



**Course Syllabus**  
**MGT 491: Business Policy and Strategy**  
**Spring 2019**

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When emailing me, please put "MGT 491", and the subject of your inquiry in the subject line (e.g., MGT 491 syllabus) or the email may not be opened. If you do not receive a response to an email within 24 hours, you should assume that did I not receive it and you should call me or resend the email.

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**REQUIRED MATERIALS**

**Text**

Strategic Management, edition 9, Drees, McNamara, Eisner & Lee.  
ISBN 9781259813955

**GLO BUS** online business strategy simulator

<https://www.glo-bus.com/>

Note: I will create teams and provide additional information once classes begin

In addition, the cases below are all located in the back of the text:

- Case 1, Robinhood
- Case 5, QVC
- Case 10, DippinDots
- Case 28, JetBlue

**COURSE DESCRIPTION**

Business Policy and Strategy (or Strategic Management) is considered the capstone course in your undergraduate business education. It is first and foremost a course about "strategy" and concerned with "managing for organizational success". The central theme of the Business Policy and Strategy (Strategic Management) course is that a company's chances for enjoying persistent or sustained competitive advantage and/or profitability are greatly enhanced if and only if its managers (1) have an astute, timely strategic "game plan" for running the company; and (2) implement and execute the game plan with proficiency. We shall explore in some depth how and why a well-

formulated and well-executed strategy nearly always enhances a company's long-term performance through strategic content analysis and skill building exercises.

The content portion of the course will be devoted to explaining what it means to think strategically about a company's situation and it would instruct the student in the formal tools and techniques of strategic analysis, formulating a strategy, and then implementing it successfully. The skill-building portion of the course is built around case analysis and simulation game. The purpose of the skill-building portion is to drill students in the application of the key concepts and analytical techniques, and is designed to help develop their ability to conduct strategic analysis, force them to exercise business judgment, and provide them with experiential contact with strategic decision-making.

As such, the course focuses on the development of a general understanding of the management of an organization, primarily from the perspective of the top management. Our point of view will therefore be strategic, broader than the functional orientation of the specialist. We will be integrating the knowledge you have already acquired from other disciplines such as Accounting, Economics, Finance, Human Resource Management, Marketing, Management Information Systems and Operations Management to provide a 'macro' or broader view of how each functional area affects the other parts of the organization and the company as a whole. In addition, we will be examining the organization in its environment and how each is influenced by the other. The problems and issues surrounding the tasks of crafting and implementing a strategy cover the whole spectrum of business and management. Many variables and situational factors must be dealt with at once. Evaluating the pros and cons of one strategy option against another entails a total company perspective and good judgement about how all the relevant factors combine to shape what actions need to be taken.

## **COURSE OBJECTIVES**

By the end of the semester, students should be able to:

1. Understand the strategic issues and policy decisions facing businesses and how current management concepts address these issues.
2. Understand and describe the strategic management process and the difference between strategic analysis, strategy formulation and strategy implementation.
3. Acquire an understanding of how to use new and existing knowledge to analyze "real world" cases and by so doing, to understand the complexity of strategic issues.
4. Elaborate on how strategic plans and policies are integrated, implemented and controlled and to comprehend the culture and ethical factors that influence these management activities.
5. Analyze new knowledge and use existing knowledge to conduct strategic and competitive analysis using various tools (e.g., five forces model, SWOT analysis, Portfolio matrix models) in a variety of industries.
6. Evaluate the formulation of business and corporate level strategies, the different business and corporate strategic types, alternative actions, and make sound strategic decisions using what-if analysis.
7. Discuss the managerial task associated with implementing and executing company strategies, and the action managers can take to promote competent strategy execution.
8. Assess the role of government policy in creating incentives and disincentives for a variety of competitive condition for both domestic and international competition.

9. Demonstrate how the various pieces of the knowledge they have acquired in their functional-oriented business courses fit together, and discuss why the different parts of a company's business need to be managed in strategic harmony for the company to operate successfully.
10. Synthesize and apply the concepts and analytical tools exposed to in the course by participating in managing a company through a business simulation game or conduct a strategic and competitive analysis of a company, both individually and as a member of a group.

### Course Pedagogy

- Course materials organized by the professor
- End of chapter cases
- Discussion Board posts
- Exams
- GLO BUS online business strategy simulation

### Important Course Policies

- **Academic Integrity:** By the singular act of registering for this course, you are agreeing to abide by the UNCG Academic Integrity Policy. All work submitted must be original and produced by the student for this class only. If you are for any reason unfamiliar with the contents of the code, please review it on the school's website link: <http://sa.uncg.edu/dean/academic-integrity/>. Any detected violations of any aspect of the Policy will be fully pursued in accordance with the provisions therein.
- **Communicating:** For purposes of this course, I will require that you check your UNCG e-mail daily as well as Canvas for messages and/or assignments.
- **Extra Credit:** There is no extra credit assignments scheduled for this course. If a situation presents itself during the semester, all students will be given equal opportunity to participate.
- **Students with Disabilities:** UNCG seeks to comply fully with The Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973. Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources & Services in 215 Elliott University center, 334-5440, <https://ods.uncg.edu/>.

### Assessment of Student Learning

Students will be assigned several written assignments for analysis and review. These assignments will be submitted at specified times during the term. They will provide opportunities for demonstration of your writing competency and your ability to think about and apply concepts covered in the textbook. Students must follow the guidelines in order to receive full credit.

Students are expected to participate in on-line discussions. Both the quantity and quality of participation will be assessed. During any week, 1-3 assignments/question(s) will be posted in Canvas for student response. The weekly material will be posted by Monday. Students must respond to the instructor's original post by Wednesday at 11:55PM. A response to at least one classmates post is required by Sunday at 11:55PM. Therefore, each student is expected to respond at least twice to each posted topic: one time in response to the instructor's assignment, and a second time in response to classmate's posted response.

### **Online Class Participation/Discussion and Attendance**

Student participation in Canvas posts will be assessed on the basis of frequency, familiarity with contents of the text, ability to offer considered opinion, ability to analyze and synthesize, and ability to engage in constructive interchange with classmates.

We will spend a lot of time in discussion. You are responsible for preparing to discuss each reading and /or assignment. Insights that you generate from the readings and from your own past experiences are an important contribution to the class; others benefit from your preparation, as you benefit from theirs. Some students are intimidated by the prospect of contributing to online class discussion. This anxiety is understandable, but one way to overcome it is to be prepared (i.e., read and reflect) and then contribute frequently. The more you 'speak up' with valuable contributions, the easier it becomes. If you have familiarized yourself thoroughly with the readings, and have spent time critically reflecting on them, you will succeed when you speak up. Also, keep in mind that airtime during class is a limited and valuable resource, so please use it effectively. Participation that does not add value (e.g., simply repeating facts obvious to all, etc.) is treated the same as non-participation.

Behaviors that contribute toward effective class contribution are illuminated by the following questions:

- Is the student in class? Clearly, absent students cannot participate and add value to class discussions. I track participation
- Does the student listen to others' viewpoints?
- Are the points made by the student relevant to the discussion/promote further discussion? Do they incorporate or recognize the contributions made by other students?
- Do comments add to understanding of the assignment or concept?
- Do comments indicate some non-trivial depth of analysis?
- Does the student distinguish between different kinds of data, e.g., facts, opinions, speculative claims, etc.?
- Is the student willing to share information or analysis?
- Is the student willing to speculate or test new ideas and possible explanations, or are all comments "safe"?
- Is the participant willing to interact with other students and engage in constructive debate?

- Does the student ask questions? Is there a sense of curiosity?
- Does the student treat others in a professional manner? Students are expected to behave in this class with the same level of civility and professional protocol as any other business situation.

**Discussion:** Students are expected to participate in weekly discussions in order to engage with one another. Each initial post and response discussion has a **minimum 75 word requirement**. Responses to classmates must be thought provoking and engaging. Simply stating, “I agree” is not sufficient and will result in point deduction. Remember responses should include critical thinking and demonstrate an understanding of material. You are encouraged to include citations (at least in the initial post) to support your discussion also – they should not just be your opinions. Please also note the 75 word count does not include the reference.

I expect you to keep up with the course schedule. Since technology problems occasionally arise, try to complete your assignments well before the deadline. Though the nature of an online course allows for some discretion over when course work is completed, some activities such as discussion boards have a limited time window and other activities such as exams have more specific time windows.

### **Student/Instructor Expectations**

Due dates for assignments are firm. Late assignments may receive fewer points and will only be accepted at the discretion of the instructor. Make-ups will only be provided if there are extenuating circumstances and/or prior arrangement has been made. The instructor reserves the right to determine if a situation is extenuating.

Learning occurs through interaction. Online classroom discussions are an important part of the learning process. Thus, student class participation is viewed as a critical element in the determination of the student’s final grade. Class participation in this course will be assessed as the ability of the student to raise the level of the class’ conceptual knowledge by making a constructive contribution to the class discussion. There are several channels by which a student may contribute constructively to the class learning process:

- relating course concepts from readings to the discussion;
- commenting perceptively during class discussions;
- raising topic-related questions;
- conceptually expanding on classmates’ comments;
- providing feedback to classmates’ discussions and/or presentations.

**Writing:** The quality of students’ writing will be considered on all assignments. Reports should be logically organized, coherent, and free of grammatical and mechanical errors. Students are encouraged AND required to seek help from the Writing Center as needed. Students should use APA style when listing and citing bibliographic sources. It is important that statements and opinions be appropriately cited to avoid plagiarism. There is a grading rubric at the end of the syllabus.

**Written Assignment Preparation**

Written assignments should be prepared in a professional manner. Namely, each assignment should be organized by a central theme and supported by key research and documentation. Where appropriate, section headings should be identified; paragraphs should be focused on a specific idea which is supported by the inclusion of course concepts, course readings and independent research. References should be appropriately cited using APA formatting.

Quantity should not be your primary focus; the quality of your submission is paramount. Do not sacrifice a thorough analysis for brevity. Each assignment must be typed and free of grammatical, spelling, and/or typographical errors. A professional presentation is an important aspect of the management process, and as such, will be an integral component of your grade on written assignments. Points will be given for depth and analysis of the topic as well as grammar.

All class papers must be in APA format - type-written on 8½ x 11 paper, double-spaced, 12-pt Times New Roman font, and one inch margins, and numbered at the top right side of each page. Assignments should include a title page with the following information centered on the page: [1] your name, [2] name of the assignment/project, [3] course number and title, and [4] assignment submission date. There should also be a reference page at the end of the assignment.

Your written work in this class will be graded on both content and grammatical correctness (including internet exercises). It is my belief that writing is one of the most important skills one can develop, regardless of the discipline being studied. Therefore, please accept my suggestions as an attempt to make your writing as strong as it can be!

**Course Required Reading**

The course syllabus is intended to provide the student with an overview of the course content. It is your resource for scheduled class activities, such as, required readings, due dates for class assignments, and case studies students should be prepared to discuss regarding those assignments. The readings assigned from this material are intended to provide the student with a framework for online class discussion, as well as a source of reference when completing assignments.

## Evaluation Criteria

A total of 565 points can be earned during the term from completing the following Assignments:

Exam 1		10	
		0	18%
Exam 2		10	
		0	18%
Movie Analysis		50	9%
DB posts	4@20 points	80	14%
Cases	4@20 points	80	14%
GLO BUS	Quiz 1	25	4%
	Quiz 2	25	4%
	strategic plan	50	9%
	Final	50	9%
	report/performance		
	Peer evaluation	5	1%
		<u>56</u>	
		5	100%

The grades\* will be finalized in letter grade form, per the chart below:

A	93% - 100%	C	73% - 76%
A-	90% - 92%	C-	70% - 72%
B+	87% - 89%	D+	67% - 69%
B	83% - 86%	D	63% - 66%
B-	80% - 82%	D-	60% - 62%
C+	77% - 79%	F	Below 60%
			*decimals will be rounded up/down

### Grades/Feedback

I typically do not provide detailed written feedback for all assignments. Grades will still be assigned, and I will certainly have significant feedback for everyone, but I encourage each of you to call me to receive individual analysis of your work and to discuss assignments. Calling me to receive detailed feedback is not mandatory but having a discussion regarding grades will be much more beneficial to your growth as a business professional. Therefore, I encourage each of you to call weekly or at least every few weeks. Again, calling is not mandatory, just strongly encouraged.

**Rubric**

Grammatical/spelling	10%
APA formatting including flow of document/ cover page/reference page/in text citations/ headings etc.	35%
Not meeting page requirements (you may go over page but not under requirement)	5%
Context (responding to all questions/concepts using critical thinking/analysis)	50%
Total	100%

Criteria	Levels of Achievement			
	Poor	Novice	Competent	Proficient
Knowledge of topic or subject	Misses the point, repeats information directly from text or another post.	Displays basic knowledge of subject/topic, does not expand ideas or provide new ideas	Presents new information, provides opportunity for further analysis, and/or suggests some practical application	Presents new ideas, reflects critical thinking, and/or shows practical application
Research	Lacks research and/or consistency of argument	Lack of cites, improper citing or inappropriate use of research	Provides cites, but over use of direct quotes rather than supporting original thinking	Provides proper cites, applies concepts from research to support discussion, uses research as a tool not as a replacement for original thinking
Grammar	Cannot make sense of discussion due to grammar or spelling	Numerous errors of structure and grammar	Somewhat confusing structure, grammar and spelling detracts from message	Readable, good structure, grammar, few spelling errors
Topical and Original	Not original and does not meet assignment criteria	Just meets assignment criteria and/or lacks cohesion among ideas	Only one of the following: Meets all assignment criteria or unmistakable evidence of original thought	Meets all assignment criteria and unmistakable evidence of original thought
Timeliness	Posted more than 24 hours after deadline	Posted within 12 hours of deadline	Posted 12 hours before deadline	Posted 24 hours before deadline

	will not be accepted			
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### Description of Evaluation Criteria:

- Exams

*Purpose*

The purpose of the course exams is to objectively evaluate the outcome of your learning. The exams are designed to test your knowledge of the course textbook material.

*Content and format*

Exam 1 will cover Chapters 1-5. Exam 2 will cover Chapters 6-12.

**AS A STUDENT TAKING AN ONLINE COURSE, IT IS YOUR RESPONSIBILITY TO BE AVAILABLE DURING THE EXAM TIMES REGARDLESS OF YOUR OTHER COMMITMENTS AND TO HAVE ACCESS TO A RELIABLE COMPUTER AND INTERNET CONNECTION DURING THE ENTIRE COURSE, INCLUDING THE EXAM TIMES. INABILITY TO ACCESS INTERNET DURING THE COURSE IS NOT AN ACCEPTABLE EXCUSE FOR MISSING AN EXAM OR ANY OTHER EVALUATION ITEM. THE UNCG COMPUTER LABS AND PUBLIC LIBRARIES PROVIDE COMPUTER AND INTERNET ACCESS FREE OF CHARGE.**

**ANY TECHNICAL PROBLEMS REPORTED AFTER THE EXPIRATION OF THE EXAM PERIOD WILL NOT BE CONSIDERED AND ARE NOT VALID EXCUSES FOR NOT COMPLETING THE EXAM.**

These rules will be strictly enforced in order to be fair towards those students who do make the effort to take the tests at the assigned testing times regardless of their personal and professional circumstances and time constraints. It is important that all students have the same amount of time to prepare for the exams. **There will be no exceptions for this rule. Any student seeking an exception will be referred to this policy in the syllabus.**

Note: It is not unusual that students fail this online course because they, for instance, “forget” to take the exam, are “travelling without an internet connection”, or are otherwise “occupied” for several unverifiable personal and professional reasons. Make sure that you are not one of those students because **missing one exam is likely to result in failing the course.**

- Discussion Board Questions

Discussion Questions will be posted by Monday of each week such questions are due. Students will be required to make an original posting to at least one of the questions by Wednesday @ 11:55PM and a response to at least two of their classmates' postings by Sunday @ 11:55PM of the week the questions are posted. Response postings do not have to be to the question to which you made an original post. For instance, if there are three questions, you can make an original post to Question 3 and respond to other students' postings to Questions 1 and 2. You cannot post all three of your responses to one question. Students should use content material from the text and examples from their own personal experience or the business world to bolster their comments. Original posts and responses must be 'substantial and meaningful' to earn full credit. Response posts that essentially say, "I agree with Sally and Tom" will not be counted as fulfilling the student's obligation to respond to questions. A grading rubric is available in the 'Files' section.

- **Cases**

- Case 1 on page C2 in the back of your text, Robinhood
- Case 5 in the text, QVC
- Case 10 from text, DippinDots
- Case 28 from text, JetBlue

*Purpose*

The purpose of the cases is to encourage you to study the material consistently throughout the course and to provide you with an opportunity to practice applying the concepts and solving a problem.

*Content and submission procedure*

Multiple cases are assigned throughout the term. All cases can be found in your textbook (see the page number on the last two pages of the syllabus). It is important that you read and think about each case to facilitate your understanding of the material. Your case notes should include your answers to the questions at the end of the case, and/or additional issues you think are pertinent. These analyses should be approximately 2-4 pages.

Each case is due Sunday 11:55PM of the corresponding week. Late cases are not accepted.

- **Movie Analysis**

Watch any one of the movies provided and focus on business including various characters and their strategies, were their styles beneficial or detrimental, did their strategies change over the course of the movie, did they express different traits depending on the environment or with different characters. Submit a 3-5 page paper

summarizing the primary theme and several key concepts from our discussions and text which are highlighted in the film. I strongly encourage you to select a film that you have not already seen.

- The Godfather, 1972
- The Man in the Gray Flannel Suit, 1956
- Office Space 1999
- Glengarry Glen Ross 1992
- Citizen Kane 1941
- Tucker: A man and his dream 1988

- **Group Assignment**

### **GLO-BUS STRATEGY SIMULATION EXERCISE**

Each team will manage a company, which would be required to make a set of decisions relating to the various functional areas in a company in a simulation game, GLO-BUS. To learn the mechanics of playing the simulation, you will need to read the Player's Guide thoroughly. To register for the GLO-BUS simulation, I will provide each student with his/her industry/company registration code in class after the formation of groups. You will then have to go to [www.glo-bus.com](http://www.glo-bus.com) and register for the simulation exercise. You will need to complete the registration process by paying with a credit card.

There will also be a practice round to help you familiarize yourself with the dynamics of the game. You will be evaluated on the following activities:

1. **Two quizzes quiz** (open-book, to be completed online by the due dates).
2. **Developing a 3-Year Strategic Plan**
  - Articulate your team's company's strategic vision (in a couple of sentences);
  - Set performance targets for EPS, ROE, Stock price appreciation, credit rating, and image rating for each of the next three years;
  - State the competitive strategy the company will pursue in entry-level cameras and cite data showing that this strategy is either currently on tack or will require substantial internal changes.
  - State the competitive strategy the company will pursue in multi-featured cameras and cite data showing that this strategy is either currently on tack or will require substantial internal changes; and
  - Develop a projected income statement that lays out projections of unit sales, revenues, costs, and profits for each of the four geographic regions and for the company as a whole for each of the next three years.
3. **Simulation Performance:** You will be awarded points based on how well your company met its different performance objectives in comparison with other companies in the same industry. Your company's performance will be based on five performance measures. It is imperative that you strive for the best possible performance in the game even if your company falls in the last place in the ranking. Even if your company

performs relatively poorly in comparison with your competitors, you still have the chance to earn a decent simulation performance score.

4. **A written report of a review of your company's strategy and performance in the digital camera industry at the end of the simulation.** This report is a team assignment. The written report should at least include the following in an integrated manner:
- Brief review of performance
  - Discussion of strategic vision
  - Discussion of competitive strategy
  - Comparison of actual competitive strategies with intended competitive strategy (if any)
  - Examination of top management team decision-making processes. What planning and decision process you used
  - Presentation of the general strategy you would use if the game was to continue for five more years into the future
  - Discussion of what you learned from the experience

The written report must not be more than 10 pages excluding cover page and appendices. The report should be double-spaced with 1-inch margins all around and use only Times New Roman font size 12 with all pages numbered. You must include a cover page which clearly identifies the authors, team name, and section name. All exhibit and graphs must be placed in the appendix. You will lose points equal to 5% of the assignment grade for each violation.

### **Performance Monitoring:**

This section applies to any Group Work exercises.

In every teaming situation, issues appear. Yet, in today's business environments "knowledge work" has become a key, competitive position. You will be required to work effectively with people of different skill levels, interests and motivations to succeed. As such, you will have the opportunity to do so in this course.

**Peer Evaluations (Exhibit 1):** Each individual in a team will be required to complete a peer evaluation on his/her teammates at the conclusion of the team project. This evaluation will be used to assess an individual's contribution to the project. I expect honest, professional assessments. In the case where a team member receives consistently inferior ratings from his/her teammates, a person's total course grade can be appropriately reduced. Similarly, consistently superior ratings will be rewarded accordingly.

**The "Trump" effect:** In the case where a team member consistently underperforms during the development stages of the project, action can be taken by the team, in sequential steps, as follows (underperformance includes but is not limited to missing scheduled meetings, not completing agreed-upon assignments in the time required, etc.):

1. Team members meet with the underperformer(s), discuss the issues and clearly delineates the expectations of the team. This meeting is documented and the notes of such are sent to the instructor.
2. If, after a reasonable period of time, determined by the team, performance does not improve, the team can request a meeting with the instructor to discuss the issues at hand. At that time, the instructor will request a meeting with the underperformer(s).
3. After such meeting and a reasonable amount of time to correct the issues has passed, the team will be given the authority to “fire” the under-performer(s), with the approval of the instructor (supporting “just cause”).

**If a student is “fired” from a team, he/she may receive a score of “0” for the project document & presentation. No make-up work is available to counteract this failing.**

**It is important to notify the instructor periodically during the semester if there ongoing concerns or adverse team related issues.**

## Weekly Assignments

NOTE: THE PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS DOCUMENT AS NEEDED. ALL CHANGES WILL BE ANNOUNCED ON CANVAS.

All assignments must be submitted by Sunday 11:55PM of the due date, unless otherwise noted.

Week	Date	Assignments		
Week 1	14-Jan	Read Ch 13		
Week 2	21-Jan	Read Ch1	DB post 1	Formation of teams for GLO BUS
Week 3	28-Jan	Read Ch2	Case 1	GLO BUS quiz 1
Week 4	4-Feb	Read Ch3	DB post 2	GLO BUS practice decision
Week 5	11-Feb	Read Ch4	Case 2	GLO BUS decision 1
Week 6	18-Feb	Read Ch5	DB post 3	GLO BUS decision 2
Week 7	25-Feb	Exam 1		GLO BUS decision 3
Week 8	4-Mar	Spring Break		GLO BUS decision 4
Week 9	11-Mar	Read Ch6	DB post 4	GLO BUS decision 5
Week 10	18-Mar	Read Ch7		GLO BUS decision 6, GLO BUS 3-year strategic plan
Week 11	25-Mar	Read Ch8	Case 3	GLO BUS decision 7, GLO BUS quiz 2
Week 12	1-Apr	Read Ch9	Case 4	GLO BUS decision 8
Week 13	8-Apr	Read Ch10	Movie Analysis	
Week 14	15-Apr	Read Ch11		GLO BUS final report
Week 15	22-Apr	Read Ch12		GLO BUS Peer evaluation
Week 16	29-Apr	Exam 2		

**PEER EVALUATION FORM****Exhibit 1****YOUR NAME:** \_\_\_\_\_**Team Name &  
No.** \_\_\_\_\_

Assign a number between **1** (low quality) and **5** (high quality) for the **quality and quantity** of each member's contribution (see explanations below).

**Quality:**

- Helps the team proceed by articulating ideas and proposals for consideration.
- Engages in all team assignments and motivates team members to participate
- Provides assistance when asked, treats all members respectfully
- Helps to address conflict constructively in support of team cohesiveness
- Quality of work meets the expectations of the group

**Quantity:**

- Attended all scheduled meetings/discussions
- Completes all assigned tasks by deadlines established
- Completes his/her "fair share" of the overall assignment/project

<b>Names: List yourself first</b>	<b>Quality Score (1-5)</b>	<b>Quantity Score (1-5)</b>	<b>Total Score</b>
1. <b>YOUR NAME</b>			
2.			
3.			
4.			
5.			

After completing this form, write a few sentences on the reverse side describing your perception of each member's involvement, commitment and contribution to the TOTAL team effort. Do this carefully and thoughtfully. The person's grade will depend in part, on your overall evaluation of their performance. Specifically, compare the tasks assigned by the group to each person and his or her execution of these tasks.