

Spring 2023

**Advocacy**  
MAN383

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This course introduces you to how people successfully “market” their ideas particularly within organizations. No matter how good your ideas are, unless you can also effectively sell those notions to decision-makers, those ideas don’t matter. Good ideas, in short, don’t sell themselves. In this class we focus on crucial skills that help you not only understand how people influence you but also help you successfully pitch your ideas to others. You’ll be exposed to research answering questions like:

- How do you clearly and memorably communicate your ideas?
- How do you build and maintain affinity and credibility as an advocate?
- How do you become a more effective story-teller when persuading others?
- How do you successfully create and manage networks?
- How do you know when it is the right time to pitch an idea?
- How do you build alliances to get better buy-in for your ideas?
- How do you “pre-sell” ideas?
- How do you successfully influence change in organizations?
- How do you effectively persuade others to adopt your ideas?
- How do you make yourself more impactful in meetings?

The class is designed for anyone who will face the challenge of convincing others to invest in their ideas. Advocacy matters in every profession and at every level of an organization. Creative entrepreneurs must successfully pitch their innovations, managers must, on a daily basis, effectively persuade team members and garner buy-in from leadership to adopt their ideas, sales and marketing folks constantly advocate for their products and services.

A warning: You will be exposed to some ideas and some people who you might find personally distasteful. You may believe that people arguing for X are “evil” or that X itself is a terrible idea. In this class, you need to recognize that even though you may totally disagree with the substance of what someone is proposing, you can still learn from the ways they go about getting others to buy into their proposals. Steve Jobs was notoriously difficult to work with (as are many famous CEOs) but he was nonetheless very effective accomplishing his advocacy goals. We will use examples of business leaders, historical figures, and politicians. You may not like some of these people and what they tried to accomplish. But you can still learn how to be more effective at influence by studying what they do.

### **Course Readings**

There are two texts for the class. The first is Machiavelli’s The Prince a book that has been in press since it was first written more than five centuries ago. The second is a book entitled Advocacy: Championing Ideas and Influencing Others (by Daly—yep, that Daly). Please note: There is not a one-to-one match-up between the books and lectures throughout the semester. Some things are covered in lectures that will appear at different

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times in the book and vice versa. Finally, there are case studies which are drawn from periodicals that you may want to read as they offer great examples of what is being discussed in class (You are not responsible for the typical “case prep” since we won’t be doing case discussions in class. The cases are for your own edification)

Copies of the slide decks used in the class are available on Canvas.

## **Grades**

There will be **two web-based open book and note tests** in the class—a midterm and a final. The midterm is scheduled for **February 23<sup>rd</sup>**. The final will be on **April 18<sup>th</sup>**. Each of these tests counts for 30% of your grade. A team paper (described below) accounts for 30% of your grade. The due date for the term paper is **April 13<sup>th</sup>**. Participation, credibility exercise, Machiavelli note, and film note (described below) will count for 10%.

**Tests:** Tests are comprised of a short-answer section, a section asking for definitions of key terms used in class, and a brief true/false section. They are designed to assess what you have gained from lectures and readings (but not the cases). The final is not cumulative. Both tests will be time limited.

## **Assignments**

**Group Paper:** The paper is completed by teams of between 5 to 7 people (you get to create your teams), and is usually about 3500 words. The paper is a detailed case study of advocacy which should apply course materials to an actual attempt by some individual or group within an organization to market an idea. Your team should identify someone or some unit early on in the semester in the working world (not at McCombs) who is, or has recently, proposed an idea to decision-makers. You should closely examine what the advocate is doing (or has done) to sell his, her, or its idea. You may interview people who are engaged in the advocacy efforts as well as other relevant stakeholders (e.g., decision-makers) to gather ideas for the paper.

From these interviews you will develop a comprehensive summary of what the advocate did (is doing) and integrate this with readings and course lectures. There will be a few days when we will not have class to assure you time to meet with, and work with, your team. The goal of this paper is to help you ground class materials in the realities of advocacy. One critical goal of the paper is the conversations your team will have as the paper is being written. A good paper will integrate the perspectives of people on the team. Indeed, you will probably find that in the writing of the paper, questions will emerge that will require you to get back in touch with some of the people you interviewed for the paper.

An important thing to remember: the paper needs to be highly tactical—you need specifics not generalities. So, for instance, you might find that a person you interview says that to be successful in their firm proposing an idea you need to be highly trustworthy. That is not a tactical observation. You should ask, “how do you demonstrate trust?” and listen for specific tactical actions that make people seem more trustworthy—

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keeping small commitments, letting people know right away when you have made a mistake. Your team can choose the industry, company, and people you want to explore. In the past, teams have sometimes used this paper to build relationships in organizations they want to learn more about, meet people they have heard about, and so on. That's a fine secondary goal. But the most important goal is to ground class material in a real-life activity.

The paper should be between 2500-3000 words (no longer for sure; less is okay). **You should email the paper to me ([daly@austin.utexas.edu](mailto:daly@austin.utexas.edu)). Please use Word (not PDF)** (I will respond by email to the papers).

***Credibility exercise:*** One part of this course focuses on personal credibility—how it gets established and maintained. Prior to this unit, you should submit a brief note (around 500 words) reflecting on a ***specific credibility-enhancing*** behavior (or behaviors) that you engaged in when you began your most important job. What did you do to impress others and put yourself on a great career path? You might describe how you built immediate trust, how you dressed, a specific way you interacted with your boss or colleagues, how you chose your first assignment, a time management technique, how you demonstrated competence, and so on. Basically, what is one specific piece of advice you'd offer to someone starting off in your organization if she or he wanted to be successful? The note should be as tactical as possible. This note is due on **January 19<sup>th</sup>**. ***Email the note as a Word document to [daly@austin.utexas.edu](mailto:daly@austin.utexas.edu).***

***Query notes:*** For two chapters in the book you need to generate small case studies (about 500 words) demonstrating something related to those chapters from your job experiences. If, for instance, one of your chapters is about how to successfully influence meetings, you should think back to an actual meeting you were part of and then describe some moves someone (or perhaps yourself) made that either successfully or unsuccessfully led to greater influence. The goal of these assignments is to have you come to understand, in personal ways, some of the material in the text. You should e-mail these notes to me ([daly@austin.utexas.edu](mailto:daly@austin.utexas.edu)). ***Your first note is due no later than the 1<sup>st</sup> of February and the second due by the 1<sup>st</sup> of March, THOUGH TURNING THE NOTES IN BEFOREHAND IS HIGHLY RECOMMENDED.***

***Machiavelli note.*** In teams of two or three (you get to create your teams), you should select any two chapters from Machiavelli's *The Prince* (and not only from the first five chapters). For each chapter please write a brief summary (no more than 500 words) of some principle of influence from the chapter and then offer a modern-day example of that principle. The example can come from relationships, education, organizations, politics, or elsewhere. The two chapter notes are due on **February 28<sup>th</sup>**. ***Email the notes as Word documents to [daly@austin.utexas.edu](mailto:daly@austin.utexas.edu).***

***Film note:*** We will use a movie as part of class discussion towards the end of the semester. The film is *Twelve Angry Men* (the 1950's version starring Henry Fonda). Yes, it is an old film with all the issues involved in that. But it is still a film that offers a wealth

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of examples of influence—both good and bad. Please view this movie, at your leisure, before the class discussion and submit the form at the end of this syllabus. The note must be submitted by **April 11<sup>th</sup>** to [daly@austin.utexas.edu](mailto:daly@austin.utexas.edu).

***Participation:*** Participation is scored in two ways. First, active involvement in the course during classes is expected. While we are using Zoom, I will still try to encourage your participation. Second, each of you are expected to submit the credibility exercise, the film note, and the Machiavelli note. For the Machiavelli lecture and the film exercise, you may be asked randomly to discuss chapters or instances in class. If you are selected, your preparation will count towards your participation grade. The case readings may or may not be discussed in class so it will be useful to read them. If they are not discussed they should, nonetheless, deepen your understanding of advocacy.

### **Course Schedule**

Below is the *anticipated* sequence for the class. Slides decks and cases are available on Canvas as we progress through the semester. You should try to read the assigned chapters before or as we do the units. The cases are optional readings. They should enrich the course materials. The chapters of the book are required. Because of new research on the topic of advocacy the lecture material (in a few cases) may conflict with the text. New research wins!

### **Office hours**

I am delighted to visit with any of you. We can meet face-to-face or via Zoom. Just chat with me and we set up an appointment to me.

Class Unit	Topic	You should have read:
1	Course Introduction	Daly- <i>The Politics of Ideas</i> (Chapter 1) CASE: The Most Important Scientist You've Never Heard Of
2	Communicating Clearly	Daly- <i>Communicate Your Idea with Impact</i> (Chapter 2) CASE: The Analogs: How one man's wild geological treasure hunt could set off a new great oil boom; CASE: When Graphs are a Matter of Life and Death
3	Building Credibility & Affinity	Daly- <i>Build Your Reputation—Creating a Brand</i> (Chapter 4) CASE: The I.D. Man & Follow-up: India's National ID Project Brings Pain to Those it Aims to Help
4	Building Alliances	Daly- <i>Form Alliances</i> (Chapter 5) CASE: Pissing Match; CASE: How PHARMA finally lost
5	Networking	Daly- <i>Network!</i> (Chapter 8) CASE: Kissinger; CASE: Want to Meet Influential New Yorkers? Invite Them to Dinner; CASE: Grenville Clark and the Origins of Selective Service
6	Framing	Daly- <i>Frame Your Message</i> (Chapter 3); ; CASE: What Killed Quayside, Sidewalk Labs' Ambitious Smart City in Toronto; CASE: Here's How a Colorado Dentist Became Big Sugar's Worst Nightmare
7	Machiavelli	Machiavelli- <i>The Prince</i>
8	Narrative Skills	Daly- <i>Your Idea Is Only as Good As Its Story</i> (Chapter 6)
9	Preselling	Daly- <i>Who's Making the Decision?</i> (Chapter 7) CASE: Wayne Wheeler Daly- <i>Timing is Everything</i> (Chapter 9) CASE: CASE: Sin City Or Bust Daly- <i>Make The Idea Matter</i> (Chapter 11) CASE: A Kenyan mother, two disappearing Indian businessmen, and the battery factory that poisoned a village. CASE: Running a Consumer Fintech Startup within Goldman Sachs
10	Persuasion	Daly- <i>Create Persuasive Messages</i> (Chapter 10) CASE: The Selling of WalMart Daly- <i>Make a Memorable Case</i> (Chapter 12)

		CASE: Angler –A Very Short List (Cheney Becomes VP); CASE: Uncle Sam Builds an Airplane
11	Confidence	Daly- <b><i>Demonstrate Confidence</i></b> (Chapter 13) CASE: Listen and Learn (New Yorker)
12	Taking over Meetings	Daly- <b><i>Steer Meetings Your Way</i></b> (Chapter 14)
13	Making the Change Stick (May or may not be part of the course)	CASE: This is Why Your Holiday Traffic is Horrible

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### Twelve Angry Men

This film is a classic example of something called minority influence: If you walk into a meeting and most people are initially against something you propose, how might you convince them to change their minds and adopt your proposal?

The movie features a meeting among twelve people (jurors) who must make a legal decision in a murder trial. When the jury first meets, eleven members believe the defendant guilty. One (played by Henry Fonda) isn't sure. What ensues for the next 90 minutes is a session where, by the end, Fonda has successfully swayed the other eleven jurors to accept his recommendation. As you watch the film, please note the influence moves you see Fonda's character make. List the move and then describe how it worked.

<b>Move</b>	<b>Interpretation</b>

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