INTRODUCTION TO THE CURRICULUM

This curriculum was designed by Echoing Green's Work on Purpose program to help people who want meaningful work to create careers that are right for them and have a positive impact on the world.

We encourage colleges, universities, nonprofits, and corporations to contact us at workonpurpose@echoinggreen.org if they are interested in modifying the curriculum, releasing a co-branded version, or designing their own Work on Purpose course.

Echoing Green

Echoing Green unleashes the next generation of talent to solve the world's biggest problems.

Echoing Green is a nonprofit global social venture fund that identifies, invests in, and supports some of the world's best emerging social entrepreneurs—society's change agents. Because we believe human capital is the most important asset class, and understand the difficulties faced by social innovators who challenge the status quo, Echoing Green invests deeply in these next generation change agents as well as works to create an ecosystem that supports and celebrates social innovation as a high-impact strategy for social change.

Since our founding in 1987, Echoing Green has provided more than 500 emerging social entrepreneurs working in forty-nine countries with $31 million in start-up funding, customized support services, and access to our global network of champions. These next generation social innovators have gone on to launch, and now lead, some of today's most important social enterprises. For example, Echoing Green was an early funder of the founders of Teach For America, City Year, College Summit, Freelancers Union, SKS Microfinance, EarthRights International, and hundreds of others around the world.
Over our twenty-five year history, Echoing Green has come to believe that in order for today’s emerging professionals to build careers that are both right for them and good for the world—whether as a social entrepreneur, a social intrepreneur (someone who innovates from within an institution), an artist, or whatever it is that fulfills their own unique purpose—they must take a very different approach from that of previous generations. To succeed in a hyper-competitive market, emerging professionals must found their career as one might found an organization.

We talked with hundreds of young and emerging professionals and discovered that there was no shortage of altruism among them, but the spirit of boldness we knew to be necessary for them to succeed was not common.

In our conversations, we also learned that young people needed something else: clarity. They struggled to identify their unique niches in the ecosystem of social change work, and they lacked the resources to help them focus. What’s more, student advisers, career counselors, and others who worked with emerging professionals lacked resources to help them.

With this in mind, in 2011 Echoing Green launched the Work on Purpose program, a proven competency-based model designed to help people identify their purposes and develop the boldness to create careers that align with them.

The cornerstone of the Work on Purpose program is this curriculum, as well as our training for faculty and staff at colleges, universities, and nonprofits serving those curious about creating a career with social impact. Other program features include the Work on Purpose book, online platform, on-the-ground workshops, and keynote presentations.
About the Work on Purpose Book

This curriculum is designed to be used with Echoing Green’s book *Work on Purpose*. Each workshop lists one of the chapters as recommended pre-reading.

The *Work on Purpose* book tells the stories of five of our world-changing social entrepreneurship Fellows. Through their stories, the book’s author and senior vice president of Echoing Green, Lara Galinsky, illustrates how to listen to your heart, use your head, and unleash your hustle. The *Work on Purpose* book has been featured by a number of media outlets, including BNET, the CBS Interactive Business Network, GOOD, Social Velocity, Feministing, Dowser, and Idealist. Here are a couple of comments from readers:

“By stressing both the element of ‘head’ and ‘heart’ that is required of social entrepreneurs, Galinsky invites us to imagine a bolder form of traditional social work, in which the commitment of a Mother Teresa is married to the organizational spirit of a Sam Walton. In this era when neither government nor private business—and least of all Wall Street—seem fully capable of addressing the need for economic development and social change, the stories of Andrew, Cheryl, Mardie, Mark, and Socheata offer resounding evidence that a single person can indeed make a difference.”

—Roger Lowenstein, financial writer and author of *The End of Wall Street*

“Work on Purpose will help you discover who you are and where you are meant to be. For anyone who is looking to bring purpose into and get fulfillment from their work, this is a must-read.”

—Stacy McCoy of SEE Change Magazine

“Work on Purpose fills the gap between the great ambitions of social entrepreneurs and the day-to-day execution that powers the changes they hope to bring about. The book profiles exciting young people as they go through the process of bringing new, world-changing projects to life. It’s mandatory reading for those who want to translate idealism into action.”

—Alexander Haislip, editor of Journal of Impact Investing

To purchase the *Work on Purpose* book at a bulk rate, go to: [www.echoinggreen.org/work-on-purpose/buy-the-book](http://www.echoinggreen.org/work-on-purpose/buy-the-book)

- 10–25 books, 20% discount
- 26–100 books, 30% discount
- 101–250 books, 40% discount
- 251–500 books, 50% discount
- 501–1,000 books, 60% discount
Over the past twenty-five years, Echoing Green has performed hundreds of in-depth interviews with our world-changing social entrepreneurship Fellows, uncovering the common experiences that led them to meaningful, high-impact work. The Work on Purpose program then compared our Fellows’ experiences to scholarship from the world’s top research institutions—from Stanford to Yale to the University of Pennsylvania. From these sources, we pulled forth a list of ten principles designed to guide anyone who wants a high-impact social change career.

The Ten Principles Can Be Divided Into Three Categories:

**Right for You**
Principles in this category illustrate ways in which participants can identify their personal purposes. They encourage participants to reflect on what choices will bring them fulfillment.

**Good for the World**
Principles in this category illustrate ways in which participants can identify their public purposes. They encourage participants to explore the impact their work will have on the world and identify the social and environmental issues that move them most.

**Be Bold**
Principles in this category illustrate ways in which participants can develop the strength and drive to take action in order to pursue their personal and public purposes. They encourage participants to develop the boldness and the spirit of risk-taking that will launch them down their purpose paths.
Right for You

**Heart + Head = Hustle**
Find ways to work from both your heart and your head, collapsing the divisions between these two aspects of yourself in your work as often as possible.

**Know What You've Got—Know What You Need**
Uncover your unique contribution to the world. Develop the skills, strengths, contacts, experiences, insights, or education you still need, or prop yourself up by surrounding yourself with people whose gifts complement your own.

**Mine Your Past**
Understand how you became the person you are today. Identify what fulfills you at your core, and what always has, so you can design a life and work that is meaningful to you.

Good for the World

_____ is What Matters
Fill in the blank. Choose the social problems that matter most to you, recognizing that your answer may change over time, and prioritize addressing those social problems.

**Act on Moments of Obligation**
Identify and seize the moments in which you have been, and continue to be, moved to take responsibility for making the world a better place. Then turn that feeling into concrete action.

**Take Perspective... Someone Else’s**
Cultivate a deep curiosity about the world and actively seek to understand other populations, perspectives, models, and disciplines. Interdisciplinarianism is critical to innovative thinking, as it allows you to see connections and patterns where those who stay within a silo cannot; and understanding perspectives of those affected by social problems is absolutely essential for high-impact, culturally competent work.
Be Bold

**Fear Means Go**
Distinguish between healthy fears and the kind of barrier fears that stem from your insecurities. Your barrier fears are signals that you need to GO...not away from that which scares you, but toward it.

**Gall to Think Big**
Give yourself permission to try out smart, untested tactics, models, and ideas, even if you aren’t certain you’ll succeed. After all, failure is one of life’s greatest learning tools and can be proof that you are thinking big.

**Think Like an Entrepreneur**
Move through your life and your career with an entrepreneurial spirit. Founding your social impact career will take the same focus, energy, and positivity that you would apply to starting a new business, organization, or project.

**Bold Immersion**
Become an expert in the work you are most drawn to. Get to know all of the relevant people, organizations, research, books, and articles. Surround yourself with those who are as excited to understand the field as you are. Study. Volunteer. Immerse yourself!
Other Learning Objectives

In addition to teaching the proven ten principles of Work on Purpose, we are committed to meeting the expressed needs of today’s employers, and to developing the top learning objectives recommended by higher education leaders such as NASPA: Student Affairs Administrators in Higher Education, American College Personnel Association (ACPA), and the Association of American Colleges and Universities’ (AAC&U’s) Liberal Education and America’s Promise (LEAP) initiative.

As such, we’ve designed the curriculum to also develop the following competencies:

**Intercultural Skills / Humanitarianism**

- 71 percent of employers surveyed want colleges to place more emphasis on intercultural competence (teamwork in diverse groups).
- 67 percent of employers surveyed want colleges to place more emphasis on intercultural knowledge (global issues).
- 79 percent of AAC&U member institutions name intercultural skills as a learning objective for all students.
- NASPA and ACPA’s Advancing Student Affairs, Engaging Students both recommend humanitarianism as a key learning outcome.
- AAC&U identified intercultural skills as one of the member institutions’ four learning outcomes for all students under the category “Personal and Social Responsibility.”

**Ethical Reasoning**

- 75 percent of employers surveyed want colleges to place more emphasis on ethical decision-making.
- 75 percent of AAC&U member institutions name ethical reasoning as a learning objective for all students.
- AAC&U identified ethical reasoning as one of the four member institutions’ learning outcomes recommended for all students under the category “Personal and Social Responsibility.”
Civic Engagement

- 52 percent of employers surveyed want colleges to place more emphasis on civic knowledge, participation, and engagement.
- 68 percent of AAC&U member institutions name civic engagement as a learning objective for all students.
- NASPA and ACPA both recommend civic engagement as a key learning outcome.
- AAC&U identified civic engagement as one of the member institutions’ four learning outcomes for all students under the category “Personal and Social Responsibility.”

Interpersonal and Intrapersonal Competence

- NASPA and ACPA recommend interpersonal and intrapersonal competence as a key learning outcome. This includes realistic self-appraisal and self-understanding and personal attributes such as identity, self-esteem, self-awareness, and confidence.

Knowledge Integration and Application

- NASPA and ACPA recommend knowledge acquisition, integration, and application as key learning outcomes. This includes connecting knowledge to other knowledge (integration); relating knowledge to daily life (application); and pursuing lifelong learning and career decidedness.

Also identified by the NASPA and ACPA 2004 report Learning Reconsidered: A Campus-Wide Focus on the Student Experience.

From Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn.

One of AAC&U member institutions’ four learning outcomes for all students, which were identified in the data gathered by AAC&U’s 2009 LEAP survey, Learning and Assessment: Trends in Undergraduate Education–A Survey Among Members of the AAC&U and Hart Research Associates.

Ten Principles of Work on Purpose
**DEFINITION OF TERMS**

**What do we mean by Work?**

Echoing Green defines work as something much larger than a job—it’s not just your 9 to 5 (or 8 to 6, or midnight to morning). For us, work is the intersection of how you self-identify (for instance, as an artist or a changemaker) and how you spend your time (for instance, writing books or working with children).

Your work includes your purpose projects, your volunteerism, your board participation, your creative endeavors, and anything else that defines you or takes up a substantial portion of your time. It is what you get paid for—and what you don’t.

**What do we mean by Purpose?**

In *The Path to Purpose*, William Damon, a leading scholar of human development and professor at Stanford University, condensed the many definitions of purpose put forth over the course of human development research and proposed the following abbreviated definition:

*Purpose is a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self.*

At Echoing Green, we add the following line to this definition: “in service of making the world a better place.” This is what Damon calls “noble purpose.”

Why do we define purpose this way? It’s not just because Echoing Green is in the business of solving the world’s biggest problems. It’s also because we have found that those who have the deepest, most powerful senses of purpose are driven by how their lives and their work benefit others, which incidentally benefits them as well.
What Can Purpose Do for You?

People are happier and healthier when they are pursuing work that is meaningful, and especially when their work has a positive social impact. In fact, doing altruistic deeds lights up the same reward centers in your brain as when you eat chocolate or have sex! By contrast, research shows that many of the other things people pursue to make themselves happy, such as fame, fortune, and good looks, do not lead to greater life satisfaction or well-being. Research performed by Princeton University’s renowned psychology scholar Daniel Kahneman supports these findings. He reports that the importance of being engaged with something you find absorbing, challenging, and compelling—especially if it is a valued contribution to the world beyond yourself—is an important predictor of happiness.

No wonder so many people want a sense of purpose! Research from Net Impact’s 2012 survey of 1,726 workers and college students about to enter the workforce found that 72 percent of surveyed students stated that having a job that makes an impact was very important or essential to their happiness, and more than half of workers surveyed said the same. Meanwhile, 61 percent of the Millennial Generation reports being “worried about the state of the world” and “wants to make a difference.”

And yet, few people actually have purpose. In a study by sociology professor Barbara Schneider and education policy expert David Stevenson, which followed 7,000 American teenagers from eighth grade to college, researchers found that the vast majority of young people are “motivated but directionless.”

Work on Purpose exists to inspire and equip people to create purposeful and socially impactful lives, using our network of social entrepreneurs as examples of individuals who have achieved lives and work with meaning.


HEART + HEAD = HUSTLE

Learning Objectives
Intercultural Skills/Humanitarianism
Civic Engagement
Interpersonal and Intrapersonal Competence
Knowledge Integration and Application

Suggested Pre-Reading
Work on Purpose, chapter 3

Materials Needed
“I’ve got a heart for ______” nametags
“Heart + Head = Hustle” worksheets
Pens
Bell (optional)
Work on Purpose sign-in sheet

Exercise Overview
Heart + Head = Hustle teaches participants how to identify work that aligns their heart (addressing the social and environmental issues that most move them) and their head (using their unique gifts). This exercise teaches four of the ten Work on Purpose principles: Heart + Head = Hustle, Know What You’ve Got – Know What You Need, _____ is What Matters, and Gall to Think Big.

Activities include completing the Heart + Head = Hustle diagram, small group sharing, large group sharing, and a commitment to taking an action step toward one’s “hustle” in the week that follows.

Time Breakdown

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1. Nametag Pre-Activity

Set up the “I’ve got a heart for ______” nametags and markers near where participants will enter the room.

As your participants enter, instruct them to fill out a nametag, writing one thing, value, or cause that they have a heart for. It’s best if they write down whatever comes to mind first and resonates. For example, “I’ve got a heart for animals” or “I’ve got a heart for Southern cooking.”

After participants have filled out and put on their nametags, instruct them to introduce themselves to their peers by sharing what matters to them. Encourage people not to sit in their seats, but to move around the room. Challenge them to make as many introductions as possible before the workshop begins. At a few minutes past the start time of your workshop, bring the group back together and have a few people share their answers with everyone.

2. Activity: Part 1

The Work on Purpose book uses five social entrepreneurs’ stories to illustrate one simple framework: Heart + Head = Hustle. Take a few minutes to explain this formula to your group. Below are some talking points that you may find useful.

- “Heart” is the issues, ideas, and people that move you. These are things that you are connected to, things that make your heart beat faster, whether because you find them deeply compelling, infuriating, or thrilling.
- “Head” is your unique gifts: the skills, abilities, knowledge, connections, and everything else you bring to the table. This includes the insights you have as a result of your experiences, your access to communities that others may have difficulty connecting to, and so on.
- “Hustle” is what happens when you align your heart and your head, doing work that draws from both of these spheres. This refers to those times in which you are really moving. You are in the zone, losing track of time, doing the work you would do for free (even when you get paid for it). Why? Because you are driven by something extraordinary: your personal purpose.

After explaining the formula, hand out the Heart + Head = Hustle worksheet.

Instruct participants to fill in the “heart” section of the Venn diagram. In this area, they will write the issues, ideas, people, and other things that move them. Tell them that
you will read a series of questions to help trigger their thoughts. They can directly respond to these questions by writing their answers in the “heart” section, or they can ignore the prompts and free-write about what moves them.

Read the questions very slowly, giving participants time to write after each question is asked.

➤ What issues or ideas make your heart beat faster, whether because you are so deeply compelled by them, because you are angered by them, or because you are overjoyed by them?
➤ What is the primary topic of the articles you always read, and the movies, books, and TV shows to which you are most attracted?
➤ What are some similar qualities in the people you consistently find yourself drawn to?
➤ When are you sitting on the edge of your chair?
➤ What social or environmental problem do you ache to see solved?
➤ When have you seen injustice?
➤ Have you ever stood up for anyone? Who? Why? Who would you stand up for, and why?
➤ What stories resonate with you? Why?

➤ Who are “your people”?
➤ When you imagine the world you want to live in, what three words come to mind?
➤ What feels like “home” to you?
➤ If you were starting an organization or project, what values would you shape it around?
➤ When your inbox is full, what emails do you always open first? What organizations or individuals are they from? What is the topic of these emails?

After you have asked all the questions, give your participants an additional three to four minutes to free-write about what moves them. In total, this should take about seven minutes.

Now ask the participants to fill in the “head” section of the Venn diagram with their skills, abilities, knowledge, connections, and everything else they personally bring to the table. Again, tell them that you will read a series of questions to help trigger their thoughts. They can directly respond to these questions, or they can ignore them and free-write about their strengths. As before, read the questions very slowly, giving participants time to write after each question is asked.
After you have asked all of the questions, give the participants an additional three to four minutes to free-write about their strengths. In total, this should take about seven minutes.

3. Story
At this point in the workshop, we encourage you to share a story. How did you discover your own heart? How about your head? Was there a moment in which your heart and your head came into alignment? How did this happen? There is no need to share your entire life history; sometimes a snapshot is even more meaningful.

If you prefer, you also can have someone from your community share her story. Is there an alumnus of your program or school whose story of aligning heart and head moves you?

Another option is retelling the story of Andrew, Cheryl, Mark, Mardie, or Socheata. Each of these Echoing Green Fellows featured in the *Work on Purpose* book found a different way to sync heart and head and create a meaningful career with social impact. Did one of their stories resonate with you more than the others? This is a great time to either retell the story or engage the group in a discussion on it.
4. Activity: Part 2

Next, it is time for your participants to fill in the “hustle” section of their worksheet, the section in which the heart and the head overlap. Here your participants should list various ways that they can combine their heart and their head.

Prompt them to begin writing with the following:

➤ Now that we’ve identified some important components of our hearts and heads, we’re going to move into the “hustle” section. When we talk about “hustle,” we are referring to times in your life when you’re in the zone, losing track of time, because you are doing the work that you would do for free—even if you are getting paid for it! Your hustle is your unique contribution to the world.

➤ Look back to your “heart” and “head” sections. Pick one idea from each category and see if you can find a way to combine them into a “hustle.” This is the time to get creative, to play with ideas.

➤ We want you to write as many hustles as possible and surprise yourself!

➤ Some of the hustles you write down can be things you would never really do. You are not deciding the rest of your life right now; you’re just playing. So be creative, be messy, write on the back of the page if you need to. Get it all down.

As your participants write, read the following triggers. In total, give them eight or nine minutes to write.

➤ Hustles can be topics, like the history of social change movements. Your hustle can be a question for you to investigate or consider.

➤ They can be job titles or career paths.

➤ They can be roles: think about boards, volunteer opportunities, paid or unpaid work.

➤ They can be artistic projects.

➤ They can be organizations or schools, existing or non-existing.

➤ They can be complete thoughts or just fragments, shards of an idea.

➤ Some things you write down may be natural extensions of the work you do now—they may be activities or ideas that you can incorporate into your work or your life as it is now. Other things may require radical change.

➤ You can write fragments, single words, or full paragraphs.

5. Small Group Share

Afterward, have participants get into groups of three and share their hustles and how they came to them. We suggest that the...
sharing follow a specific structure, which should be explained before breaking the participants into groups. The structure has been adapted from Quaker Clearness Circles.

Storyteller share
➤ The storyteller speaks about her hustle and how she came to it for three minutes while the others listen silently.

Storyteller share
➤ The storyteller speaks about her hustle and how she came to it for three minutes while the others listen silently.
➤ Group members should listen closely for not only what the storyteller says, but also what the storyteller does not say. Participants should pay attention to moments in which the storyteller's voice rises and falls, when she has energy and when she does not, and so on.
➤ At the end of three minutes, ring a bell to let the group know that it is time to move on to clarifying questions.

Clarifying question and answers
➤ For one minute, group members may ask only clarifying questions to help them understand the individual's hustle and how she came to it.
➤ The storyteller may answer these questions, but group members should refrain from responding.
➤ Ring a bell at the end of one minute to let the groups know to move on to the next step.

Response from group members
➤ Group members respond to the story while the storyteller listens silently. This is a time for the group members to help the storyteller see things that he or she might not see on independently.
➤ Group members are encouraged to share what they observed while listening to the storyteller—when the storyteller's voice rose and fell, moments at which the storyteller seemed more or less engaged, etc.
➤ Ring a bell at the end of six minutes to tell participants to move on to the next step.

Response and thanks from storyteller
➤ The storyteller thanks the group members and/or says what the experience of this exercise was like for her.

Repeat these steps for each of the three group members. Although it is a long sharing process, the structure creates time and space for individuals to fully express their stories.
6. Large Group Discussion
Come back together and encourage a few people to share their hustles and how they came to them with the whole group.

7. Closing
Have participants return to their worksheets and select one hustle that is particularly interesting to them. Encourage them to write on the bottom of the worksheet one action they will take that week to move their hustle forward, something specific and concrete. It could be to research their hustle topic, to contact someone who has a similar job, or to begin volunteering at a place that moves them.

Encourage them to think about the resources that they have access to through your school or organization. You may even want to take a moment to tell them about particular resources that you think they may benefit from, and to hand out materials about these resources.

Have everyone share their action items with the group, and challenge participants to hold each other accountable for following through with their action.

Finally, hand out the Work on Purpose sign-in sheet, and have all participants write down their names and, if they are comfortable with providing them, their email addresses. Let them know that you will be sending this information to Echoing Green, and that if they include their email addresses, they will receive evaluation forms as well as helpful tips and tools for creating a purposeful life and career. These tips and tools will be sent out approximately every two to three months.

Have them sign in with both name and email address even if they have given these to us in the past, as it helps us to track important data, such as how many sessions individual participants have attended.

Afterward, scan the Work on Purpose sign-in sheet and email it to workonpurpose@echoinggreen.org.
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2. Activity: Part 1

Hand out the Heart + Head = Hustle diagram.

Instruct participants to fill in the “heart” section of the Venn diagram. In this area, they will write the issues, ideas, people, and other things that move them. Tell them that you will read a series of questions to help trigger their thoughts. They can directly respond to these questions by writing their answers in the “heart” section, or they can ignore the prompts and free-write about what moves them.

Read the questions very slowly, giving participants time to write after each question is asked.

- What issues or ideas make your heart beat faster, whether because you are so deeply compelled by them, because you are angered by them, or because you are overjoyed by them?
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When your inbox is full, what emails do you always open first? What organizations or individuals are they from? What is the topic of these emails?

After you have asked all the questions, give your participants an additional three to four minutes to free-write about what moves them. In total, this should take about seven minutes.

Now ask the participants to fill in the “head” section of the Venn diagram with their skills, abilities, knowledge, connections, and everything else they personally bring to the table. Again, tell them that you will read a series of questions to help trigger their thoughts. They can directly respond to these questions, or they can ignore them and free-write about their strengths. As before, read the questions very slowly, giving participants time to write after each question is asked.

What do you know inside and out?
What groups or individuals do you know well or have unique access to?
What education, traditional or non-traditional, perhaps from a neighbor or uncle, do you have?
What have you learned for your jobs; things you would put on a resume and things you wouldn’t?
What are your tangible skills and intangible strengths?
What experiences have you had that have given you insights or information that most others do not have? What are these insights?
What are the three things that your best friends, your family, and your mentor would agree you are best at?
What is your role in groups—whether you are with your friends, your family, or your peers? Are you usually the pragmatist? The entertainer? The organizer?
Imagine that when you leave this session, you receive three emails—personal, professional, and semi-professional—all asking something of you. What are these people asking of you? What do they see you as an expert in? What do you wish they were asking you?
After you have asked all the questions, give the participants an additional three to four minutes to free-write about their strengths. In total, this should take about seven minutes.

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Prompt them to begin writing with the following:

➤ Now that we’ve identified some important components of our hearts and heads, we’re going to move into the “hustle” section. When we talk about “hustle,” we are referring to times in your life when you’re in the zone, losing track of time, because you are doing the work that you would do for free—even if you are getting paid for it!

➤ Look back to your “heart” and “head” sections. Pick one idea from each and see if you can find a way to combine them into a “hustle.” This is the time to get creative, to play with ideas.

➤ We want you to write as many hustles as possible and surprise yourself!

➤ Some of the hustles you write down can be things you would never really do. You are not deciding the rest of your life right now; you’re just playing. So be creative, be messy, and write on the back of the page if you need to. Get it all down.
As your participants write, read the following triggers. In total, give them seven minutes to write.

- Hustles can be topics, like the history of social change movements. Your hustle can be a question for you to investigate or consider.
- They can be job titles or career paths.
- They can be roles: think about boards, volunteer opportunities, paid or unpaid work.
- They can be artistic projects.
- They can be organizations or schools, existing or non-existing.
- They can be complete thoughts or just fragments, shards of an idea.
- Some things you write down may be natural extensions of the work you do now—they may be activities or ideas that you can incorporate into your work or your life as it is now. Other things may require radical change.
- You can write fragments, single words, or full paragraphs.

6. Closing

Have participants return to their worksheets and select one hustle that is particularly interesting to them. Encourage them to write on the bottom of the worksheet one action they will take that week to forward their hustle, something specific and concrete. It could be to research their hustle topic, to contact someone who has a similar job, or to begin volunteering a place that moves them.

Encourage them to think about the resources that they have access to through your school or organization. You may want to take a moment to tell them about particular resources that you think they may benefit from, and to hand out materials about these resources.

Have everyone share their action items with the group, and challenge participants to hold each other accountable for following through with their action.

Finally, hand out the Work on Purpose sign-in sheet, and have all participants write down their names and, if they are comfortable with providing them, their email addresses. Let them know that you will be sending this information to Echoing Green, and that if they include their email addresses, they will receive evaluation forms as well as helpful tips and tools for creating a purposeful life and career. These tips and tools will be sent out approximately every two to three months.

Have them sign in with both name and email address even if they have given these to us in the past, as it helps us to track important data, such as how many sessions individual participants have attended.

Afterward, scan the Work on Purpose sign-in sheet and email it to workonpurpose@echoinggreen.org.
I'VE GOT A HEART FOR WORK ON PURPOSE A PROGRAM OF EDWIN GREEN
One step I will take this week towards achieving my hustle is