Disabilities:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the [MU Disability Center](#), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

Religious Holidays

Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict. For more information on the University's commitment to religious diversity, please visit <https://diversity.missouri.edu/religions/>

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the atmosphere in this class (including respect for diverse opinions) may contact your faculty chair or associate dean; or the director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>); the MU Equity Office, or

equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.