



MKTG309

Social Marketing and Sustainability

S3 Day 2017

Dept of Marketing and Management

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Contact via email

E4A 223

Thursdays 1-2 pm

Tutor

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Moderator

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Credit points

3

Prerequisites

39cp at 100 level or above

Corequisites

Co-badged status

Unit description

Social Marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviours that benefit individuals and communities for the greater social good. Social Marketing practice is guided by ethical principles. It seeks to integrate research, best practice, theory, audience and partnership insight, to inform the delivery of competition sensitive and segmented social change programmes that are effective, efficient, equitable and sustainable. (iSMA, 2013). Examples of social marketing include campaigns to prevent or reduce alcohol consumption, tackle obesity, smoking, drug abuse, sustainability, domestic violence and unsafe driving. This unit examines the key principles of social marketing, and explores how to design a marketing strategy that can support social change efforts. The unit uses a case study approach drawing on current and historic Australian and international campaigns.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.

Demonstrate awareness of social responsibility and become familiar with the range of issues where social marketing has an impact.

Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.

Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.

Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

General Assessment Information

Unit description Unlike commercial marketing which seeks to simplify changes in purchasing patterns, social marketing seeks to change strongly ingrained behaviours or firmly held beliefs in a manner that benefits individuals and society at large. Examples of social marketing include campaigns to prevent or reduce alcohol consumption, smoking, drug abuse, domestic violence and unsafe driving. This unit examines how to design a marketing strategy that will move the target audience from indifference to action and ultimately maintenance. The unit uses a case study approach drawing on current and historic Australian and international campaigns.

Student Workload and Performance Level Students are expected to complete all assessment tasks for this subject. Failure to complete all assessment tasks will normally result in failure of the entire subject, other marks notwithstanding. Students should note that each credit point normally requires about 2 hours of study per week. Thus, MKTG309 Social Marketing which is a 3 credit point unit requires that students commit about 6 hours study a week, including attendance at lectures and tutorials. **Plagiarism** Students must not engage in plagiarism in the process of doing assessments tasks for this unit, or any unit whilst at University. Please read the University policy on academic honesty - details can be found in the 'Policies and Procedures' section of this Unit Guide.

Plagiarism: Using the work or ideas of another person, whether intentionally or not, and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts: • copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins • using or extracting another person's concepts, experimental results, or conclusions • summarising another person's work • submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work • use of others (paid or otherwise) to conceive, research or write material submitted for assessment (e.g. ghost writing) • submitting the same or substantially the same piece of work for two different tasks (self plagiarism).

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Individual Case Study</u>	30%	No	Wednesday 20 Dec 9:00am
<u>Creative Production</u>	30%	No	From tutorial 8
<u>Final Exam</u>	40%	No	Exam period

Individual Case Study

Due: **Wednesday 20 Dec 9:00am**

Weighting: **30%**

Students investigate a social, health or environmental issue of their choice. The area of investigation must be approved by your tutor in **tutorial 2 or tutorial 3** at the latest. Students gather multiple forms of digital content related to their approved issue and write a case study report of **no more than 2,500 words**. The digital content can be written documents in the form of academic journal articles, newspaper articles, industry or government reports, web links, images, sound or video clips.

Students must submit their individual case study to Turnitin on iLearn by 9:00am, Wednesday 20 Dec 2017.

No hardcopies will be accepted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is

late (for example, 25 hours late in submission - 20% penalty). This penalty does not apply for cases in which an application for disruption to studies is made and approved.

Refer to detailed Assessment Guideline posted on iLearn.

On successful completion you will be able to:

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

Creative Production

Due: **From tutorial 8**

Weighting: **30%**

This Creative Production assessment is a group project in which students will work in a group, and also individually to create a social marketing campaign. In your **first tutorial**, form into groups of 4-6 students. Your tutor will then allocate your group a topic that your group will work on for the remainder of the semester.

As a group students conduct **background research** on the topic, identify **appropriate target segmentation**, explain their **segmentation approach**, **guiding theory**, **campaign purpose**, **focus**, **objectives and goals**, **positioning** and use of the **marketing mix** for a social marketing campaign to address their assigned topic. *Groups are encouraged to use the ideas that each student has developed for their 'individual proposal' on **positioning** and the use of **marketing mix** to discuss and develop a social marketing campaign.* This group work will then be presented as 'Creative Production group presentations' in tutorials (is worth **15 marks**). **Group presentations are in tutorial 8 & tutorial 9 (part 1), as well as tutorial 11 & tutorial 12 (part 2).**

All group members **MUST** attend **ALL** the tutorials in which their group presents. Absence would mean 0 marks for that presentation unless approved DTS is submitted. All creative production materials (e.g. ppt slides) must be uploaded to iLearn prior to the tutorials in which their group presents.

Individually each student is required to write a **1,000 word maximum** proposal setting out **their own** recommendations for Creative Production group presentations. This should include **positioning** of the social marketing campaign and the recommended **marketing mix (4Ps)**. The proposal should provide a rationale analysis and justification for the positioning and each of the 4Ps. This 'individual proposal' work is worth **15 marks**.

Students submit their proposal to Turnitin on iLearn by 9:00am, Tuesday 9 Jan 2018.

Bring a hard copy of your proposal to discuss with your group members as your group work on strategies for Creative Production group presentations part 2.

Refer to detailed Assessment Guideline posted on iLearn.

On successful completion you will be able to:

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Demonstrate awareness of social responsibility and become familiar with the range of issues where social marketing has an impact.
- Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

Final Exam

Due: **Exam period**

Weighting: **40%**

The duration of the exam is 3 hour plus 10 minutes held during the university's exam period. The final exam is comprehensive covering all materials in lecture, tutorials, textbook, required videos and readings. Failure to take the final exam will result in 0 out of 40 marks. Students who miss the final exam due to illness will need to lodge an online Disruption to Studies application with supporting documentation in order to be considered for a supplementary final exam.

On successful completion you will be able to:

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Demonstrate awareness of social responsibility and become familiar with the range of issues where social marketing has an impact.
- Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to

sustainability concepts.

Delivery and Resources

Lectures and Tutorials: • This unit consists of 3 hours face-to-face teaching per session, one 2 hour lecture and one 1 hour tutorial. **Please note there are 3 lectures and 3 tutorials per week over 4 weeks.**

Required Reading: Textbook • Webster, C., Carter, L., D'Alessandro, S. and Gray, D. (2014) Social Marketing: Good Intentions. 1st Edition, TUP.

Useful supplementary text on social marketing campaigns (available on loan from MQ library):

French, J & Gordon, R. (2015). Strategic Social Marketing, Sage: London

Lee, N.R. and Kotler, P. (2011). Social Marketing: Influencing Behaviors for Good, 4th edition, Sage, Thousand Oaks, California.

Students are expected to complete all assessment tasks for this subject. Failure to complete all assessment tasks will normally result in failure of the entire subject. Successful completion of the unit is conditional on achieving a minimum of 50% of the total assessments.

Required Reading: Journal Articles

- Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E.A. And Nelson, L. D. (2013) Commitment and Behavior Change: Evidence from the Field, *Journal of Consumer Research*, 39, 5, 1070-1084.
- Duhachek, A., Agrawal, N. and Han, D. (2012). Guilt versus Shame: Coping, Fluency, and Framing in the Effectiveness of Responsible Drinking Messages, *Journal of Marketing Research*, 49, 928-941.
- Pechmann, C., Zhao, G., Goldberg, M.E. and Reibling, E. T. (2003) What to Convey in Antismoking Advertisements for Adolescents: The Use of Protection Motivation Theory to Identify Effective Message Themes, *Journal of Marketing*, 67 (April), 1-18.
- Rothschilds, M.L. (1999) Carrots, Sticks, and Promises: A Conceptual Framework for the Management of Public Health and Social Issue Behaviors, *Journal of Marketing*, 63, 24-37.
- Sheth, J.N., Sethia, N.K. and Srinivas, S. (2011) Mindful Consumption: A Customer-Centric Approach to Sustainability, *Journal of the Academy of Marketing Science*, 39, 21-39.

Required Viewing:

- The Story of Stuff with Annie Leonard (<http://www.storyofstuff.org/movies-all/story-of-stuff/>)
- Drive: The Surprising Truth about What Motivates Us by Dan Pink (<http://www.youtube.com/watch?v=u6XAPnuFjJc>)

The timetable for classes can be found on the University web site at:

(<http://www.timetables.mq.edu.au/>)

Other Resources are available on the MKTG309 iLearn website

Technology Used and Required: Students are required to have access to a personal computer, use power point, word processing and ilearn.

Unit Webpage: Course material is available on the learning management system (iLearn): <http://ilearn.mq.edu.au>

Unit Schedule

Session	Topics and tasks		
1	TOPIC: SETTING THE SCENE Social Marketing and Sustainability – Unit Overview & Good reasons for behaviour change		
	Lecture 1: Wednesday 6 December 2017	Read before class: <ul style="list-style-type: none"> • Ch 1 • Rothschild (1999) 	Tutorial 1 Activity: <ul style="list-style-type: none"> • Briefing on assessment requirements • Start discussion on Individual Case Study • Group formation & allocation of Creative Production topics
2	TOPIC: SETTING THE SCENE The Basic Toolkit (HIV/AIDS & Stigmatisation)		
	Lecture 2: Thursday 7 December 2017	Read before class: <ul style="list-style-type: none"> • Sheth <i>et al.</i> (2011) Required Video: <ul style="list-style-type: none"> • Story of Stuff 	Tutorial 2 Activity: <ul style="list-style-type: none"> • Questions/ discussion: Rothschild (1999) • Confirm your Individual Case Study topic with your tutor
3	TOPIC: SETTING THE SCENE The Basic Toolkit – (Road Safety)		
	Lecture 3: Tuesday 12 December 2017	Read before class: <ul style="list-style-type: none"> • Ch 2 Required video: <ul style="list-style-type: none"> • Drive 	Tutorial 3 Activity: <ul style="list-style-type: none"> • Questions/ discussion: Sheth <i>et al.</i> (2011) • Group work on your assigned topic for Creative Production. • Finalise group contract and submit to tutor.

4	<p>TOPIC: LIVE LONG AND PROSPER</p> <p>Health and Well-being – Battle of the Bulge (Healthy eating & Exercise)</p>		
	<p>Lecture 4:</p> <p>Wednesday 13 December 2017</p>	<p>Read before class:</p> <ul style="list-style-type: none"> • Ch 3 	<p>Tutorial 4 Activity:</p> <ul style="list-style-type: none"> • Questions/ discussion: Story of Stuff/ Drive video • Group work on Creative Production part 1: Background, Purpose, Focus
5	<p>TOPIC: LIFE IN THE FAST LANE</p> <p>Addictions and Risky Behaviour – Up in Smoke (Cigarettes & Tobacco)</p>		
	<p>Lecture 5:</p> <p>Thursday 14 December 2017</p>	<p>Read before class:</p> <ul style="list-style-type: none"> • Burton et al. (2015) 	<p>Tutorial 5 Activity:</p> <ul style="list-style-type: none"> • Guidance on research, referencing & Turnitin • Group work on Creative Production part 1: Segmentation, Target Audience, Goals and Objectives
6	<p>TOPIC: BACK TO BASICS .</p> <p>Environment and Sustainable Living – Essentials of Life (Water & Habitat conservation)</p>		
	<p>Lecture 6:</p> <p>Tuesday 19 December 2017</p>	<p>Read before class:</p> <ul style="list-style-type: none"> • Baca-Motes et al.(2013) 	<p>Tutorial 6 Activity:</p> <ul style="list-style-type: none"> • Individual Case Study consultation • Group work on part 1 of Creative Production presentation
<p><u>Individual Case Study DUE: Wednesday 20 Dec 2017 by 9:00am</u></p>			
7	<p>TOPIC: LIVE LONG AND PROSPER</p> <p>Health and Well-being – Prevention & Early Detection (Cancer & Immunization)</p>		
	<p>Lecture 7:</p> <p>Wednesday 20 December 2017</p>	<p>Read before class:</p> <ul style="list-style-type: none"> • Ch 4 	<p>Tutorial 7 Activity:</p> <ul style="list-style-type: none"> • Individual Proposal consultation • Final in-class work and preparation on part 1 of Creative Production presentation
<p><u>Mid-Semester Break: 21 December 2017 to 8 January 2018 - Enjoy!</u></p>			

<i>Individual Proposal DUE: Tuesday 9 Jan 2018 by 9:00am</i>		
8	Topic: LIFE IN THE FAST LANE Addictions and Risky Behaviour – Skál! ??! Bula! Cheers! (Alcohol & Drugs)	
Lecture 8: Tuesday 9 January 2018	Read before class: <ul style="list-style-type: none"> • Duhachek <i>et al.</i> (2012) 	Tutorial 8 Activity: <ul style="list-style-type: none"> • Group Presentation (part 1a): Background, Purpose, Focus, Target Audience, Segmentation, Goals & Objectives
9 TOPIC: BEAUTY IS IN THE EYE OF THE BEHOLDER Power and Perception – Out of Darkness (Violence, Bullying, Eating disorders, Depression & Mental illness)		
Lecture 9: Wednesday 10 January 2018	Read before class: <ul style="list-style-type: none"> • Ch 5 	Tutorial 9 Activity: <ul style="list-style-type: none"> • Group Presentation (part 1b): Background, Purpose, Focus, Target Audience, Segmentation, Goals & Objectives
10 TOPIC: BACK TO BASICS Environment and Sustainable Living – What a Waste (Litter & Recycling)		
Lecture 10: Thursday 11 January 2018	Read before class: <ul style="list-style-type: none"> • Ch 6 	Tutorial 10 Activity: <ul style="list-style-type: none"> • Group work and preparation on part 2 Creative Production presentation: Positioning and 4Ps
11 TOPIC: BACK TO BASICS Environment and Sustainable Living – Climate Change		
Lecture 11: Tuesday 16 January 2018	Read before class: <ul style="list-style-type: none"> • Ch 7 	Tutorial 11 Activity: <ul style="list-style-type: none"> • Group Presentation (part 2a): Positioning and 4Ps
12 TOPIC: REVISION		
Lecture 12: Wednesday 17 January 2018	<ul style="list-style-type: none"> • <i>Revision</i> 	Tutorial 12 Activity: <ul style="list-style-type: none"> • Group Presentation (part 2b): Positioning and 4Ps

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide

appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Demonstrate awareness of social responsibility and become familiar with the range of issues where social marketing has an impact.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

Assessment tasks

- Individual Case Study
- Creative Production
- Final Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

Assessment tasks

- Individual Case Study
- Creative Production
- Final Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.
- Critically analyze, discuss, and evaluate social marketing strategies and use secondary research skills to collect, collate and integrate examples with theory.
- Demonstrate use of written and oral skills to integrate key social marketing theoretical

concepts and to create a coherent and theoretically rigorous argument relating to sustainability concepts.

Assessment tasks

- Individual Case Study
- Creative Production
- Final Exam

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Differentiate between commercial and social marketing and outline the scope of social marketing, seeking out new ideas and opportunities.
- Demonstrate awareness of social responsibility and become familiar with the range of issues where social marketing has an impact.
- Appreciate the characteristics and needs of others in society and understand prospective challenges to social issues including environmental sustainability.

Assessment tasks

- Individual Case Study
- Creative Production
- Final Exam

Changes from Previous Offering

Textbook changed to:

Webster, C., Carter, L., D'Alessandro, S. and Gray, D. (2014) Social Marketing: Good Intentions. 1st Edition, TUP.

Email Etiquette: About consultation with your tutors and/or unit coordinator/lecturer

Email Etiquette: Consultation with your subject coordinator and/or teachers via email

Your teachers receive a very large number emails each day. Before sending an email to teaching staff please - you must check whether the answer to your enquiry is already contained within the unit guide or the iLearn site for the unit. The vast majority of emails from students to teaching

staff relate to information that has already been provided. If you send an email of this type you will not receive a reply. Therefore, you must please carefully read the unit guide and iLearn site before sending a query by email.

In order to enable teaching staff to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication: Consider what the communication is about

- Is your question addressed elsewhere (e.g. in the unit guide or on the unit iLearn site)? • Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment or see your tutor/lecturer in class.
- Are you addressing your request to the most appropriate person - please note that teaching staff do not deal with IT or student administration issues?

Specific email title/ header to enable easy identification of subject related/ student emails

- Identify the unit code of the subject you are enquiring about (as your teacher may be involved in more than one subject) in the email header. Add a brief, specific header after the unit code where appropriate

Professional courtesy

- Address your teacher appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid 'text-speak' abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Academics will normally respond within 1-3 days. If the matter is urgent, you may wish to telephone the Teaching Staff whose contact details are given in this subject outline or contacting the Department.
- Please ensure that you include your full name, and identify your seminar or tutorial group in your email so that your teachers know who they are communicating with and can follow-up personally where appropriate.

Research and Practice

- This unit uses research by Macquarie University researchers
- This unit uses research from external sources (see journal article reading list)
- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research

Changes since First Published

Date	Description
17/11/2017	Lectures and tutorials will be started from Wednesday 6 December 2017, instead of Tuesday 5 December 2017 (this is due to unavailability of lecture room on Tuesday 5 December). As a result, the deadline for Individual Case Study is pushed back by 1 day, Individual Case Study is now due on Wednesday 20 December 2017 at 9:00am.