

**MPA 847 Developing Environmental Policy:
Using climate change as a case study**

Summer term 2017

April 28 and 29, May 15-19, June 5-10.

Course Instructor:

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Location: Room 323, Robert Sutherland Building

1.0 The story so far:

Since Canada's parliament ratified the Kyoto Protocol in 2002, federal governments have been challenged to develop effective policies and actions to reduce Canada's Green House Gas (GHGs) emissions to the levels committed to under international agreements. While there have been successes in reducing the intensity of GHG emissions from several economic sectors, the total amount of GHG's emitted in Canada between 2005 and 2013 has only slightly decreased by 3% from 2005 levels. The current federal government has made tackling climate change and reducing Canada's GHG footprint a domestic and international priority. This commitment is evident by the fact that one of the first actions of the government, on being sworn in, was to change to the name of the federal environment department from Environment Canada to Environment and Climate Change Canada. In addition, Canada has pledged, by 2030, to reduce its GHG emissions by 30% from 2005 levels.

2.0 Your opportunity and challenge:

In this course, you will have the opportunity, working with your classmates, to develop a coherent government policy to tackle climate change in one economic sector to help meet Canada's GHG emissions targets as committed to under the Paris accord. The development of this policy is based on the following premise/role play:

In the federal budget of 20XX the Minister of Finance announced the federal government's intention to commit new funding over four (4) years to help Canada meet its 2030 GHG emission target. The Minister of Finance did not identify the specific amount of funds available nor the funding profile (i.e. how funds would be allocated) over the next four years.

The Minister of Finance noted however, that the funds would be allocated to addressing climate change in ONE of the six following economic sectors: oil and gas, electricity, transport, energy intensive industries (ETI), buildings and agriculture.

To provide the policy analysis, rationale and recommendations required to enable government to decide on which of the six economic sectors should receive the climate change funds, the Minister of Finance has established six teams (one for each sector) comprised of five to six students each from the Queens PMPA and MPA programs.

The Minister has indicated that she expects each team to prepare concise analysis and coherent recommendations on why the government should fund climate change initiatives in their economic sector. The Minister has asked that the analysis and recommendations, developed by each team, follow to the extent possible the format of a Memorandum to Cabinet and include the following key sections:

- *the science of climate change and GHG emissions;*
- *the views of the public and other stakeholders;*
- *potential communications strategies to address the questions and concerns of Canadians;*
- *a clear articulation of the opportunities and challenges facing an economic sector with respect to climate change;*
- *recommended initiatives and programs (along with approximate funding profiles).*

The Minister has asked that each team commence their work on April 29, 2017 and have it completed by June 9, 2017. An advisory board will determine which team has the most rigorous, clear, and concise set of analysis and recommendations. In effect, each team will be competing against the other teams to convince the Minister of Finance of the viability of their arguments and analysis.

3.0 Learning Objectives:

The overall learning outcome of the course is that you will be able to integrate concepts, methods and perspectives from multiple disciplines and sources of information and apply them to a complex environmental issue such as climate change.

The specific learning objectives that will be used to assess your performance during the course are:

1. Inquiry, Research and Analysis: students will be able to research, compile, analyse and compare information and science relevant to the development of climate change policies;
2. Problem Solving: students will be able to construct clear and insightful problem statements and identify strategies and proposed solutions to address the problem with an evaluation of the potential degree of success of the solution;
3. Critical Thinking: students will be able to think critically about an issue and be able to clearly articulate the issue by including relevant evidence, potential assumptions and expected conclusions and outcomes;
4. Creative Thinking: students will be able to demonstrate creative thinking through the policy approaches and solutions that they bring to bear on a complex or “wicked” problem;
5. Team Work: students will be able to demonstrate their ability to work in a team through their ability to contribute to the team dialogue, the team’s work planning and quality of the team’s outcomes. In addition students will witness, first hand, the importance of being able to foster a constructive working environment within the team that minimizes potential conflicts and enhances the effectiveness and efficiency of the team;
6. Communicate orally and in writing: students will be able to communicate effectively (orally and in writing) with audiences that include senior government officials and Ministers.

The definition of each learning objective and the criteria on how each of them will be assessed is provided in Annex 2.

4.0 Course Components

4.1 Group Work:

This course places a considerable focus on teamwork with 45% of your final mark based on the collective performance of your team. As result, it will be important for each individual to actively participate and fully contribute to the work of your team. The maximum class size is 30 students, there will be six teams of five students each. The number of teams, and topics addressed will be adjusted accordingly if less than 30 students register for the course.

4.2 Outside Presenters/Advisers:

It is intended that one outside “expert” from each economic sector will be available to speak to all students about environmental issues facing their sector. This individual will also be able to provide advice and guidance to the sector team on their work and analysis. In addition, it is intended that individuals representing broader based or “cross-cutting” issues (e.g. environmental groups, municipalities etc.) will also be available to provide their knowledge and expertise. Some of the outside experts will also speak to topics such as public opinion on climate change, developing communications plans etc.

Meeting with outside presenters will also be an opportunity for you to connect with public policy decision-makers from government and other economic sectors.

The names and biographies of outside presenters will be available through onQ as they are confirmed.

4.3 Reading Material and Library Resources:

There is a considerable amount of information available on Climate Change and Green House Gases. Course participants will need to refer to a diverse range of subject matter in many different formats, including, for example, information on the science of Climate Change, the technologies and policy instruments to mitigate and adapt to Climate Change, public perceptions and the policy positions of governments. To help collate and organize effective searches of the literature and other material available, staff at the Stauffer Library will create searchable on-line databases that will serve as the starting point of your review of the literature. Constance Adamson of the Stauffer Library will meet with students during the April classes to discuss the information available through the Stauffer Library and how best to use it.

Students may prepare for the course by reading the following two documents (both of which are available on-line):

2014, Intergovernmental Panel on Climate Change (IPCC) 2014 Synthesis Report, Summary for Policy Makers.

2016, Canada’s Second Biennial report of Climate Change; Environment and Climate Change Canada

4.4 Identification of a “winning policy”:

As stated in the “opportunity and challenge” section, each team will be developing a climate change policy for one sector. Under the course premise, one of these policies will be identified as having the most rigorous, clear, and concise set of analysis and recommendations. In effect, each team will be competing against each other to demonstrate the “best policy”. This competition is a “friendly” exercise and no marks will be assigned to teams or individuals based on this friendly competition. The exact nature of how presentations will be assessed for this purpose is still to be determined

4.5 Discussion of Special Topics:

This course is focused on developing environmental policy, using climate change as a case study. It is understood however, that there are many other environmental and other related topics, such as energy, that will be of interest to course participants. Therefore, there will be an opportunity in several of the classes to have a short discussion on a topic of special interest to class participants.

To achieve this outcome it is proposed, that, throughout the course, 15 minutes will be set aside in most classes to allow for an open discussion on an environmental or other related issue, such as energy, of interest to the class. No marks will be allocated for participation in this topic. The intent rather, is to allow you to raise and discuss, with your colleagues, a topic of interest to you.

4.6 Course expectation:

It is understood that developing environmental policy is a complex task and as such your team and you will not necessarily have all the information, time or tools to complete the task as one might do in the “real world”. The intent, however, is to allow you to develop an understanding of what is required to develop coherent and effective climate change (and environmental) policy. As such the key assessment criteria will be focussed on how you as an individual and collectively in your team address the learning objectives established for the course and not necessarily the total accuracy of the policies that you prepare

5.0 Course Timetable

The course consists of three main blocks of time:

1. Friday, April 28th and Saturday, April 29th: from 8:30am to 11:30am daily;
2. Monday, May 15th to Friday, May 19th: from 8:30am to 11:30am daily;
3. Monday, June 5th to Friday, June 9th: from 1:00pm to 4:00pm daily.

A summary of the course agenda along with key dates for assignments is provided in the following monthly calendars for April, May and June 2017. Detailed outlines of assignments and daily agendas are provided in Annexes 1 and 3.

5.1 Environmental Policy: draft schedule April

2017

Mon day	Tuesd ay	Wednes day	Thursd ay	Friday	Saturday	Su n
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
				Course introduction (15min); Learning objectives and assignments (20min); Environmental Policy, outside speaker (TBC) (50min) Preparing a Memorandum to Cabinet, outside speaker (TBC) (50min); Energy/environment discussion (15min) Team assignments (15min).	Energy/environment discussion (15min); Developing a communications plan, outside speaker (50min); Library resources, Librarian, Stauffer Library (40mins); Discussion of assignments 1&2, expectations for May classes (30min); Team meetings. Assignment 1: assigned; due 4:00pm Friday, May 12th Assignment 2: assigned; due 4:00pm Tuesday, June 20th	

ALL CLASSES IN APRIL: 8:30am to 11:30am*

*15 minute break during the class.

** Time lengths for class topics are notional.

5.2 Environment Policy: draft calendar: May

2017

Monday	Tuesday	Wednesday	Thursday	Friday	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
				Assignment 1: due 4:00pm		
15	16	17	18	19	20	21
Recap of April session (15min**); Expectations for week (15min); Economic sector discussion - outside speaker (TBC) (45min); Energy/env discussion (15min) Team session (1hr 15min). Assignment 3: assigned (due at end of class on Friday, May 19th)	Economic sector discussion - outside speaker (TBC) (45min); Energy/env discussion (15min); Team Session – preparation of team presentation on conclusions of bibliography review (1hr 45min).	Economic sector discussion - outside speaker (TBC)(45min); Economic sector discussion – outside speaker (TBC) (45min); Team session - preparation of team presentation on conclusions of bibliography review (1hr 15min)	Economic sector discussion - outside speaker (TBC) (50min); Energy/env discussion (15min); Team presentations: four (4) teams @ 30min each (2hr).	Economic sector discussion - outside speaker (TBC) (45min); Team presentations: two (2) @ 30min each (1hr); Assignment 4 & preparation for June classes (30min). Team meeting (30min) Assignment 3: deadline at end of class. Assignment 4: assigned (due 4:00pm on Thursday, June 1st)		
22	23	24	25	26	27	28
29	30	31				

ALL CLASSES IN MAY: **8:30am to 11:30am***

*15 minute break during the class

** Time lengths for class topics are notional.

5.3 Environment Policy: draft calendar

June

2017

Monday	Tuesday	Wednesday	Thursday	Friday	Sat	Sun
			1 Assignment 4: due 4:00pm	2	3	4
5 Recap of May session (15min**); Expectations for week (15min); Outside speaker: energy policy (TBC) (45min); Team session: preparing the MC briefing note (1hr 15min). Assignment 5: assigned; due end of class Friday, June 9 th .	6 Outside speaker: topic TBD (45min); Energy/env discussion (15min); Team session: preparing the MC briefing note (1hr 45min)	7 Energy/env discussion (15min); Team session: preparing the MC briefing note (2hr 30min);	8 Energy/env discussion (15min); Team presentations on their MC briefing note. Three (3) teams @ 50mins each (2hr 30min).	9 Team presentations on their MC briefing note. Three (3) teams @ 50mins each (2hr 30min); Winner of friendly competition/wrap up of class (15min). Assignment 5: due end of class Assignment 6: assigned; due 4:00pm June 20 th .	10	11
12	13	14	15	16	17	18
19	20 Assignment 2: due by 4:00pm; Assignment 6: due by 4:00pm.	21	22	23	24	25
26	27	28	29	30		

ALL CLASSES IN JUNE: 1:00pm to 4:00pm*

*15 minute break during class

** time lengths for class topics are notional

6.0 Assignments and Evaluation against Learn Objectives:

The assignments are outlined in the table below:

ASSIGNMENT	Date Assigned	Date Due	Individual or Group work	% of Final Mark
Assignment 1: Annotated Bibliography	29/04/17	4:00pm, 12/05/17	Individual	15%
Assignment 2: Personal Journal	29/04/17	4:00pm, 20/06/17	Individual	15%
Assignment 3: Literature Presentation	15/05/17	12:00pm, 19/05/17	Group	20%
Assignment 4: Research on proposed actions	19/05/17	4:00pm, 01/06/17	Individual	15%
Assignment 5: Final Presentation of actions/rationale	05/06/17	12:00pm, 09/06/17	Group	25%
Assignment 6: Team work assessment	09/06/17	4:00pm , 20/06/17	Individual	10%

55% of your final mark will be based on your individual performance in Assignments: 1, 2, 4 and 6.

45% of your final mark will be based on the collective performance of your team: Assignments 3 and 5.

Annex 1 provides more information on the course assignments. The intent of each assignment is to evaluate your level of achievement of one or more of the learning objectives outlined earlier in the course outline.

Annex 2 provides the criteria for the evaluation of each learning objective.

7.0 Course and University Policies

7.1 Jamshed’s Availability:

Jamshed is available by appointment from 9:00am to 4:00pm on days that the course is taught. On other days, please contact me by email to set up a mutually agreeable time to meet.

My objective in this course is to help students develop successful approaches to policy development that will stand them in good stead for future career opportunities. I expect students to work hard, but have fun at the same time. I look forward to working and learning with you.

7.2 Management of information:

The course will use the university’s “onQ” course management system for the following:

- all communications with students;
- submission of assignments;
- updates to the course outline;
- identification of reading material;
- other information relevant to the delivery of the course.

7.3 Attendance:

Given that this course is delivered over a compressed time, it is critical that students attend all classes. In addition, as many of the assignments are evaluated based on the performance of your team; your

absence will potentially have a negative impact on not only your final mark, but also that of your colleagues. If you cannot attend a class, please let your team members and I know ahead of time.

7.4 Assignments and Late Work:

Course assignments are due on the date and time specified in this course outline. As a student interested in a professional career, I expect you to be professional in meeting your course commitments, which include submitting assignments on time. However, if you are unable to meet an assignment deadline, please contact me as soon as possible. It will be at my discretion to decide if an extension is granted and if so for how long. Students, who fail to submit their assignment on time and do not inform me ahead of time, will have their final mark for that assignment reduced by 5% per day that the assignment is late. Zero (0) marks will be allocated for the assignment, if it has not been submitted by the 4:00pm on the fifth day after the assignment deadline.

7.5 Academic Integrity:

Please refer to the following sites for important information on academic integrity:

1. www.academicintegrity.org
2. http://www.queensu.ca/calendars/sgrs/Academic_Integrity_Policy.html
3. <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>

7.6 Disability Accommodation:

Queen's University is committed to achieving full accessibility for persons with disabilities. Please refer to the following site for more information on Disability Accommodation:

1. <http://www.queensu.ca/studentwellness/accessibility-services/>

ANNEX 1

Outline of course assignments

Assignment 1: Annotated Bibliography:

Date assigned: Friday, April 29th; deadline for submission: 4:00pm Friday, May 12th.

Assignment 1 is an individual assignment in which you will prepare a short (five (5) pages) annotated bibliography. The bibliography should reference about ten (10) sources that outline the science, climate change impacts and public and stakeholder perceptions of climate change for your team's economic sector. Suggested reading material will be provided to each team to help guide team members in the development of their annotated bibliography.

Percent of final mark: 15%

Assignment 2: Personal Journal

Date assigned Friday, April 29th; deadline for submission: 4:00pm, Tuesday, June 20th.

Assignment 2 is an individual assignment in which you will be required to keep a personal journal about your experiences in the course. The journal may include (but is not limited to) the following areas: your reflections on the information/knowledge that you learn; observations on the policy process; the challenges and opportunities of working in a team environment; the challenges in problem solving and creative thinking etc. There is no set format for the journal, it will be up to you to choose a format that best fits the ideas, and concepts that you wish to impart. In addition will you not be restricted in the types of documents, material that you wish to include as part of your journal.

Percent of final mark: 15%

Assignment 3: Literature Presentation

Date assigned Monday, May 15th; deadline for submission: end of class Friday May 18th.

This will be a team assignment and consist of the presentation outlined in point 2 under the Tuesday, May 16th section. An overall mark will be allocated to each team. This mark will also be part of the final evaluation total for each student.

Percent of final mark: 20%

Assignment 4: Research on Proposed Actions

Date assigned Friday, May 19th; deadline for submission noon Thursday, June 1st.

This is an individual assignment in which you will be asked to conduct your own policy research and analysis to prepare a short report on what you believe is the key rationale for action for your economic sector, along with ideas on proposed approaches, the key considerations that the Minister should be aware of and a strategic communications plan. This report should be no more than five (5) pages long and is intended to be input into the deliberations of your team on the above points, when you get together again in the week of June 5th to 9th.

Percent of final mark: 15%

Assignment 5: Final Presentation of actions and rationale

Date assigned Monday, June 5th; deadline for submission: end of class Friday, June 9th.

This is a collective team assignment and consists of the report and presentation outlined in the June 6th and June 10th sections above. The collective mark will be given for both the overall report and presentation. Your team's collective mark will be included in your overall evaluation.

Percent of final mark: 25%

Assignment 6: Team Work Assessment

Date assigned Friday, June 9th; deadline for submission COB Tuesday, June 20th.

This assignment will be a) a self-assessment of your performance as a team member and b) an assessment of the ability of your team member colleagues to perform in a team.

Percent of final mark: 10

55% of your final mark will be based on your individual performance in Assignments: 1, 2, 4 and 6.

45% of your final mark will be based on the collective performance of your team: Assignments 3 and 5.

ANNEX 2:

Learning Objectives: Evaluation Criteria

The learning objectives for this course are outlined earlier in this course outline. The evaluation of each assignment will be based on how well you have demonstrated your level of achievement of the learning outcomes in assignments. Each assignment will address one or more of the learning outcomes. The definitions of each learning outcome and the criteria by which they will be evaluate are provided below (from the American Association of Colleges and Universities):

1. **Inquiry, research and analysis:**

Definition: a systematic process of exploring issues, objects or works through the collection and analysis of information and evidence that results in informed conclusions/judgements. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluation criteria:

- Synthesizes in-depth information from relevant sources representing various points of view/approaches.
- Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities.
- States a conclusion that is a logical extrapolation from the research and analysis findings.

2. **Problem Solving:**

Definition: the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Evaluation criteria:

- Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
- Identifies multiple approaches for solving the problem that apply within a specific context.
- Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. The solution is sensitive to contextual factors as well as the logical, ethical and cultural dimensions of the problem.
- Evaluation solutions are deep and elegant and considers the history of the problem, the logic and reasoning behind the solution's, the feasibility of the solution and the solutions impact.

3. **Critical Thinking:**

Definition: a habit of mind characterized by the comprehensive exploration of issues, ideas and other materials and events before accepting or formulating an opinion of conclusions.

Evaluation criteria:

- The issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
- Information is taken from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. All viewpoints are questioned thoroughly.
- Thoroughly analyses own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
- Conclusions and related outcomes are logical and reflect a student's ability to place evidence and perspectives discussed in priority order.

4. **Creative Thinking:**

Definition: both the capacity to combine or synthesize existing ideas in original ways and the experience of thinking, reacting and working in an imaginative way characterized by a high degree of innovation, divergent thinking and risk taking.

Evaluation criteria:

- Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment or the final product.
- Not only develops a logical and consistent plan to solve a problem, but also recognises consequences of the solution and can articulate the reasons for choosing the solution(s).
- Integrates alternate, divergent, or contradictory perspectives or ideas fully.

5. **Team Work:**

Definition: is a set of behaviours under the control of individual team members. These behaviours include – a) the effort that individuals put into team tasks, b) their manner of interacting with others on the team, c) the quality and quantity of contributions individuals make to the team.

Evaluation criteria:

The evaluation criteria for teamwork is provided in Annex x: The Teamwork assessment survey.

6. **Communicate orally and in writing:**

Definition- Oral Communication: a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs or behaviours.

Evaluation Criteria – Oral Communication:

- Organization pattern is clearly and consistently observable, is skillful, and makes the content of the presentation cohesive.
- The language used is appropriate for the audience.
- Delivery techniques make the presentation compelling and the speaker appears poised and polished.

- The central message is compelling: precisely stated, memorable and strongly supported.

Definition – Written Communication: is the development and expression of ideas in writing.

Evaluation Criteria – Written Communications:

- Demonstrates a thorough understanding of context, audience and the purpose of the assigned task and focuses on all elements of the work.
- Uses appropriate, relevant and compelling content to illustrate mastery of the subject.
- Uses graceful language that skillfully communicates meaning to readers with clarity, fluency and conciseness and is virtually error free.

Annex 3:
Daily Class Agendas

1) Friday, April 28th and Saturday, April 29th: 8:30am to 11:30am each day.

Friday, April 28th:

1. Introduction to the course and instructor – outlining the “ground rules” of interaction and work during the course;
2. Discussion about the course, its learning objectives, expectations and assignment/evaluation schedule;
3. Energy/environment discussion (please refer to the earlier section on energy policy).
4. Introduction to environmental policy and climate change policy – outside speaker, Environment Canada (TBC);
5. introduction to the policy process and the preparation of a Memorandum to Cabinet – speaker from the federal Privy Council Office, PCO (TBC);
6. Assignment of sector teams;

Saturday, April 29th:

1. Energy/environment discussion;
2. Developing a communications plan for government policies, (outside speaker, TBC);
3. Utilization of library resources, (Librarian, Stauffer Library, TBC);
4. Outline of expected outcomes and outputs for the first and second assignments (see below) and discussion of data and information sources as well as methods of analysis required for assignment 1;
5. First Team Meeting.
6. Assignment 1: Annotated Bibliography and Assignment 2: Literature Report assigned.

Friday, May 12th:

1. Assignment 1: Annotated Bibliography due at 4:00pm.

2) Monday, May 15th to Friday, May 19th: 8:30am – 11:30am daily.

The week in summary:

- Each day there will be a presentation by either an outside speaker or a Queens’s faculty member on one of the economic sectors/cross cutting areas.
- During the week, each team will review and absorb the findings of the annotated bibliographies. This work will culminate, on Thursday and Friday, in a presentation by each team of their findings to their colleagues in other teams. The team presentations will constitute the third assignment and team members will be awarded an overall mark based of the collective written and verbal presentation by their team.

- At the end of the week, each team will have initial discussions about what the rationale for policy action along with potential approaches and communications strategies may “look like” for their economic sector. This discussion along with individual research will form the basis of the fourth assignment, which will be conducted in between the May, and June classes.

Monday, May 15th:

1. Welcome back, brief recap of material covered in the April sessions.
2. Review of the expectations and outcomes for the May 16th to May 19th classes.
3. Presentation on one of the economic sectors/cross cutting areas (outside presenter TBD).
4. Energy/environment discussion;
5. Team session – during which you will brief your team colleagues on the results of your annotated bibliography – what information you found, its relevance for future work etc.
6. Assignment 3: Literature Presentation assigned.

Tuesday, May 16th:

1. Presentation on one of the economic sectors/cross-cutting areas being studied (outside presenter or Queens faculty TBD);
2. Energy/environment discussion;
3. Team session to develop a presentation to the rest of the class on the team’s analysis and conclusions from their review of the science, sector, public, provincial views on the impact of climate change in their economic sector along with and analysis of how the sector may help mitigate or adapt to climate change.

Wednesday, May 17th:

1. Presentation on one of the economic sectors/cross-cutting areas being studied (outside presenter or Queens faculty TBD);
2. Presentation on one of the economic sectors/cross-cutting areas being studied (outside presenter or Queens faculty TBD);
3. Team session to complete the presentations that each team commenced on Tuesday, May 16th.

Thursday, May 18th:

1. Presentation on one of the economic sectors/cross-cutting areas being studied (outside presenter or Queens faculty TBD);
2. Energy/environment discussion;
3. Team presentations by four (4) teams (30minutes per team).

Friday, May 18th:

1. Presentation on one of the economic sectors/cross cutting areas being studied (outside presenter or Queens faculty TBD);
2. Team presentation s by remaining two (2) teams (30min each)
3. Review of the progress to date in the class and discussion of a) assignment 4 and b) next steps – expectations, processes, outcomes for the remainder of the course:
4. Team discussions of key next steps for their team – developing the policy rationale, proposed approaches, considerations and communications.

5. Assignment 3: Team Presentations due at end of class.
6. Assignment 4: Research on Proposed Actions assigned

Thursday, June 1st:

1. Assignment 4: Research on Proposed Actions due at 4:00pm.

3) Monday, June 5th to Friday, June 9th: 1:00pm to 4:00pm daily

This week's classes will follow the same format as the May 15th to 19th classes, with the focus being on to development and presentation of the policy rationale for action, proposed approaches and other options considered, key considerations for action and the strategic communications plan. The week will culminate in final presentations to the advisory committee and the identification of the "winning" sector team. Two assignments will be initiated during the week. With one being completed during class hours and the second submitted on June 20th.

Monday, June 5th:

1. Welcome back and review of progress to date;
2. Expectations and outcomes for the week;
3. Presentation by an outside speaker or Queens faculty (TBD) on an energy topic;
4. Team session – during which you will brief your team colleagues on the results of your research and thinking on the rationale for action, proposed approach, considerations and communications plan;
5. Assignment 5: Final Presentation on Actions and Rationale assigned

Tuesday, June 6th:

1. Presentation by an outside speaker or Queens faculty: topic TBD;
2. Energy/environment discussion;
3. Team session – continuation of the discussion started on Monday on the findings of individual team members from assignment 4. Commencement of the development of the team's MC style briefing note and presentation on the rationale for action, proposed approaches and alternative options considered, key considerations for action and the strategic communications plan (see Assignment 5 below).

Wednesday June 7th:

1. Energy/environment discussion;
2. Continuation of the team sessions to finalize the team MC/briefing note and presentation.

Thursday, June 8th:

1. Energy/environment discussion;
2. Presentation by three teams on their final rationale, proposed approach etc. Each team will have 50 minutes to present and discuss their conclusions and outline why they think the \$100m dollars set aside by the Minister of Finance should be allocated to their economic sector. Advisory committee members may be in attendance and provide the instructor with their perspective of the relative merits of the three presentations

Friday, June 9th:

1. Remaining three teams deliver their presentations to the class and advisory committee (it should be noted, that given schedules it will not be possible to have all advisory committee members at both the Thursday and Friday presentations);
2. Award to the “best” presentation (process for determining the “best presentation TBD);
3. Discussion and recap of the course and final assignments.
4. Assignment 5 due at end of class;
5. Assignment 6: Team Work Assessment assigned.

Tuesday, June 20th

1. Assignment 1 due at 4:00pm;
2. Assignment 6 due at 4:00pm.