

Executive Book Summary
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Dr. Keith Walker

How to Win Friends and Influence People

BY DALE CARNEGIE

In this book, Dale Carnegie presents insight after insight regarding working with others. Framing the contents into four parts, Carnegie tells countless stories of people who have used the strategies in this book to benefit their lives, their relationships, and their workplaces. Throughout this book, thinking about the other person's perspective and being genuine are consistent themes, and they come to the surface in every concept, from listening to smiling to showing appreciation. Carnegie's relentless belief in the human spirit and the good in people comes through again and again throughout the pages of this book.

Carnegie's human relations strategies, presented in this book, can be interpreted as directed to any person dealing with others in any situation. In order to gain perspective on effective leadership, however, the approaches from the book will be viewed from the perspective of a leader and with leader improvement in mind.



ABOUT THE AUTHOR

Dale Carnegie was born in 1888 and spent portions of his early career as a salesman, actor, and teacher. After teaching adult communication courses at the YMCA in New York, Carnegie identified and developed effective strategies for human relations, realizing the need people had for self-confidence. In 1912, Carnegie established the Dale Carnegie Course and extended its reach and influence to people all over North America. It was out of this course and these experiences with people enrolled in it that Carnegie wrote this book, in 1936. The fact that this book is still relevant and potent speaks to its effectiveness and timelessness. (www.dalecarnegie.com)

SPECIAL ANNIVERSARY EDITION

HOW TO WIN FRIENDS & INFLUENCE PEOPLE

*The Only Book You Need
to Lead You to Success*

Dale
Carnegie

80
YEARS IN
PRINT!

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“You are not merely trying to acquire information. You are attempting to form new habits...You are attempting a new way of life.” (p. xxv)

Part 1: Fundamental Techniques for Handling People



DON'T CRITICIZE, CONDEMN, OR COMPLAIN

"Any fool can criticize, condemn and complain...but it takes character and self-control to be understanding and forgiving." (p. 13)

In this opening chapter, Carnegie explains just how important, as a leader, your approach toward others is. He explains that criticism, though it may come naturally, makes the other person want to try to defend themselves instead of trying to see your perspective. He follows the lead of animal psychologists in relating human tendencies to animals', saying that a person will learn more effectively when rewarded than when punished. Contrary to most animals, however, humans are creatures of emotion, and so they can be easily and negatively motivated by pride when faced with criticism. Instead of condemning someone, the better approach is to seek to understand their perspective and forgive their mistakes.

"Honest appreciation got results where criticism and ridicule failed." (p. 28)

Appreciation versus Flattery

- ◆ Appreciation is "sincere" (p. 26)
- ◇ Flattery is "insincere" (p. 26)
- ◆ Appreciation "comes from the heart out" (p. 27)
- ◇ Flattery "comes from the teeth out" (p. 27)
- ◆ Appreciation is "unselfish" (p. 27)
- ◇ Flattery is "selfish" (p. 27)
- ◆ Appreciation is "universally admired" (p. 27)
- ◇ Flattery is "universally condemned" (p. 27)

GIVE HONEST AND SINCERE APPRECIATION

"I am anxious to praise but loath to find fault. If I like anything, I am hearty in my approbation, and lavish in my praise." (p. 23)

Carnegie begins this chapter with, as he calls it, the big secret of dealing with people: the only way to convince someone to do something that you, as a leader, want them to do, is to make them want to do it. A person's desire for importance drives so much of what they do, so Carnegie wants you, as a leader, to tap into that. If there is anything the other person does well, be generous in your appreciation. This is not flattery, however, because flattery is self-seeking and not genuine. The only way for this approach to bring success within your organization is for it to be driven by your sincere belief in the good of others. The appreciation Carnegie speaks of is simply your recognition of that good.

AROUSE IN THE OTHER PERSON AN EAGER WANT

"The only way on earth to influence other people is to talk about what they want and show them how to get it." (p. 31)

In addition to giving appreciation when trying to convince someone to accomplish a task for you or agree to something with you, as a leader, there is value in showing the person where there is benefit for them in that task or agreement. By thinking about others and their desires, you will be entering the conversation with an effort to see their perspective and to serve them in some way. Instead of coming in with a superior mindset, it is critical to try to achieve, and to help the other person see what can be achieved in mutual benefit.

Part 2: Six Ways to Make People Like You



BECOME GENUINELY INTERESTED IN OTHER PEOPLE

Here, Carnegie speaks of the importance for you, as a leader, to be interested in those who you work with and who follow you. As with appreciation, this interest must be sincere and it cannot be turned on and off. Remembering to see others as complex people with a variety of meaningful lived experiences may require practice and reminders, but it is necessary for making strong relationships and earning loyalty. Such a practice may require certain efforts and time, but the interest you have in others will begin to flow more freely as you put forth the time and the effort toward it. The selflessness required for this

may separate you from your peers in these areas.

Relating to this, Carnegie tells the story of President Theodore Roosevelt, who would go out of his way to talk to others about their interests, and this was his habit even after serving his terms in office. Upon returning to the White House in visitation, President Roosevelt would still greet the White House employees by name and with conversations regarding their hobbies and fascinations. This is the genuine curiosity and attentiveness that you, as a leader, must strive for in order to be someone others want to know and to follow.

“You can make more friends in two months by becoming genuinely interested in other people than you can in two years by trying to get other people to be interested in you.” (p. 52)

SMILE

Although the title of this chapter may be Carnegie’s simplest, it may be his most profound. Again, sincerity comes into play with this concept of smiling, because anyone will see through a forced or shallow grin. When the smile is genuine, however, and when it is frequently displayed, it becomes an underrated component of effective human relations. The smile represents your demeanor as you enter a room, a meeting, or an interaction. If you, as a leader, are genuinely pleased to see or be with someone, they are more likely to feel the same way. By simply smiling from a genuine heart, the climate of your workplace can shift toward positivity, openness, and joy.

If there are moments when smiling does not come easy, Carnegie reminds that your happiness depends on your attitude, not on your circumstances: “It isn’t what you have or who you are or where you are or what you are doing that makes you happy or unhappy. It is what you think about it” (p. 67). You will become like what you are focused on, so focus on your courage, perseverance, and joy.

“A smile says, ‘I like you. You make me happy. I am glad to see you.’” (p. 63)

3

REMEMBER THAT A PERSON’S NAME IS TO THAT PERSON THE SWEETEST AND MOST IMPORTANT SOUND IN ANY LANGUAGE

By remembering your associates’ and followers’ names, you, as a leader, are making a simple effort, but you have the potential of receiving a significant benefit in terms of relationship dynamic and effective human relations. Carnegie reveals that when a person hears their name being called, they receive it as a type of compliment, and when their name is forgotten or blundered, they take offense. Because of the simple nature of that reality, taking the time to remember names is immensely important.

The time and energy taken to remember names has connection to the attention Carnegie has already paid to appreciation and being interested in others. By calling a person by their name, you, as a leader, are conveying that you appreciate them and are interested in them enough to make their name worth your while. Using a person’s name makes the interaction or request personal and lets that person know that you value their unique contributions to the organization.

“One of the simplest, most obvious and most important ways of gaining good will [is] by remembering names and making people feel important.” (p. 77)

BE A GOOD LISTENER. ENCOURAGE OTHERS TO TALK ABOUT THEMSELVES

This idea of intent listening that Carnegie discusses in this chapter has ties to his earlier words on being genuine in relationships. When you, as a leader, listen to your followers or community members, you make them feel important, appreciated, and valued, when you listen sincerely and intently. This goes beyond simply hearing the other person—encourage them to talk about themselves by asking good questions and awaiting their answers with interest.

To illustrate his point, Carnegie shows the value that good listening can have on casual relationships, business relationships, customer relations, and marriage. Many of a person's needs of importance and appreciation are met when they are genuinely listened to.



“The unvarnished truth is that almost all the people you meet feel themselves superior to you in some way, and a sure way to their hearts is to let them realize in some subtle way that you recognize their importance, and recognize it sincerely.” (p. 98)

MAKE THE OTHER PERSON FEEL IMPORTANT—AND DO IT SINCERELY

You will be liked, Carnegie believes, if you focus on giving others a universal need—the need to feel important. If you can focus on this goal, will be a favoured leader within your circles. Simply taking time to appreciate someone having a tough day or using respectful and courteous language when interacting with others or making requests can have significant impacts on others. It can help make connection and it can allow people to enjoy you as a person, friend, or leader if they might otherwise have not.

Although this is a simple concept, it is not easily done, so it is crucial to put in the required energy to do this well. Each person might require a slightly different approach in order to make them feel important, and each situation is different, adding to the challenge of this as well. As with different components of Carnegie's work in this book, being genuine is of utmost importance no matter who the person or what the situation.

“I had listened intently. I had listened because I was genuinely interested... That kind of listening is one of the highest compliments we can pay anyone.” (p. 81)

TALK IN TERMS OF THE OTHER PERSON'S INTERESTS

This chapter is closely tied to Carnegie's earlier chapter on showing genuine interest, but here his focus is more conversational, so he tells stories to convey his point in a different way.

One anecdote is about a man involved in fundraising, who spent time researching donors interests before visiting and before discussing donations. He wanted to allow the donor time to talk about their interests. Another story involves a bread salesman who received success using a similar approach, but only after repeatedly failing using a more self-focused approach. Finally, Carnegie gives an account of a prospective employee looking for a job and framing his potential as satisfying the employers interests. This also was met with success.

Again, there is practical success gained from this approach, but what is also gained is a broader life perspective because as you, the leader, focus on others' interests in order to engage them, you also become more engaged.

“Talking in terms of the other person's interests pays off for both parties...He not only received a different reward from each person but that in general the reward had been an enlargement of his life each time he spoke to someone.” (p. 93)

Part 3: How to Win People to Your Way of Thinking



THE ONLY WAY TO GET THE BEST OF AN ARGUMENT IS TO AVOID IT

Carnegie uses this chapter to explain the benefit of evading arguments and deferring rather than challenging. He explains that an argument is nearly a lose-lose situation. Arguments rarely truly solve anything, as both individuals become more entrenched in their viewpoints. Additionally, if you actually win the argument, you will only make the other person feel diminished and resentful. This, obviously, does nothing for healthy human relations, and, in fact, it can hinder future relationship. Successful resolution is never attained through an argument either—only through “tact, diplomacy, conciliation and a sympathetic desire to see the other’s viewpoint” (p. 113).

How to keep a disagreement from becoming an argument (p. 115)

- ⇒ Welcome the disagreement as an opportunity to be corrected
- ⇒ Distrust your first instinctive impression of defense
- ⇒ Control your temper
- ⇒ Listen first
- ⇒ Look for areas of agreement
- ⇒ Be honest
- ⇒ Promise to think over your opponents’ ideas
- ⇒ Thank your opponents for their interest
- ⇒ Delay action to think through the problem

“If you argue and rankle and contradict, you may achieve a victory sometimes, but it will be an empty victory because you will never get your opponent’s good will.” (p. 112)

SHOW RESPECT FOR THE OTHER PERSON’S OPINIONS. NEVER SAY, “YOU’RE WRONG”

As a follow-up to Carnegie’s last chapter on avoiding arguments, he dwells, in this section, on the precise point an argument may begin—with an affront on the other person’s beliefs about what is right and what is wrong. If you, as a leader, insist on telling others they are wrong, you are attacking their pride and intelligence, and it will only put them on the defensive.

If a point needs to be proven, Carnegie advocates for doing so subtly and covertly. Begin, he says, by admitting that you may be wrong, and you are interested in being open-minded. By using diplomacy in this, there is potential in learning from mistakes, both you and the other person.

IF YOU’RE WRONG, ADMIT IT QUICKLY AND EMPHATICALLY

There are times where diplomacy is needed to subtly prove to someone else that they are wrong, as discussed in the previous chapter, but there may be more frequent instances when you, as a leader, need to admit your faults. Carnegie explains that by admitting you are wrong before the other person can point it out, you can avoid rebuke and, instead, be met with forgiveness.

Carnegie gives his account of being met by a police officer for the second time after not muzzling his dog, as he was instructed the first time. Carnegie beat the police officer to the punch of describing his faults and how they were potential harmful, and the police officer responded in a mild manner: “The policeman, being human, wanted a feeling of importance; so when I began to condemn myself, the only way he could nourish his self-esteem was to take the magnanimous attitude of showing mercy” (p. 128).

By being eager to criticize yourself, you take the fight out of the situation; it removes a sense of guilt and can even help solve the problem started by your shortcoming. This is important to remember in leadership— not only can it help defuse potentially difficult situations, but it also creates a climate of admitting mistakes within your organization.

“When we are wrong... and if we are handled gently and tactfully, we may admit it to others and even take pride in our frankness and broad-mindedness. But not if someone else is trying to ram the unpalatable fact down our esophagus.” (p. 121)

BEGIN IN A FRIENDLY WAY

Carnegie spends this chapter sharing stories showing how “gentleness and friendliness [are] always stronger than fury and force” (p. 142). He explains how John D. Rockefeller, in the 1910s, calmed growing tensions between manager and employees of his company by addressing his employees with compassion and humanness. He also tells how O.L. Straub managed to reduce his rent by complimenting and encouraging his landlord. Dean Woodcock, a department superintendent of an electric company, got ahead of some potentially bad press when he dealt with a reporter in a calm, honest, and cordial manner. Another man, Gerald Winn, a home builder, settled a damage claim with no stress or conflict by dealing with the subdivision owner at fault. He did not point out the fault in anger, but rather began taking interest in the other person and by finding common ground. These stories illustrate the impact friendliness can have on a situation and with another person or situation.



“A drop of honey catches more flies than a gallon of gall.” (p. 142)

GET THE OTHER PERSON SAYING “YES, YES” IMMEDIATELY

In this chapter, Carnegie concentrates on the art of conversation, specifically when it involves a request or point of potential disagreement. The key at the beginning of such a conversation is to focus on the things that you, as a leader, and the other person agree on, not on the points that you differ on. Ensure that both of you are working toward the same purpose, so that the point of difference is only on the strategy to get there, not the destination itself.

Begin by moving the other person in the favourable direction, by asking questions likely to receive an affirmative response. When a person says “No,” they move toward closing themselves off, but when they say “Yes,” the person moves toward an open stance, one that is more receptive to your perspective.

LET THE OTHER PERSON DO A GREAT DEAL OF THE TALKING

Chapters preceding this one discuss how to enter into a potential disagreement, but this one focuses on how you, as a leader, might act once already engaged in a disagreement. Carnegie has concise advice for this type of situation: “let the other people talk themselves out” (p. 150). Though it may be tempting to interject with defense or justifications, the other person will not hear your point of view while they are spouting their frustrations. With this in mind, it is important to allow them and convince them to fully express their thoughts. Clearly, this pertains to earlier words in this book on listening and doing so intently and genuinely.

“Get the other person saying ‘Yes, yes’ at the outset. Keep your opponent, if possible, from saying ‘No.’” (p. 144)



“La Rochefoucauld, the French philosopher, said: ‘If you want enemies, excel your friends; but if you want friends, let your friends excel you.’” (p. 153)

“No one likes to feel that he or she is being told to do a thing... We much prefer to feel that we are ... acting on our own ideas. We like to be consulted about our wishes, our wants, our thoughts.” (p. 156)

“Remember that other people may be totally wrong. But they don’t think so. Don’t condemn them. Any fool can do that. Try to understand them. Only wise, tolerant, exceptional people even try to do that.” (p. 161)

“The individuals who are inclined to chisel will in most cases react favorably if you make them feel that you consider them honest, upright and fair.” (p. 180)

LET THE OTHER PERSON FEEL THAT THE IDEA IS HIS OR HERS

Often, in leadership, you will feel like you need to sell your followers on a direction or idea. Carnegie has said, in previous chapters, that it is important to speak to the other person’s wants, and here he is more specific. In consideration of those wants, an adept leader will frame the new direction or idea in terms of those wants and with thoughtfulness toward the followers’ perspective. This is not a coercion or a manipulation; it is a consideration of the perspective of the other person, with attention to how the new idea may benefit them.

TRY HONESTLY TO SEE THINGS FROM THE OTHER PERSON’S POINT OF VIEW

To elaborate on the previous chapter, Carnegie explores further the benefit of working to see the other person’s perspective. He begins by noting that it takes strong character to begin to make efforts to see another perspective. The results, however, can be effective and result in satisfaction on every side. Carnegie remembers when he came across boys building a fire in a park where fires were not permitted. By catering to their desire to be independent and have fun, he was able to easily convince them to build their fires in the nearby sandpit. This is the effect seeing the other perspective can have.

BE SYMPATHETIC WITH THE OTHER PERSON’S IDEAS AND DESIRES

The focus on this chapter is sympathy, and Carnegie illuminates the impact it can have on others. Again, this must be born out of a genuine heart seeking to learn from others and build them up. Carnegie includes stories showing how more progress can be made sympathizing with a person’s experience than by pushing back against their opinions. It is far more effective to win them over with sympathy than with force.

APPEAL TO THE NOBLER MOTIVES

In order to win another person to your way of thinking, sometimes it might be necessary to coax out the best in them. Again, this approach is not about manipulating—it is about appealing to the good in someone. Carnegie says that “a person usually has two reasons for doing a thing: one that sounds good and a real one” (p. 175). As a leader, appeal to the reason that sounds good, the one that assumes the person is upright and sincere. Challenging someone to do the right thing by appealing to their good can yield success.



THROW DOWN A CHALLENGE

Thus far, in order to convince someone to do something you, as a leader, want them to do, Carnegie has suggested starting with small requests, making them think the idea is theirs, appealing to their good motives, and dramatizing your point. In this chapter, he adds one more tactic to this list: arousing a competitive spirit. By challenging others, even stirring up competition, you can often convince someone to complete a request or to do a job better. Carnegie accounts how Charles Schwab used this approach in one of his factories in order to increase efficiency. Theodore Roosevelt committed to running for president because he was challenged by Senator Thomas Collier Platt. The most successful warden of the infamous Sing Sing prison, Lewis E. Lawes, became warden in the first place because he was goaded into it by the New York governor. Carnegie shows how often people are hesitant to commit to something until they see it as a challenge. Throughout this chapter, Carnegie's underlying emphasis on sincerity again comes through, and it is a prerequisite to effective use of this strategy. People will know when you are on their side and when your motives are self-serving.

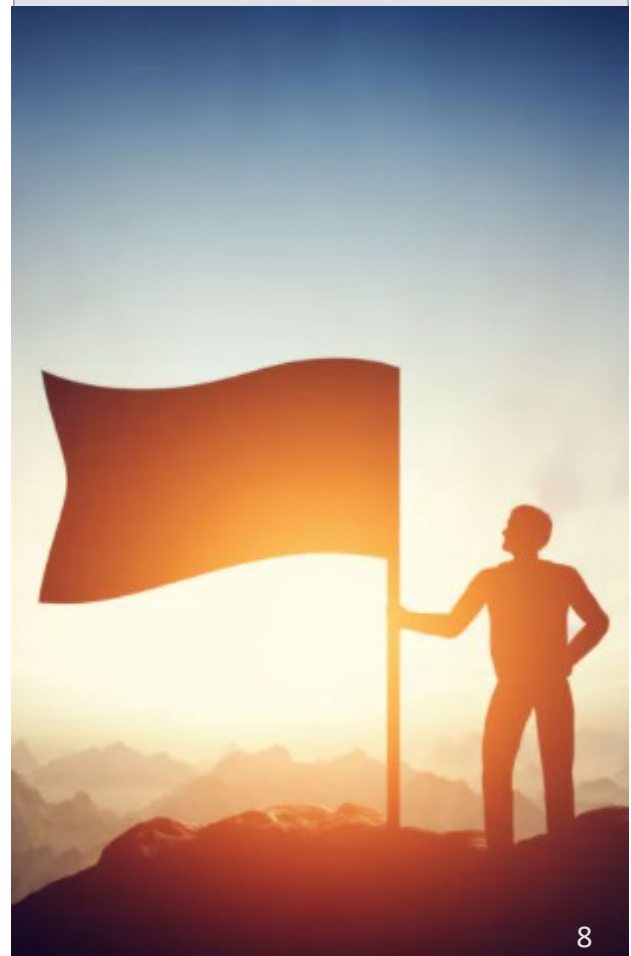
“This is what every successful person loves: the game. The chance for self-expression. The chance to prove his or her worth, to excel, to win... The desire to excel. The desire for a feeling of importance.” (p. 189)

DRAMATIZE YOUR IDEAS

In this chapter, Carnegie illustrates the benefit adding drama to your points can have on their impact. Sometimes, he notes, the truth needs to be shown to be clear and striking in order to grab hold of people. Included are stories of people who have employed this approach and have used dramatization to make a point more effective:

- ⇒ A salesman throwing pennies away when convincing someone how they can save money
- ⇒ A parent convincing children to clean up by making a game of it
- ⇒ An employee writing a formal letter to convince a boss to schedule an informal meeting with her
- ⇒ A newspaper publishing an advertisement-free book filled with one day's news to convince subscribers just how much news each newspaper contains

Although these illustrations can seem silly, when done confidently and with thought, the approach that each shows can have a tangible impact on people who need convincing.



“It is always easier to listen to unpleasant things after we have heard some of our good points.” (p. 193)



“It isn’t nearly so difficult to listen to a recital of your faults if the person criticizing begins by humbly admitting that he, too, is far from impeccable.” (p. 204)

BEGIN WITH PRAISE AND HONEST APPRECIATION

Often, in Carnegie’s approach, he is slow to find fault in others, but his strategy in this chapter explores the best way to address a fault when it does need to be corrected. He suggests entering such a conversation brimming with appreciation and then following it with necessary admonishment. There are similarities here to one of Carnegie’s previous chapters when he speaks of beginning a request with efforts to get the recipient to agree before finally making the request. With both ideas, there is a notion of warming the other person up to receiving your point of view.

Amongst other stories, Carnegie gives three different accounts from former American presidents, showing how they used this approach, with tact, to effectively

lead White House staff, speech writers, and army generals. Although each president was unique and dealing with different situations, they all believed that valuing the other person was paramount and that they held more significance when their dignity was preserved than when they were appropriately rebuked. This is important to consider for all leaders.



CALL ATTENTION TO PEOPLE’S MISTAKES INDIRECTLY

In regard to notes from the previous chapter, Carnegie is careful to clarify. When providing appreciation before faults, it is important that the appreciation be honest and that it is not set up as an obvious lead-in to failure. In this chapter, he speaks more directly about how to artfully make people’s mistakes known. Simply using the word *and* instead of *but* can make a big difference because it doesn’t highlight a contradiction. Another strategy is to offer praise for another person’s work, but to do so for another context. When someone puts forth a good but misguided effort, for instance, it can be effective to mention what it would be good for. Carnegie tells the story of a wife proofreading a eulogy her husband wrote to give at a funeral the next day. Instead of telling him it was dry and boring, she told him it would make an excellent magazine article. Her husband received her point, but because it was done so tactfully, he was motivated to give an inspired eulogy at the funeral without notes.

“Calling attention to one’s mistakes indirectly works wonders with sensitive people who may resent bitterly any direct criticism.” (p. 201)

TALK ABOUT YOUR OWN MISTAKES BEFORE CRITICIZING THE OTHER PERSON

Throughout this book, Carnegie often points to the need for seeking the other person’s perspective and sympathizing with their desires. This chapter continues with that theme because it, again, suggests you, as a leader, put yourself in the other person’s shoes. You can make the other person feel at ease by admitting your humanness and failures. You can show sympathy toward the other person because you have been in similar positions and have made similar mistakes. This is important for the other person to know, not to dwell on but so they can relate to you and so your criticism will be more easily and sincerely accepted. By acknowledging your own faults, you, as a leader, are making it known that mistakes are accepted in your organization, but they are also challenged and improved upon.

ASK QUESTIONS INSTEAD OF GIVING DIRECT ORDERS

A good leader will rarely give orders, but will implore their followers to do something by making suggestions, asking questions, or simply by allowing them to try something, to make mistakes, and to improve upon their decisions. Carnegie, in this chapter, illustrates this approach in leaders such as businessman Owen D. Young, teacher Dan Santarelli, and manufacturing manager Ian Macdonald. Each of these stories shows the effect suggestions or well placed questions have over direct orders. Not only is the task often completed, but employee empowerment is fostered and a healthier relationship is maintained. This approach fosters a workplace environment where people cooperate instead of resist.

“Asking questions not only makes an order more palatable; it often stimulates the creativity of the persons whom you ask. People are more likely to accept an order if they have had a part in the decision that caused the order to be issued.” (p. 209)

LET THE OTHER PERSON SAVE FACE

Delivering criticism and rebukes are a reality for most leaders, but there is discretion involved in this as well. Carnegie has already mentioned different approaches to display tact regarding criticism, but in this chapter, he focuses on situations where employees need to be reprimanded or dismissed. What's important, in these cases, is for a leader, such as yourself, to allow the employee in question to maintain their dignity. By doing this when reprimanding an employee or follower, it can retain the relationship with that person, allowing for future productivity and contribution. When dismissing an employee, letting the person save face means a great deal because it gives a greater chance that the employee will still speak highly of you and your organization, but it also says much about your character as a leader. Your organizational culture will be positively affected by the way you conduct a dismissal, and this is invaluable. There is nothing meaningful to be gained by giving a rebuke harshly or by kicking a dismissed employee when they are down. Display tact by letting the other person maintain their dignity.

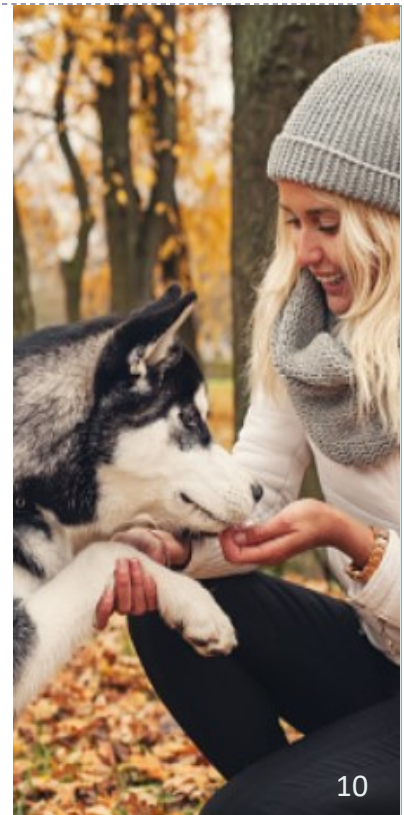
“Antoine de Saint-Exupery wrote: ‘I have no right to say or do anything that diminishes a man in his own eyes. What matters is not what I think of him, but what he thinks of himself. Hurting a man in his dignity is a crime.’” (p. 214)

PRAISE THE SLIGHTEST IMPROVEMENT AND PRAISE EVERY IMPROVEMENT.

The principles discussed in this chapter are simple, yet Carnegie shows how effective they can be. Here again, he makes the comparison between humans and dogs, asking, “Why don't we use meat instead of a whip? Why don't we use praise instead of condemnation?” (p. 215). Carnegie, of course, is encouraging you, as a leader, to readily and willingly give praise for any improvement, however small it is. You should also, then, avoid rebuking or criticizing because people respond to reinforcement when it is positive better than when it is negative.

In accordance with the rest of the book, this approach of praise for slight improvements must be more than just flattery. It cannot be shallow or insincere; it must be genuine and full of meaning and feeling. People desire to feel important, and recognizing them for even small jobs well done is an effective way to ensure they continue to do their small jobs well.

“When criticism is minimized and praise is emphasized, the good things people do will be reinforced and the poorer things will atrophy for lack of attention.” (p. 217)



GIVE THE OTHER PERSON A FINE REPUTATION TO LIVE UP TO

Earlier in his book, Carnegie speaks of appealing to the nobler motives, and this chapter addresses items of a similar nature. One way that you, as a leader, can help people change is to talk about what a fine person they are. If you speak, either to others or the person themselves, about that person's positive attributes, they are more likely to begin to or continue to work toward those qualities. There is an element of respect present here, and although the person may not truly possess the fine quality you say they do, there is a belief you have that they are capable of possessing it and developing it within their life. Carnegie summarizes here: "if you want to improve a person in a certain respect, act as though that particular trait were already one of his or her outstanding characteristics" (p. 222).

"The principles taught in this book will work only when they come from the heart. I am not advocating a bag of tricks. I am talking about a new way of life." (p. 219)

USE ENCOURAGEMENT. MAKE THE FAULT SEEM EASY TO CORRECT

Another strategy that utilizes optimistic thinking is the one outlined in this chapter. Here, Carnegie advocates for the liberal use of encouragement to correct or improve on a flaw. By being positive in your interactions, you, as a leader, can inspire the same optimism within others. When you allow the other person no other option but to be good at something or to easily fix a flaw, they are more than likely to grow into your optimism. Ridicule can destroy a person's will and drive, but Carnegie says there is motivation to be gained from the opposite approach: "be liberal with your encouragement, make the thing seem easy to do, let the other person know you have faith in his ability to do it... and he will practice until the dawn comes in the window in order to excel" (p. 227). Clearly your words, as a leader have meaning, and when you use them carefully, you can help change people for the better.

MAKE THE OTHER PERSON HAPPY ABOUT DOING THE THING YOU SUGGEST

In this last chapter, Carnegie urges you, as a leader, to work to make others happy in your requests, and he uses, again, the word suggestion instead of order in relation to this. He knows there is much to be gained from thinking about the other person's perspective and where there is benefit to them. Here are his principles for this:

- ⇒ Do not promise anything you cannot deliver
- ⇒ Know what result you want
- ⇒ Have empathy
- ⇒ Consider the other's benefit
- ⇒ Match the benefits to the person's desires
- ⇒ Make your request showing clearly how the other person will benefit



FINAL THOUGHTS

Throughout his book, Dale Carnegie covers numerous human relations approaches, from challenging others to learning others' interests to praising small improvements. No matter what topic Carnegie shares, however, there are certain ideas that work their way into nearly every chapter. Being genuine and dealing from the heart is a given for every principle. Seeking to understand the other person's perspective is also present consistently, as is serving the other person and putting their needs ahead of your own. Overflowing on praise, yet stingy on criticism is something Carnegie weaves throughout these chapters as well.

These overarching themes are what make Carnegie's work so timeless, and the mentality captured by these themes is good practice for a relational leader. This mindset is not easy to develop, but it can be so effective in your life, as a leader, in the lives of your followers, and in the life and fabric of your organization or school. Because of a school's variety in personnel, staff and students, these approaches are essential for school leadership to employ. A school principal would be well served to develop these principles within their own life so that they can begin to permeate the culture of the school and the people within it.