

Leadership Theory and Practice
3 credits
Prerequisite(s): 30 credits

Class Information		Instructor Information		First day of classes:	Wed., Jan. 6, 2016
Days:	Tues./Thurs.	Instructor:	Dr. Randy Poon, PhD	Last day to add/drop, or change to audit:	Sun., Jan. 17, 2016
Time:	1:00 – 2:15 p.m.	Email:	rpoon@ambrose.edu	Last day to request revised exam:	Mon., Feb. 29, 2016
Room:	A2133	Phone:	403.410.2000 (x6513)	Last day to withdraw from course:	Fri., Mar 18, 2016
Lab/ Tutorial:		Office:	L2055	Last day to apply for time extension for coursework:	Mon., Mar. 28, 2016
FINAL EXAM: Friday, April 15 9:00 – 12:00 in room A2131		Office Hrs.:	T/TH 12:00 – 1:00 W/F 11:15 – 12:00 or by appointment	Last day of classes:	Wed., April 13, 2016

Textbook and Readings:

Northouse, P. G. (2015). *Leadership: Theory and practice*, (7th ed.). Thousand Oaks, CA: Sage.

Shankman, M. L., Allen, S. J., & Haber-Curran, P. (2014). *Emotionally intelligent leadership: A guide for students*. San Francisco: Jossey-Bass.

Shankman, M. L., Allen, S. J., & Haber-Curran, P. (2014). *Emotionally intelligent leadership: Inventory*. San Francisco: Jossey-Bass.

Additional assigned readings (TBD)

Course Description:

This course is innovatively designed to be experiential and theory-based. The diverse delivery approach includes: online, readings, written assignments, journaling, lectures, retreats and leadership practice. The core areas of exploration include: leadership theory, functions of leadership, leadership practice, organizational approach to leadership, leadership assessment, and teamwork.

Expected Learning Outcomes:

1. Students will learn and identify the progression and evolution of leadership theory and practices from the classical period to contemporary times.
2. Students will identify the pros and cons of the various theories and models of leadership.
3. Students will explore and examine the practical, real-world challenges of exercising leadership.
4. Students will become more self-aware of their own leadership style and strengths, as well as opportunities for growth.
5. Students will develop their own personal theory of leadership.
6. Students will develop their oral and written communication skills.

Course Requirements and Evaluation:

Course grading and evaluation will be conducted according to the following:

Class Participation/Attendance	10%
New York Times in Leadership Group Case Study	15%
Leadership Literature Essay	15%
Leadership Reflection Project	
• Emotionally Intelligent Leadership Essay	10%
• Personal Leadership Theory Photo/Video Essay	15%
Midterm Exam	20%
Final Exam (non-cumulative)	15%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. Late assignments will lose 10% per day late. Assignments will not be accepted more than 5 days late.

In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Course Assignments:**Class Participation and Attendance:**

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the marketplace (either nonprofit or for-profit). The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (40%) (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Misses no more than two classes (100%)	Misses three classes (80%).	Misses four classes (60%)	Misses five classes (40%); misses six classes (20%); misses seven or more classes (0%)
Group Discussions and Contribution Quality (60%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

New York Times in Leadership Group Case Study

There will be a group case study that will bring further depth to the lecture and reading material. The case studies will be drawn from New York Times articles that will highlight leadership situations and that will be paired with critical thinking situations. Each case study will involve a written analysis (following the structure and the formatting set out in the Case Study Method Outline which will be posted in Moodle) and a 12-minute, in-class presentation. The written reports should be between 6-8 pages, 12-point font, 1½ line spacing, 1-inch margins, plus a bibliography or works cited page, and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear, and free of grammatical mistakes. When citing your external sources, please use the APA or MLA writing styles. The written report is worth 7.5% of your final grade.

As for the presentations, not only will you summarize your analysis and recommendations for the case study, you will also facilitate a 15-20 minute discussion on the issues arising from the case study. Your goal is to make your presentation and the discussion time a learning experience for the class. As noted earlier, this is the opportunity to learn from each. Of course, the onus won't be only placed on the presenting group, but on the rest of the class to engage in the discussion. Remember, I like lively classes 😊. The presentation and discussion facilitation is also worth 7.5% of your final grade.

Leadership Literature Essay

Each student will also write a 1500-word essay in response to a short leadership literature selection. I'll post more instructions on the essay in Moodle. Your paper must demonstrate your engagement with the reading. You may also choose to reference other readings, lectures, and class discussions. It must follow correct APA or MLA style for documentation and citation of your sources.

The paper should be formatted as follows: double-spaced, 12-point font, and 1-inch margins.

Leadership Reflection Project

The in-class presentations should summarize your analysis and recommendations for the case study. Please pay attention to the grading rubric as to what I am looking for when presenting. When making presentations, groups should also allow an additional few minutes to field questions, comments, or debate from the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class.

Part 1 – Emotionally Intelligent Leadership (EIL) Inventory

The course also requires that students complete the EIL Inventory (you must purchase this—it will be about \$10). This 57-item assessment measures how often a person engages in behaviors that align with emotionally intelligent leadership. Then, the reflection portion walks students through the process of analyzing and understanding their results, giving them concrete suggestions for how to explore and improve their emotionally intelligent leadership. Students must have the EIL Inventory completed in order to receive a grade for the entire Leadership Reflection Project.

Part 2 – Emotionally Intelligent Leadership Essay (10%)

Building upon the EIL Inventory and the reflection exercises, students will write a five-page essay regarding the leadership journey they are on. They should address the leadership experiences they have had, and include a synopsis of their EIL Inventory, key observations and actions points, and finally a summary outlining possible future leadership opportunities and a plan how to become a better leader.

Part 3: Personal Leadership Theory Photo/Video Essay (15%)

This photo/video essay should reflect the culmination of your thoughts about leadership. This part involves either gathering photograph images that reflect your personal theory of leadership and creating a three-dimensional representation of these photographs OR creating a 4-6 minute video (that could be simply video or a blend of video and photographs).

The following links provide examples of photojournalism. Take a look at some of these samples, to get a sense of how photos can be used to tell a story or to move people.

Time LightBox:

<http://time.com/photography/lightbox/>

New York Times – The Year in Pictures:

<http://www.nytimes.com/interactive/2015/12/27/sunday-review/2015-year-in-pictures.html>

zReportage.com – Paris Attacks:

<http://www.zreportage.com/zReportage.html?num=zrep589>

Once you’ve gained a sense of what is involved in a photojournalism essay, please undertake the following:

1. Gather the photos: Using a digital camera or smartphone, shoot 24 photos relating to leadership. Half of these pictures may be ones previously taken by yourself or other photographers.
2. Present your images (along with supporting text that highlights your personal theory of leadership)

Once you have gathered your photos, think about the best format for presenting them. As a creative photo essay? As a sculpture? A mobile? Part of a video? Arrange your printed photos in the form of your choice (note: as a slide presentation such as PowerPoint) and bring it to class on the assigned date. Projects will be displayed throughout the classroom. Students will present their project to the class and explain their personal theory of leadership and how it is represented visually.

Assignment Rubrics

Grading Rubric – Written Papers and Reports (includes Case Studies)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	My paper/report fully addresses the assignment's objectives. It is well-developed and supported by external sources (where required). I develop my ideas and focus on relevant details. There is a unified wholeness to the paper/report.	My paper/report largely addresses the assignment's objectives. It is mostly developed and supported by external sources. I generally develop my details, although I do get a little unfocused occasionally. The paper/report is mostly unified.	My paper/report misses some of the assignment's objectives. The ideas are not well developed or lack clarity. The paper/report is not very unified.	My paper/ report does not really get at the assignment's objectives. It does not have a sense of direction, are often unclear, or are fragmented.
Critical Thinking (25%)	With respect to reflective assignments, my paper is highly thoughtful, reflective, and frequently raises insightful self-observations.	With respect to reflective assignments, my paper is thoughtful and reflective. I raise insightful self-observations.	With respect to reflective assignments, my paper is somewhat thoughtful and reflective. I make some insightful self-observations.	With respect to reflective assignments, my paper is not thoughtful and reflective. I make some self-observations.

	My report goes above and beyond identifying the most obvious issues and arguments, and raises intriguing issues that are well supported. I challenge existing assumptions.	My report addresses the most obvious issues and arguments, and raises issues that are moderately well supported.	My report some of the key issues and arguments, not all of which are relevant, nor are they well supported.	My report does not address key issues and arguments.
Voice and tone (15%)	It sounds like I care about my paper/ report. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but my paper/ report could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
Organization (15%)	My paper/ report is well organized and structured. There is a excellent sense of flow throughout the document. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that strongly links the ideas together).	My paper/ report is relatively well organized and structured. There is a good sense of flow throughout the document. Overall, there is an acceptable opening, middle, and conclusion (that links the ideas together).	My paper/ report is somewhat organized and structured. There isn't really a sense of flow within the document. Overall, my organization and cohesiveness are rough but workable.	My paper/ report is not very organized or structure. There are many breaks in flow in the document. Overall, my writing is aimless, disorganized, and lacking in cohesiveness.
Mechanics: Conventions and Sentence Fluency (15%)	My paper/ report uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. I follow the conventions of the APA or MLA writing style and use these for citations in the document and in my reference/works cited section.	I have a few errors to fix, but I generally use correct conventions. I have well-constructed sentences. My paper/ report marches along but doesn't dance. I generally follow APA or MLA writing style, but I'm inconsistent in its usage.	I have enough errors in my paper/ report to distract a reader. My sentences are often awkward, run-ons, or fragments. My case study suggests that I have an idea what APA or MLA is, but I am mostly guessing as to what is a writing style.	Numerous errors make my paper/ report hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. My paper/report suggests that I don't know what APA or MLA is or I don't cite my sources.

Grading Rubric – Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	My presentation fully addresses the assignment's objectives. It is very focused and brings the topic to life. I develop my ideas and zero in on relevant details.	My presentation largely addresses the assignment's objectives. It is mostly focused and brings general clarity to the topic. I generally develop my ideas and largely focus on relevant details.	My presentation misses some of the assignment's objectives. It is modestly focused and brings some clarity to the topic. Details are not well developed and are somewhat unclear.	My presentation doesn't really get at the assignment's objectives. It is not focused, has little sense of direction, and is mostly unclear.
Communication, and Delivery (25%)	I deliver my presentation with a clear, confident, and well-paced voice so that all audience members can hear me. I demonstrate my awareness of the audience through physical presence and eye contact (not referring to my notes). I am enthusiastic and genuinely interested in my topic and as such, generate significant classroom engagement.	I deliver my presentation with a mostly clear, confident, and well-paced voice so that most audience members can hear me. I partially demonstrate my awareness of the audience through physical presence and eye contact (occasionally referring to my notes). I am mostly interested in my topic and as such, generate classroom engagement.	I deliver my presentation with a somewhat clear, confident voice that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing me. I don't really demonstrate an awareness of the audience because I am frequently referring to my notes. I am somewhat interested in my topic and as such, generate little classroom engagement.	I deliver my presentation with a subdued voice that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following me. I avoid looking at or engaging the audience all together. I am not interested in my topic and as such, generate little to no interest with my topic.
Creativity and Graphics (25%)	I design my presentation insightfully, creatively and skillfully. I innovatively or expertly prepare graphics at appropriate moments in my presentation. They also explain and reinforce the text and presentation.	I make a good attempt to provide insight or creativity to my presentation. I generally use graphics in my presentation and they mostly support the text and presentation.	I make some attempt to provide insight or creativity to my presentation. I seldom use graphics and when I do they don't really support the text and presentation.	I make no attempt to provide insight or creativity to my presentation. It is primarily text-based or when I do use graphics, they're used simply to get a few creativity and graphics points.

Structure, Organization, and Mechanics (20%)	I present the information in a very logical and interesting sequence which audience can follow. My conclusion flows from the rest of my presentation. It has no misspellings, grammatical errors, or formatting errors.	I present the information in a mostly logical sequence which audience generally follows. My conclusion largely flows from the rest of the presentation. It has no more than three misspellings, grammatical errors, or formatting errors.	Structure of my presentation is not easy to follow. I am missing the conclusion is missing, or if its provided, it does not flow from the rest of my presentation. It has between four to five misspellings, grammatical errors, or formatting errors.	A lack of structure detracts from the message of my presentation. My points are disjointed and lack good transitions. My presentation has six or more six misspellings, grammatical errors, or formatting errors.
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Grading Rubric – Photo/Video Essay

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Photo Essay Content (60%)	My photo/video essay insightfully portrays and reflects my personal theory of leadership. The pictures and captions/video that I include distinctly tell a story, capture my thoughts and emotions, and build toward a collective whole.	My photo/video essay generally portrays and reflects my personal theory of leadership. The pictures and captions/video, for the most part, tell a story, capture my thoughts and emotions, and build toward a collective whole.	My photo/video essay attempts to portray and reflect my personal theory of leadership. The pictures and captions/video loosely tell a story, capture my thoughts and emotions, and build toward a collective whole.	My photo/video essay generically portrays and reflects my theory of leadership. The pictures and captions/video are fragmented, do not tell a story, nor do they capture my thoughts and emotion emotions.
Creativity and Layout (40%)	My photo/video essay is innovatively or expertly crafted. I used a significant degree of creativity and skill to put together the project.	My photo/video essay is satisfactorily innovative or crafted. I used a moderate degree of creativity and skill to put together the project.	My photo/video essay is passably innovative or crafted. I used an adequate degree of creativity and skill to put together the project.	My photo/video essay is not innovative and is poorly crafted. I used little or no creativity or skill to put together the project.

Grade Summary:

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Weekly Reading and Assignment Schedule

Date	Class Topic/Chapter Title	Text chapters
Jan 7 th	Course Overview	
Jan 12 th	Introduction to Leadership	Northouse 1
Jan 14 th	Trait Approaches to Leadership	Northouse 2
Jan 19 th	Behavioural Approach to Leadership	Northouse 4
Jan 21 st	Situational Approach to Leadership	Northouse 5
Jan 26 th	Transformational Leadership	Northouse 8
Jan 28 th	No Class: Program Day	
Feb 2 nd	Leadership Literature Case Study Group 1 Presentation and Discussion	Assigned Readings
Feb 4 th	Leadership Literature Case Study Group 2 Presentation and Discussion	Assigned Readings
Feb 9 th	Authentic Leadership	Northouse 9
Feb 11 th	Servant Leadership	Northouse 10
Feb 15-19	No Classes: Winter Break	
Feb 23 rd	Midterm Exam Chapters 1, 2, 4, 5, 8, 9, 10	
Feb 25 th	Followership Case Study Group 3 Presentation and Discussion	Assigned Readings
Mar 1 st	Followership Case Study Group 4 Presentation and Discussion	Assigned Readings
Mar 3 rd	Adaptive Leadership	Northouse 11
Mar 8 th	Team Leadership	Northouse 14
Mar 9 th	Leadership Literature Essay due in Moodle by 11:59 p.m.	
Mar 10 th	Introduction to Emotionally Intelligent Leadership (EIL) and Inventory	Shankman et al. Ch. 1

Mar 15 th	EIL: Consciousness of Self	Shankman et al. Ch. 2-10
Mar 17 th	EIL: Consciousness of Self Case Study Group 5 Presentation and Discussion	
Mar 22 nd	EIL: Consciousness of Others	Shankman et al. Ch. 11-20
Mar 24 th	EIL: Consciousness of Others Case Study Group 6 Presentation and Discussion	
Mar 29 th	EIL: Consciousness of Context	Shankman et al. Ch. 21-24
Mar 30 th	EIL Essay due in Moodle by 11:59 p.m.	
Mar 31 st	EIL: Consciousness of Context	
Apr 5 th	Photo/Video Essay Presentations	
Apr 7 th	Photo/Video Essay Presentations	
Apr 12 th	Photo/Video Essay Presentations	

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.

Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing

the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.