**Technion**

**Course: When Innovative Technology Meets Policy and Regulation**

**Instructor:** Mark Fagan, Harvard Kennedy School

mark\_fagan@hks.harvard.edu

Sunday June 6 and Monday June 7, 2021 via Zoom

**Course Description**

Successful tech executives know how to identify a market opportunity, develop an innovative solution, bring it to market and take it to scale. They also have another skill – they understand how to work with policymakers and regulators to ensure their products reach the market in a timely fashion and tap their full financial potential. They know how to create private value but also public value. This course provides students with the public policy and regulatory knowledge necessary for success. It also provides them with the opportunity to apply and hone these skills in the context of high tech innovation.

**Special Course Features**

* Use case studies and in-session simulations to ensure interactive learning environment.
* Cover a blend of Israel and worldwide examples so learning is applicable in different contexts.
* Provide concepts/frameworks to address the interaction between entrepreneurs and policymakers.
* Test out concepts/frameworks with case examples to reinforce the classroom learning.

**Student Evaluation**

* 2000 word paper: The paper addresses an aspect of the course that is relevant for the student. It must crisply describe the issue and provide a detailed approach for resolution, leveraging course concepts/frameworks. The grade is a function of relevance and importance of the issue, effectiveness of the solution and clear and effective writing.
* Class participation: The course is designed for active engagement by all students. The grade is determined by the frequency and quality of student’s insights.

**Course Content**

**Sunday June 6, 2021**

**Session 1: The High Tech – Public Policy Conundrum**

Session Objectives

* Establish the need for tech executives to understand and influence the public policymaking process.
* Illustrate the range of stakeholder interests and incentives associated with high tech innovation.
* Demonstrate the challenge of finding win-win solutions but show that desirable outcomes can be achieved.

Pedagogy

* Multi-party simulation/negotiation.
* Reach consensus on autonomous vehicles (AVs) data privacy in Tel Aviv.
* Two rounds of negotiation followed by a class debriefing session.

Cases/Readings

* Role specific briefing packages. (distributed at the session)

**Session 2: The Wonderful World of Policy**

Session Objectives

* Explain public value, its creation and estimating its contribution.
* Provide the rationale for policy and regulation.
* Explore the different types of policies and regulations.
* Differentiate public versus private value.
* Present the policymaking framework and associated toolkit.

Pedagogy

* Estimation of public value – automated trash trucks.
* In class facilitated discussion of drone (unmanned aerial vehicles) regulation.
* Write a regulation for the public use of drones.

Cases/Readings

* Mark Moore, Public Value, Chapter 2 PP. 1-14 of the PDF (up to Page 38 in the document)
* OECD DEREGULATIONAND PRIVATISATION IN AN ECONOMY <https://www.oecd.org/eco/reform/35381774.pdf> PP. 160-168

**Monday June 7**

**Session 3: Exercising Influence and Shaping Public Policy**

Session Objectives

* Explain the tech executives’ levers for influence and degree of power.
* Provide a framework for shaping policy/regulation.
* Explore persuasion models.
* Illustrate the parallels between tech leadership and policymaking.
* Practice applying the shaping framework to build an influencing strategy.

Pedagogy

* Class discussion of case study.
* Build the shaping framework from the case as a class.
* Apply frameworks and persuasion models to student issues or faculty provided issues.

Cases/Readings

* Lobbying: Business, Law and Public Policy, Fagan, Chapter 6.

**Session 4: In the Real World: Cost of Failure; Benefits of Success**

Session Objectives

* Explore how tech executives and government officials work through policy and regulation for high tech innovation.
* Highlight different approaches that high tech organizations take in response to policymakers.
* Understand the pros and cons of models.
* Use real examples to see “how the sausage (kosher) gets made.”

Pedagogy

* Discussion of actual case examples.
* Responses to specific student scenarios. (“What advice you would offer?”)

Cases/Readings

* With Big Data Comes Big Responsibility, HBR, <https://hbr.org/2014/11/with-big-data-comes-big-responsibility>

Takeaways

* There are different approaches that high tech organizations take to deal with policymakers.
* The models span the spectrum from confrontation to collaboration.
* Collaboration is generally more successful and sustainable.

**Session 5: Putting It All Together: Finding the Balance with Cryptocurrency**

Session Objectives

* Put all the course learning into practice in developing policy and regulations for cryptocurrency in Israel.
* Test the students’’ abilities to effectively take on various stakeholder positions and reach a policy/regulation agreement.
* Develop a list of course insights and best practices.

Pedagogy

* Multi-party simulation/negotiation.
* Reach consensus on a policy and associated regulation for cryptocurrency.
* Two rounds of negotiation followed by class debrief session.
* Facilitated discussion of course concepts and best practices.

Cases/Readings

* <https://www.jbs.cam.ac.uk/fileadmin/user_upload/research/centres/alternative-finance/downloads/2017-global-cryptocurrency-benchmarking-study.pdf> Pages: 15-27
* Role specific briefing packages.

Takeaways

* Innovation will spur policymaking and regulation.
* Consensus is hard and the challenge increases exponentially with the number of interests.
* Tech executives and policymakers can coexist and find a balanced solution.
* A negotiated solution is better than one that is dictated by the policymaker.