

“As educators, our highest purpose is to help prepare our students to provide greater value to their world and, as a result, live lives of success and significance. The lessons and narrative in *The Go-Giver* offer students of all ages a wonderful foundation for genuine success.”

—NIDO QUBEIN, president, High Point University, High Point NC

A Teacher's Guide to
The
GO - GIVER

A CURRICULUM FOR
MAKING A DIFFERENCE

Randy Stelter, Bob Burg *and* John David Mann

More Praise for *A Teacher's Guide to The Go-Giver*

“Reading *The Go-Giver* not only changed my thinking; as the first book selected to study in our city-wide book club, it changed the thinking of our entire community. By focusing on the principles contained in *The Go-Giver* with intentionality, positivity abounds.”

—Andy Mack, mayor, Longview, Texas

“When the first edition of *The Go-Giver* was published in 2007, I started using it with my advanced leadership college group at our annual retreat. While this new *Teacher's Guide to The Go-Giver* was originally developed for high school teachers, there are many pearls throughout that college professors can use with their students, too. The core concept discussion questions, quick writing and group discussion suggestions, and critical thinking questions all provide rich ideas for engaging college students around the concepts in *The Go-Giver*. The final project suggestions will stimulate possibilities for more in-depth integration of *The Go-Giver* concepts into our students' everyday lives. As educators, we ultimately are called improve the world through our students. *The Go-Giver* and this *Teacher's Guide* will assist us in that noble calling!”

— Tim O. Peterson, Ph.D., associate dean and professor of management, North Dakota State University

“In our seminar for juniors and seniors in the College of Business at Colorado State University we use *The Go-Giver* to help create in our students a sense of individual self-efficacy, personal leadership, and the understanding that they can lead immediately. Everything we do in the seminar fits the words from Lesson One of this *Teacher's Guide*: ‘How can I model these lessons in my life?’”

— William Shuster, MBA, professor of management, Colorado State University

“I have known Randy Stelter for over forty years and have closely followed his extraordinary teaching and coaching career. In this *Teacher's Guide* he makes the concepts in *The Go-Giver* become a reality in the students' lives. I plan to teach *The Go-Giver* in my leadership class at the University of St. Francis, and I know this *Guide* will greatly enhance my teaching.”

— Pat Sullivan, professor and former head basketball coach, University of St. Francis, Joliet, Illinois

“While I am not a teacher per se, I use the principles in *The Go-Giver* every day in interactions with my children, my patients, and my employees. As parents, doctors, and leaders, we are all first teachers. I am impressed with the way this *Teacher's Guide* approaches the concepts of the book through critical thinking. By igniting our youth and teaching our children through these concepts, we empower them to create positive change in the world while achieving great things. This book is not just for teachers, it's for *everyone*.”

— Kelli Winarksi, B.A., D.C., Family First Chiropractic and Wellness Center, Columbia, Missouri

Praise for *The Go-Giver*

“*The Go-Giver* is the most important parable about business—and life—of our time.”

—Adam Grant, Wharton professor, author of *Give and Take*

“Giving, touching others’ lives, expanding the circle of our concern to include others, being authentic and being always open to receiving as well as giving. That’s not just a children’s fairy tale—it’s a good description of many of the most amazing people I’ve encountered.”

—Arianna Huffington, founder of *Huffington Post* (from her foreword to *The Go-Giver*)

“*The Go-Giver* is a must-read for anyone who wants to change the world.”

—Glenn Beck, talk show host and founder of *TheBlaze*

“*The Go-Giver* is a small book that packs a huge idea. The surest path to success—in all senses of that overused word—is to give. As Burg and Mann show in their compelling tale, not only do givers prosper, they also change the world.”

—Daniel H. Pink, author of *To Sell Is Human* and *Drive*

“*The Go-Giver* is one of my favorite books ever. It has made a huge difference in my life, and it aligns with everything I stand for.”

—Marie Forleo, founder of B-School and MarieTV

“Deeply heartfelt and meditative, *The Go-Giver* is filled with insights. More important, it accomplishes what few business books do—it reminds us of our own core humanity.”

—Ori Brafman, coauthor of *The Starfish and the Spider*, *Sway*, and *Click*

“*The Go-Giver* is filled with timeless truths practically presented that will positively transform every reader; it’s a brilliant and easily read guide to doing good and doing well.”

—Rabbi Daniel Lapin, author of *Business Secrets from the Bible* and *Thou Shall Prosper*

“*The Go-Giver* should be handed out to every new college student as required reading.”

—Angela Loehr Chrysler, CEO of Team National, Inc., director of National Companies, Inc.

“The world always needs a fresh approach to its most important messages. *The Go-Giver* is a great way to spread a positive and enriching message.”

—Soundview Executive Book Alert

A Teacher's Guide to
The Go-Giver

A Curriculum for Making a Difference

Randy Stelter, Bob Burg and John David Mann



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About the Book

The Go-Giver tells the story of an ambitious young man named Joe who yearns for success. Joe is a true go-getter, but is frustrated: sometimes he feels as if the harder he works, the further away his goals seem to be. Desperate to land a key sale at the end of a bad quarter, he seeks advice from a legendary and enigmatic consultant named Pindar, who introduces Joe to a series of “go-givers” and shows him his Trade Secret, in the form of five “Laws of Stratospheric Success.”

In the course of one week, Joe learns that changing his focus from *getting* to *giving*—putting others’ interests first and continually adding value to their lives—ultimately leads to unexpected rewards.

In the years since *The Go-Giver’s* publication, the term “go-giver” has become shorthand for a defining set of values embraced by hundreds of thousands of people around the world, helping them find fulfillment *and* greater success in business, in their personal lives and in their communities.

About This Guide

Originally intended for adult readers, especially in the business community, *The Go-Giver* touched a chord in people from all walks of life—including avid young readers, from middle school through college age.

Shortly after its publication the book was picked up by Randy Stelter, an English teacher and athletic director in the northwest Indiana school system, and adopted as a core part of the curriculum for their reading resources program, designed to enhance students’ perspective on “what it’s going to take to be successful in the real world.” Randy has taken Wheeler’s senior class through the book every year from 2009 through the present. Soon other educators began following suit, adopting the book as part of their curricula at every level from high school through graduate school.

What follows is an educator’s guide for using *The Go-Giver* as part of a curriculum designed for high school students; it can also be adapted for use in higher-education settings.

Randy Stelter

Bob Burg

John David Mann

Contents

ABOUT THE BOOK / ABOUT THIS GUIDE	iii
HOW TO USE THIS CURRICULUM GUIDE	1
THE FIVE LAWS OF STRATOSPHERIC SUCCESS (from <i>The Go-Giver</i>).....	5
LESSON ONE	7
Core concept discussion: What is <i>success</i> ?	
Introduce word lists	
Introduce character guides	
Assigned reading: chapters 1–2	
Review vocabulary and characters	
Questions for comprehension	
Going deeper: questions for critical thinking	
Lesson One work sheets.....	11
LESSON TWO	17
Core concept discussion: What is <i>value</i> ?	
Preparation: word list, character guide, and Five Laws journal	
Assigned reading: chapters 3–4	
Review vocabulary and characters	
Questions for comprehension	
Going deeper: questions for critical thinking	
Five Laws journal discussion	
Lesson Two work sheets	20
LESSON THREE	25
Core concept discussion: What is <i>service</i> ?	
Preparation: word list, character guide, and Five Laws journal	
Assigned reading: chapters 5–7	
Review vocabulary and characters	
Questions for comprehension	

Going deeper: questions for critical thinking	
Five Laws journal discussion	
Lesson Three work sheets	28
LESSON FOUR	33
Core concept discussion: What is <i>influence</i> ?	
Preparation: word list, character guide, and Five Laws journal	
Assigned reading: chapters 8–9	
Review vocabulary and characters	
Questions for comprehension	
Going deeper: questions for critical thinking	
Five Laws journal discussion	
Lesson Four work sheets.....	36
LESSON FIVE	41
Core concept discussion: What does it mean to be <i>authentic</i> ?	
Preparation: word list, character guide, and Five Laws journal	
Assigned reading: chapters 10–11	
Review vocabulary and characters	
Questions for comprehension	
Going deeper: questions for critical thinking	
Five Laws journal discussion	
Lesson Five work sheets.....	44
LESSON SIX	47
Core concept discussion: What is the connection between <i>giving</i> and <i>receiving</i> ?	
Preparation: word list, character guide, and Five Laws journal	
Assigned reading: chapters 12–13	
Review vocabulary and characters	
Questions for comprehension	
Going deeper: questions for critical thinking	
Five Laws journal discussion	
Lesson Six works sheets.....	50
LESSON SEVEN	53
Core concept discussion: What is <i>success</i> ?	
Preparation: word list and character guide	

Assigned reading: chapter 14, Foreword and Introduction	
Review vocabulary and characters	
Questions for comprehension	
Going deeper: questions for critical thinking	
Five Laws journal discussion	
Lesson Seven work sheets	56
FINAL PROJECTS.....	61
<i>Resources</i>	63
<i>Thanks</i>	65
<i>About the Authors</i>	66

How to Use This Curriculum Guide

The lessons in this curriculum are structured in three parts: 1) preliminary discussion of a core concept and preparation for reading—vocabulary, a character guide, and in some lessons a Five Laws journal; 2) an assigned reading from the book; and 3) questions and activities following the reading for review, comprehension, critical thinking, and personal application.

Core Concept Discussion

Each lesson begins with in-class discussion of one core concept from that lesson's assigned reading. The objective is to set the student's purpose for reading and stimulate their thought process about how the core concepts of the book might apply in their own lives.

Preparation: Word List

Each lesson's vocabulary is introduced prior to reading that lesson's selection, with varied activities to help them learn and absorb these words. These activities might include:

- Define the vocabulary using a graphic organizer, notebook, or three-ring binder.
- Identify each word's syntactic function (parts of speech).
- Identify each word's Greek/Latin roots. The more exposure we can give our students to affixes and root word meanings, the better prepared they will be to decode unfamiliar words and their meanings. This will also help them on their SATs, ACTs, and other standardized tests.

Preparation: Character Guide

The character guides pose a series of five questions for each major character as he or she is introduced into the story. Encourage the students to keep these guides and come back to them as they go through later lessons, adding any new insights they gain into that character as the story progresses. The objective is to deepen students' comprehension as they read and help make them aware of the authors' use and methods of characterization.

Preparation: Five Laws Journal

There are five journal pages, one for each of the Five Laws of Stratospheric Success from the book. Each journal page provides a space for the student to write out the wording of that law (writing it themselves aids memorization and increases comprehension), and a lined page for dated entries answering the question, "How did I apply this law today?"

The objective here is to have students actively look for ways to apply insights from the book in their own lives, moving their reading experience from theoretical and abstract to practical and personal. Encourage students to look for little ways to apply each law. Sometimes it is the little gestures that end up making a big difference. (This certainly is what happens to Joe in the book!)

Although each law is explored in one specific lesson, encourage the students to continue working with each existing law even as they add new ones, going back to their journal pages and adding fresh entries throughout the course.

Assigned Reading

The text used for this curriculum is the 2015 “Expanded Edition” version of the book, not the original 2007 edition. This is important; page numbers given in the word lists do not correspond accurately to the 2007 edition, and there are supplemental materials (foreword and introduction) used as part of lesson seven that do not appear in the 2007 edition. Sources for bulk purchase at discount rates are provided on the Resources page.

Review: Vocabulary

In-class review of the vocabulary from that lesson’s word list might include:

- Have students write a short story, poem, or brief essay using the vocabulary words in context to show comprehension.
- Create quizzes to test students’ understanding of and ability to use these words.
- Create crosswords using that lesson’s words.
- Create games around those words. For example, Randy Stelter has led his students in a Jeopardy-style game, with the class divided into teams and playing for points; and Vocabulary Football, where each team gets four chances to correctly define a word or the other team intercepts and takes the “ball.”

Review: Characters

Review of the characters introduced in the reading typically begins with discussion, either in small groups or in the class as a whole, of the questions from that lesson’s character guide. It also might include additional questions, given out for discussion or essay, such as:

- What positive traits does each character bring to the table?
- Which character in this reading is most like you?
- Which character had the most impact on you?
- Which character do you respect the most, and why?
- If you could meet just one character face to face, whom would it be and why?

Questions for Comprehension

The *Teacher's Guide* offers a set of questions for comprehension following each reading assignment. These can be given out for discussion in small groups, or as part of whole-class discussion. Another option is to give the questions out first as a quiz, and then, after the students have written their own answers, open the questions up to discussion.

Going Deeper: Questions for Critical Thinking

Questions and topics for critical thinking and deeper exploration are offered as a set of writing exercises.

Five Laws Journal Discussion

The Five Laws of Stratospheric Success that Pindar and his friends show Joe in the book articulate the five core ideas in *The Go-Giver*. In the story, Pindar gives Joe one condition he is required to fulfill for their meetings to continue: that he test each law he learns by actually applying it in his life, right away, the same day he learns it.

The purpose of the Five Laws journal work sheets is to encourage students to do exactly as Joe does, and actively apply the key lessons of their reading in their own lives. Prior to each assigned reading, let students know they should come to class prepared to share ways they found to apply that lesson's law.

Final Projects and Final Exam

In teaching *The Go-Giver* at Wheeler High, Randy does not give a final exam per se. Instead, he assigns a final project toward the end of the session to give his students an opportunity to deepen their understanding of the book and to ground its lessons in their own experience. A dozen sample projects are provided in this *Guide*.

Beyond that, the students' "final exam" is to go out and put the Five Laws of Stratospheric Success into action in their own lives and careers.

Work Sheet PDFs

The work sheets (word lists, character guides, and Five Laws journals) for each lesson are provided here at the end of each lesson. We have also made the complete set available as a separate PDF file, available at no cost to anyone who has purchased a copy of this *Guide*.

Having the PDF file enables you to provide your students with each lesson's set of work sheets as you go, either as printed handouts or as individual PDFs for them to use on their pads, smartphones, etc. To obtain the PDF, go to www.thegogiver.com/tgworksheets.

Supplemental Material

The 2015 “expanded” edition of *The Go-Giver* provides some supplemental material, including a foreword, an authors’ introduction, a discussion guide, and a Q&A with the authors. The foreword and introduction are treated here as part of the text and are covered in the final lesson of this curriculum. A few of the discussion guide’s seventeen discussion questions have been incorporated into this curriculum, but the balance, as well as all fourteen pages of Q&A, are not. The educator may want to draw upon these for additional writing/discussion questions during the course.

The authors’ companion volume, *Go-Givers Sell More*, can also provide the educator with additional reading and perspective on the topics of *The Go-Giver*; it is divided into five sections, each a collection of brief discourses on one of the Five Laws of Stratospheric Success.

Class Scheduling

Educators teach within a wide range of different schedule structures and requirements; clearly a “one size fits all” recipe for how to structure this curriculum would be hopelessly impractical. Randy Stelter likes teaching *The Go-Giver* over a two-week period of daily classes, covering one lesson every day or two. But he has also taught it over a two-month period. You will have your own circumstances to adapt to.

Since each lesson falls naturally into two halves, pre- and post- that lesson’s assigned reading, the seven lessons could easily be taught as fourteen classes (perhaps with a fifteenth added at the end for discussing final projects). Or, for a more condensed course, you might combine the second (post-reading) half of each lesson with the first (pre-reading) half of the next.

Adapting This Curriculum for Other Age Groups

Educators using *The Go-Giver* in their coursework at undergraduate and graduate levels tell us they tend less to use the specific session-to-session structure in this *Guide* and focus more on in-class discussion of the book and its implications, and on in-depth projects (such as the dozen examples given in the Final Projects on pp. 61–62).

In these classes there is also typically more discussion and exploration of how the book’s principles and ideas apply in the context of contemporary business. While nominally intended for the sales professional, the companion volume *Go-Givers Sell More* could also provide useful course material here.

We are not aware at this point of any teachers using the book with preteen students, but we have had correspondence from some fine young men and women of junior high and middle school age who have read the book and readily grasped its message. We would be delighted to correspond with anyone wishing to adapt this *Teacher’s Guide* for use with younger students!

The Five Laws of Stratospheric Success

The Law of Value

*Your true worth is determined by
how much more you give in value than you take in payment.*

The Law of Compensation

*Your income is determined by
how many people you serve and how well you serve them.*

The Law of Influence

*Your influence is determined by
how abundantly you place other people's interests first.*

The Law of Authenticity

The most valuable gift you have to offer is yourself.

The Law of Receptivity

The key to effective giving is to stay open to receiving.

Excerpted with permission from *The Go-Giver: A Little Story About a Powerful Business Idea*, by Bob Burg and John David Mann (Portfolio/Penguin)

Lesson One

Chapters 1–2

Core Concept Discussion

What is *success*?

“Success” can mean different things to different people. When you hear the phrase, “a very successful person,” what comes to mind for you?

How would you define success? Financially? Spiritually? Mentally? Physically? Relationally? Socially?

How would you consider yourself as successful?

What do you think it takes to be, or to become, a genuinely successful person?

Have you ever wished you could ask a highly successful person the keys to his or her success? What questions would you ask them?

Quick Write and Group Discussion

Write down the name of a person you consider to be highly successful. This can be someone from history, or someone alive today.

In the next two minutes, write down as many questions as you can think of that you would like to ask this person about how they became successful.

(After two minutes)

Put down your pen, form yourselves into groups of three, and share in your groups what you have written.

(After two or three minutes)

While still in your groups, take three minutes to consider this question: “What can you learn from successful people, and how can they influence you today?”

(After three minutes)

Now have one student from each of your groups report to the whole class what you discussed.

The Go-Giver's Laws of Success

In this course you will be reading a book about a man named Joe who learns many valuable business lessons, which also serve as life lessons. He learns these lessons primarily from a man named Pindar, but also from a number of Pindar's friends.

As you follow along with Joe on his journey, you will also learn about five key principles called the "Five Laws of Stratospheric Success." Joe will be asked to test out these each one of these five laws by applying it in his own life, immediately, the same day he learns it.

As you read we'll ask you to brainstorm ways you can apply these five laws in your own lives, too, just as Joe does.

Introduce Word Lists

Before each assigned reading, we'll hand out a word list to help learn the vocabulary for that reading.

Distribute the word list for Lesson One (paper copy or PDF) and engage students in activities to help learn these words.

Introduce Character Guides

The Go-Giver is a *parable*. A parable is a simple story told to make a point or teach a specific lesson.

A parable is fiction, but it's not the same thing as a novel. One major difference is that parables don't give a lot of detail about their characters. In fact, they intentionally keep things simple. For example, we never learn Joe's last name, or the name of the city or state where the story takes place.

Just because they're simple, though, doesn't mean there's not more going on than is obvious at first. As you read, we'll ask you to dig into the characters and see what you can learn about them.

The main character of this story is Joe—an "ordinary Joe." *The Go-Giver* traces the story of what happens to Joe and, more importantly, how Joe changes, over the course of one week. Every time Joe learns something new from Pindar or one of his friends, ask yourself, how do you think Joe will handle that lesson? Do you think it will lead him to do anything differently, and if so, how?

Distribute character guide for Lesson One (paper or PDF).

Each lesson's character guide will ask you to consider five questions for each new character you encounter:

- 1) What relationship does this character have to Joe?
- 2) What does this character want?
- 3) What does Joe learn from this character?
- 4) What have I learned from this character?
- 5) How can I model these lessons in my own life?

Assigned Reading

Chapters 1–2

Review

Review vocabulary and characters introduced so far.

Questions for Comprehension

For quiz and/or discussion

CHAPTER 1: THE GO-GETTER

- 1) As the story begins, Joe has a problem. That problem, and Joe's efforts to solve it, are what set the story in motion. What is that problem?
- 2) What two things does Joe feel he needs in order to land a large account?
- 3) What does Joe do to try and acquire these two things?
- 4) Who is Gus?
- 5) What are Joe's observations of Gus? Do you think they are accurate?

CHAPTER 2: THE SECRET

- 1) Who is "the Chairman"? Describe this character in detail.
- 2) What kind of voice does Pindar have?
- 3) According to Pindar, how often do successful people share their secrets?
- 4) Finish this statement: "Appearances can be _____. In fact, _____."
- 5) According to Pindar, in order to achieve stratospheric success, what do you need to have?
- 6) What is the Chairman's Trade Secret to success?
- 7) Pindar says, "Trying to be successful with making money as your goal is like trying to travel a superhighway at seventy miles an hour with your eyes glued to the rearview mirror." What do you think he means by that?
- 8) Finish this statement: "What you focus on is what you _____."
- 9) Finish this statement: "Ultimately, the world treats you more or less the way _____."

- 10) What image does Joe come up with to explain what keeps givers from being taken advantage of?
- 11) When must Joe apply each law?
- 12) Pindar says, “Most of us have grown up seeing the world as a place of limitation rather than as a place of inexhaustible treasures.” What does this mean?
- 13) What is the “condition” Pindar places on Joe? What happens if Joe fails to meet that condition?
- 14) What is Pindar’s “honor system”?
- 15) Why do you think this chapter is called “The Secret”? What is the secret that title refers to?

Going Deeper: Questions for Critical Thinking

WRITING EXERCISE

Why do you think a parable like this intentionally keeps things simple and doesn’t add a lot of details about the characters’ lives? How does that serve the story’s purpose? How does that affect the reader’s relationship to the story?

WRITING EXERCISE

In a paragraph, describe your reactions to and opinions of Joe and Pindar. What makes these two individuals respond the way they do?

WRITING EXERCISE

Joe is surprised at how easily he gets in to see Pindar, and further surprised when Pindar remarks on how often successful people are willing to share their “secrets” with others. How would you go about meeting someone you’d want to learn from?

WRITING EXERCISE

Pindar tells Joe, “The world treats you more or less the way you expect to be treated.... In fact, you’d be amazed at just how much *you* have to do with what happens *to* you.” Do you agree? Why? or why not? Can you think of examples of how this may be true?

Word List*

Chapter 1	Chapter 2
broker (2)	enterprise (7)
clout (2)	mentoring (7)
leverage (2)	stratospheric (8)
underbid (2)	terrace (8)
consultant (3)	bewilderment (11)
eccentric (4)	mindset (11)
pensioner (4)	parse (12)
relic (4)	ingenuity (13)
erratic (4)	empathy (13)
meerschaum (5)	exquisite (14)
Trade Secret (6)	non-disclosure agreements (NDA) (15)
crestfallen (6)	abide (16)

*) Page numbers in all the Word Lists refer to the 2015 "Expanded Edition" of *The Go-Giver*.

Character Guide: Joe

Who is Joe?

What does Joe want?

What does Joe learn?

What have I learned from Joe?

How can I model these lessons in my own life?

Character Guide: Carl Kellerman

What relationship does Carl have to Joe?

What does Carl want?

What does Joe learn from him?

What have I learned from him?

How can I model these lessons in my own life?

Character Guide: Pindar (the Chairman)

What relationship does Pindar have to Joe?

What does Pindar want?

What does Joe learn from him?

What have I learned from him?

How can I model these lessons in my own life?

Character Guide: Gus

What relationship does Gus have to Joe?

What does Gus want?

What does Joe learn from him?

What have I learned from him?

How can I model these lessons in my own life?
