

The Purpose Lifestyle

By
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Community-Minded Consulting,[™]

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Forward

It was a cool and crisp night, the stars were sprinkled in the night sky as I was walking back to my dorm with my cousin after a campus party. I was a wide-eyed freshman at the University of South Carolina with the hope of a bright future. As we were walking and talking in the afterglow of a fun party I hear some guys behind me walking, but I pay them no attention and continue walking. I then hear one guy say “somebody is gonna take a swim tonight” as we are walking by the reflection pool on campus. Before I could even turn around and look I was unexpectedly punched on the side of my face. Out of pure instinct we started running just to get out of arms way. I ran one way and my cousin ran the other way. I ended up getting in a physical altercation with one of the guys and being cited by the police for fighting when I was only trying to protect myself. As a result of that incident I experienced depression, embarrassment, fear, disappointment and eventually lost my academic scholarship and flunked out of college. A few years later I returned to school and completed my degree but it was that one night that I will always remember. One of my best nights as a freshman in college became one of my worst.

I later found out that those same young men who attacked us were literally going from college campus to college campus terrorizing random college students. Through that painful experience my purpose was unofficially discovered that night. I was in the wrong place at the right time. I did not know at the time that God was orchestrating my steps by allowing me to experience pain and senseless misdirected violence. It was through that difficult and defining moment in my life that led me to my own purpose even to this day. Since then it has become one of my favorite topics to discuss, because it helps others to understand my story, my heart, and my work of giving troubled youth direction and hope. Finding and knowing your purpose seems to be the age-old challenge for millions of people around the world. Sometimes it happens through life defining moments like mine but most of the time purpose is discovered in the routine of everyday life. Something so simplistic but so profound at the same time does not discriminate and presents no

advantages based on your race, ethnicity, social economic status, education, or religious belief. Like me for many of us our purpose appears like a gift at Christmas with no idea what the wrapped package entails. This dichotomy of pain and purpose challenges even the most experienced researchers on the topic of Purpose. Who in human history truly has a handle on the subject. I've been a trained life coach and taught on multiple 'life coaching' assessments on finding purpose. For years I taught a 72-questioned faith-based assessment on purpose. In all my experience I had never seen an activity so simple, yet so powerful as what Dr. Derrick Drakeford presents in his book Finding Your Purpose in 15 Minutes. For years I had heard of Derrick and seen him in passing but when I got a chance to meet him it was refreshing. His narrative of starting his business from the unemployment line is compelling. His effort to develop an effective online curriculum to help people find their purpose in life and begin to do their purpose by launching a startup, is commendable.

But after joining his research team and working closely with him, I was able to see Derrick's heart and his passion for helping everyone including (students, parents, and life coaches like me) to do their 'own' purpose in life. Derrick's persistence has even helped me to do more in the area of my purpose in life. I've been with Derrick in rural poor communities in North Carolina helping a former homeless student launch her business in 1 day. I've been with Derrick in California training college executives on the Purpose University Curriculum©.

Derrick is not just an experienced researcher on the topic of Purpose, but what you will find in this book *Purpose Lifestyle* is a holistic view of him as a man. You will see the evolution of his previous works to identify purpose as a way of life. For me purpose is simply the reason for which anything is done, created, or exists; a fixed design, outcome, or idea that is the object of an action or other effort. Purpose has the power to wake us up in morning and also powerful enough to move us beyond an unpleasant past. It is the motivation that drives us toward a satisfying future. It also helps you to get the most from the things you do and achieve - large and small - right now. It is the great equalizer in life but where do we go to find it?

According to a Gallup Poll there are 900 million people in 142 countries who are unfulfilled with what they do in life. In the U.S. alone, 70 percent of people working are unhappy and don't care for what they do. This is an enormous squandered potential, a lot of misdirected minds and many unhappy people. Just think about the positive impact these people can make in the world if they started doing something that was purposeful.

Derrick's book *The Purpose Lifestyle*, demystifies the challenge of finding your purpose. His multi-dimensional approach to exploring a Purpose Lifestyle by examining the impact of how our body, mind and emotions, as well as the spirit, helps us create that sense of purpose in our life that we all desperately seek. There are times we all may be lured into thinking that the purpose of life equals upward social mobility, establishing a career, accumulating wealth, competing (and winning), and holding power.

Many people are stuck in what ET Higgins' self-discrepancy theory refers to as the *ought self* which is the representation of attributes someone believes they should possess and incorporates responsibilities, duties, and obligations based on moral and normative standards. This *ought self* prohibits people from finding their purpose because it may not be what others are expecting us to do or who others expect us to become. The *Purpose Lifestyle* allows readers to move beyond the expectations of others and focus on a balanced lifestyle that moves seamlessly through existence.

When did you discover your purpose? Was it the 3rd grade, 7th grade, surely you took a class your senior year in high school that allowed you to discover your purpose in Life. Perhaps it was your Freshman Seminar class in college or your senior thesis. I am sure your first position out of college put you on the path to discovering your Purpose Lifestyle. Unfortunately for the masses, the answer is no to most of these questions because as a society our focus is not on teaching people how to discover their purpose but more about teaching people how to achieve the so called 'American Dream' that has left many disillusioned, unhappy and in debt. The Purpose Lifestyle is not just for someone seeking to discover their purpose but also the person looking to live out

their Purpose Lifestyle in their daily work. As a Certified Professional Coach with the International Coaching Federation (ICF) I see clients all of the time who are trying to find their purpose. I have had the privilege of seeing this powerful purpose curriculum literally transform people's lives. Now I can strongly recommend a book that I believe will help them discover their purpose and begin living a *Purpose Lifestyle*.

Barron J. Damon has been a thought leader in the non-profit sector for over 18 years. Barron has extensive knowledge in the area of volunteerism, recruitment, philanthropy, and partnership development and has trained thousands of volunteers during his professional career. Barron is a graduate of the University of South Carolina in Columbia where he earned a Bachelor of Arts degree in Industrial Psychology. He also holds a Master's degree in Business Management from Webster University. He also completed post graduate work at the University of



North Carolina, Chapel Hill in Business and Public Health and a American Express Leadership Fellow. Barron is currently one of the Managing Partners of the Business of Life Coaching and Consulting. Barron is a seasoned Entrepreneur and Philanthropist and a Certified Professional Coach through the International Coaching Federation. He is also a Certified Non-Profit Consultant and Certified Non-Profit Executive through the National Association of Nonprofit Organization and Executives (NANOE)

Introduction

The theme of this book is that purpose can only be learned, lived, and taught through the lens of lifestyle. It is in the balanced *Purpose Lifestyle* where all of the multiple dimensions and layers of the human experience are in harmony moving towards purpose. This positive forward motion then bends reality in the direction of your *Purposeful Lifestyle* and shines as an example of the abundant life. The *Purpose Lifestyle* is also a warning sign to those of us who live a stress-filled existence in pursuit of goals that glitter, but are essentially empty and purposeless.

This book describes a significant shift in thinking about our internal values, work, and start-ups. In this book, I propose that life is big enough to begin doing what you were born to do now. Through pedagogy and technology, this book shows the reader how to launch a purpose-driven startup for free. Here you will find the Purpose University Curriculum © and our five-step process to launch a purpose-driven start-up business or nonprofit in 24 hours. All the answers to the *Purpose Lifestyle* are inside of you. You already have the gifts and talents to do your purpose in life. This book begins the small steps toward doing what you were born to do today.

In many ways, this book is a practical response to the inspirational directions of Dr. Martin Luther King, Jr. when he said, “You don’t have to see the entire staircase just take the first step in faith.” I believe the first step is living the *Purpose Lifestyle*.

Thank you for your purchase

Derrick Drakeford

You can also find video resources and online self-paced courses on the Purpose University Mobile App or online at Purpose University at learnpurpose.org

Chapter 1: Why this Book

“I’m busy-really busy. But sometimes I wonder if what I’m doing will make any difference in the long run. I’d really like to think there was meaning in my life, that somehow things were different because I was here” (Covey 1989, p.16).

What is it about those people who perform a higher level of service with care and a deep sense of meaning? You can't put your finger on it, but you can tell when a nurse sees his or her work as deeply connected to their meaning in life. You can tell when a teacher or coach goes above and beyond to pull greatness out of you that you did not even know you had. That indescribable quality that raises their work to the next level is: *purpose*, and it involves the commitment of body, mind, and spirit to their work. It doesn't make the work easier it makes it more joyful, which allows the work to be less laborious and more like a natural flow, like water running off a ducks back, the work becomes effortless and natural. This is the goal of this book- to make your work purposeful, effortless, and organic.

Writing for me has become like thinking, and thinking like breathing, and breathing is a requirement for living. So likewise, I believe for me writing is a requirement for living. If you don't write, just think back to when you used to love writing and remember that feeling to create...to use language to communicate what you understand and the beauty in words to describe what you don't understand. Through technology and economies of scale, this is the first time in human history it has become free and accessible for every human (with a phone or computer and access to the internet) to publish their writings for free.

I believe everyone should write a book or two or more, which expresses who you are, your ideas, your pain, your triumph, and your testimony. There are multiple websites and companies online that will allow you to publish for free... long or short, I believe everyone should embark on the journey of writing their book. You don't need the best editing team on the planet or a cover artist who cost thousands of dollars all you need is the drive to do your purpose and share your story. Additionally, telling your story helps people to understand why you have started your business or nonprofit and how it connects to the deep purpose in your life.

The Myth of Money or Purpose

For the past 10 years I've been reading, researching, thinking and writing about purpose and entrepreneurship. This book is like a culmination to this point of what I've learned, and maybe more importantly unlearned about these two seemingly *oppositional* ideas. 1) to do good? or 2) to make money?

This *oppositional* myth is a mental tug of war, where money is juxtaposed with balance, benefit, and benevolence. This *oppositional* myth is so strong it will keep people on jobs they hate because they are making 'good money.'

By no means am I absolving that you don't need money to live in America because you do, but we are also the home of the ultra-wealthy who make more than they could ever spend. Deep down there is a little bit of that ultra-wealthy philosophy in me and potentially in all Americans who have been socialized within the norm of a capitalistic society. So this research and this book is as much for me as it is for anyone else to offer an alternative lifestyle to the rat race. A life centered on purpose and buffeted by micro-enterprise, online business, and the splintering of the economy which has created greater opportunity for agile workers: contractors, part-time employees, freelancers, and gig workers (Forbes, 2018). In order for nineteenth century workers to operate in a 20th century gig economy reality, it will take a shift in the ways people see work and life; a shift from the compartmentalized 9 to 5 (work self vs. real self) to the holistic *purpose lifestyle*.

Though the reality is that we need to make money to live in America, it is important that we are clear about the lens in which we look at work and life. Does our lens really see the entire picture or does the lens we use to look at our lives only see a small piece of who we actually are? The view of ourselves, and the potential for our lives can send us to a predictable fate, or we can choose a new more abundant life. This concept of a, 'mental lens' is best described by Dr. Stephen Covey who writes,

"I was preparing bimonthly programs on the subject of communication and perception for IBM's Executive

Development Program participants. As I researched and prepared these presentations, I became particularly interested in how perceptions are formed, how they govern the way we see, and how the way we see governs the way we behave. This led me to a study of expectancy theory and self-fulfilling prophecies or the “Pygmalion effect,” and to a realization of how deeply imbedded perceptions are. It taught me that we must look at the lens through which we see the world, as well as at the world we see, and that the lens itself shapes how we interpret the world.” (Covey 1989 p.17)

The lens by which we interpret the world can limit our ability to live a *purpose lifestyle*, or it can make our world limitless. It's our choice. The goal of this book is to allow the reader to examine the lens in which they view the world. Is it possible there is an alternative way of viewing life?

Throughout this book I will tell you about my personal story, my research, and fieldwork through my imperfect lens. Because I'm an educator, these narratives and conceptual discussions will be situated within the theme of transformative education centered on purpose-driven startups.

In Chapter 1: Why this Book -I begin to discuss my formative educational experiences and establish why the concepts of identity, agency (choice), and purpose have become so important to the ways in which I view education and life. Then I will discuss our recent grant award from the National Science Foundation and how it has improved the ways in which I teach on purpose-driven startups and how my company has utilized mobile app technology to scale the Purpose University Curriculum©. I then briefly discuss why this is not a training book and how this book should be used to catalyze holistic growth. Lastly, I discuss the audience of the book; as teachers, parents, and students and why this work is written from a lifestyle lens.

In Chapter 2: Purpose and Happiness- I look at some of the formative thinkers on purpose, enlightenment, and fulfillment that have shaped the ways in which I view the *Purpose Lifestyle*. I briefly examine the work of Dr. Martin Luther King Jr., Booker

T. Washington, W.E.B. DuBois, Aristotle, John Dewey, Immanuel Kant, and the Dalai Lama. I use the work of these writers to point to the multi-dimensional nature of the human experience. This prepares the reader to look at purposeful work as not only an action of the mind accomplished through a new lens of purpose, but a process that balances physical health and spiritual health with the renewing of a purposeful mind.

In Chapter 3: Purpose Lifestyle- I look at the *purpose lifestyle* through the multi-dimensions of; a) the body, b) the mind and emotions and c) the spirit. It has been my experience that when one or all these are not operating at their peak performance my teaching suffers, my business suffers, and those whom I'm in relationship with (i.e. family, friends, colleagues) all suffer from me. So instead of beginning this book with my purpose prescriptive solution for education, I begin with an examination of the vessel in which we must travail the earth to teach, coach, and inspire through, our body. Here I briefly discuss nutrition, exercise, rest, my view on stress, and how nature impacts healing and lifestyle. I also examine the mind and how we can use the mind to overcome obstacles life has placed on the road of our purpose. I consider how to unlearn, relearn, and renew our minds. Lastly, I discuss the spirit-part of humanity, the indescribable part of all of us that makes us interconnected, the spiritual energy we exude as we walk through space and time.

In Chapter 4: Becoming Your Purpose: “a lifestyle choice” - I explain the simple truth that we all know our purpose in life. The difficulty is being still and asking ourselves the important questions that move us towards action and then continuing in the direction of our purpose regardless of the obstacles we encounter. To live a lifestyle of purpose is a choice for us all. The question then becomes will I choose purpose over [fill in the blank of what is preventing you from choosing purpose].

Chapter 5: Finding Your Purpose in 15 Minutes. In this chapter I include the course book for PUR501: Finding Purpose entitled Finding Your Purpose in 15 Minutes and the course related material.

Chapter 6: Started from the Bottom. In this chapter I include the course book for PUR:502 The 24 Hour Startup Course, entitled Starting Your Business from the Unemployment Line.

In-Chapter 7: A Panoramic View on Education in America- I take a look at a few perspectives on education in America and discuss the struggle over the educational curriculum. Informed by the book The Struggle for the American Curriculum by Herbert Kliebard. This chapter looks back to the origins of American education before standardized textbook curriculums. A time where often ‘unqualified teachers’ taught with joy, purpose, and a deep connection to local community. I then look at the current state of textbook-based standardized curriculum and its limitations on the ability of teachers to instruct with purpose. I then envision the future of purpose-driven education where teachers are real life examples of the *Purpose Lifestyle*.

In Chapter 8: Coaching Purpose: Learning to Die- We dive deeper into the two-day facilitation and specific theoretical frameworks that may help us all better understand how to live and teach purpose by example. We look at the work of Cornel West, Paulo Friere, and others. In this chapter, we also discuss the practical steps of teaching the Purpose University Curriculum®, including teaching tips faculty have learned from online teaching and in-person Hyperlaunches around the country.

In Chapter 9: Conclusion...I mean...A New Beginning- I discuss how the end of this book is really a new beginning to living out the Purpose Lifestyle in our daily work and as Gandhi says “We become the change we wish to see in the world”. In this chapter, I will challenge you to write down your purpose proposition statement and begin to eat the words. By turning your words into flesh in the same ways in which the food you eat eventually will become a part of you, I hope that you all will eat the powerful words of your purpose mission statement and live them out in your daily lifestyle.

The Unfocused Student

I grew up in a small town called Carrboro, North Carolina, which has become a suburb for the neighboring college town Chapel Hill.

The school system I grew up in had high testing students and performed above average on all the metrics in which schools are measured in the state: test scores, education level of teachers, resources, innovation etc.

As an elementary school student, I enjoyed reading. I would open a book and begin to soar. Wherever the pages would take me, I was a willing and enthusiastic participant. I could sit and read for hours book after book. It made me feel as if I were somewhere else and not living my own life in my own body. The words would in a sense levitate me out of circumstance, strife, and a host of bad feelings that I had yet to have the words for like anxiety, loneliness, rejection, and inferiority. Though I could read like the wind, I did not perform well in school. The lessons were a lot more boring than the books I was reading. The teachers were nice, but



their expectations for my work was low. They did not prod me for questions or call on me for discussion. At times I felt as if I wasn't actually in the classroom. I was just a spectator watching the teacher perform in front of her small group of preferred students. So, after a while I would just check out and begin to daydream and wow those daydreams were

amazing. The stories and places, the colors, and just when the story was getting to the best part I was awakened from my trance by the teacher asking, "Rudy, do you know the answer?"...Now this entire time my teacher had been fine only calling on her small select group of preferred students and when I finally get into a great daydream, she calls on me. Of course, I did not know the answer and my lack of attention to the teacher's lesson just confirmed the stereotype of low expectations she had put on me.

The teacher had a conference with my mother and my mother agreed with everything the teacher said without an ounce of resistance. I later realized why my mother would always take the teachers side on each and every academic dilemma. I understood much later in life as I began to analyze why I also always deferred to all teacher comments. It was because I had been mis-educated (Woodson, 1933) to see all authority as 'just' authority. Not necessarily because of the person, but because of my respect for

the institution which placed this person in authority. In many ways, my formal education made me institutionalized.

In this case, my teacher recommended me to go to summer school because I was 'behind.' My experience in summer school was a revelation. Here I was in class with all the students who were 'behind', not only from my school but also from the neighboring schools in the system. As I looked around, the majority of the other students were Black like me. It was the first time that I had been in class with more than 1 or 2 other Black males. I was beginning to realize that either; a) most of the Black students throughout the entire the school system were 'behind', 'not smart', or 'intellectually inferior' or b) something was terribly wrong with our school system where it was failing its students of color by accident or intentionally. The following year one of my white teachers labeled me Learning Disabled or LD, which brought me out of the classroom and into a small detention like class where the majority of this room was Black male students. We didn't do any academic work. We just sat and 'chilled.' When we returned to our classes for test, we were given calculators while all the other students were forced to compute in their heads. We were given open books for the test while the other students had to remember, think, and rationalize their answers. At the time, I began to take on the mentality of the other LD students, "This is awesome we don't have to work as hard as the other kids", -but in retrospect I realize that this systematic process dumbed down a generation of students of color.

The worst part was not the external detrimental teaching practices of labeling, low expectations, and projecting inferiority. The worst part was that I 'chose' to believe I was learning disabled. I chose to believe I was inferior. It was all free will and all my doing in the end. The entire time I had the power to change my thinking, and I did not. I almost feel ashamed writing this, but now I realize the power of teachers to nudge or influence how students choose to construct their identities. Though I had two educated parents who would always tell me how smart I was, I often did not do my homework so I never had the grades to prove I was smart. So, I believed my parents were just saying what they had to say as parents.

It wasn't until 10th grade when I would routinely quickly complete all the in-class math problems and then begin to beat box, make noises, and clown in class with my friend Daniel that the teacher called my Mom into school. I could hear the reverberations from around the school as kids would tell me, "Oooh Rudy your mom is here." The teacher sat us down and said "Rudy has been clowning in class." My Mom's lips pursed ready to fuss me out then my teacher interrupts my mom's scolding eye and says, "He is clowning because the work is too easy for him. I'm going to recommend he take the AP math class." My mom's face was stuck between scold, surprised, and proud. She said, "oh ok, so he is not in trouble?" The teacher replied, "No, no ma'am. He's not." My mom walked me out and gave me the biggest cheek kiss a boy could dream of and said, "I'm proud of you or I love you." I can't exactly remember which one, but they both felt the same. It felt so good inside for a moment that I forgot I was in high school and it's not cool to get kissed by your mom anymore. Regardless, I didn't care. I walked back to my class with my chest out and a skip in my step. Finally, I believed I was smart. Finally, I 'chose' to believe I was smart.

I share this narrative to show the immense power a teacher can have over the internal trajectory of the student, if the student *chooses* to give the teacher this power. I also share this to show that the true power was never in my teachers hands. It was and has always been in my head. My mental lens and internal narrative controlled the anchor, rudder, and sails of my life and as soon as I began to understand this I was able to steer my life towards purpose. Later in college, graduate school, and doctoral studies I encountered a host of teachers who initially viewed me like my middle school teacher who labeled me LD, but by this time I had the mental fortitude not to care about what they thought and to challenge their preconceptions through my actions, intellect, and acumen. I was determined to be able to make an intellectual case for every instance in which the dominant narrative being taught to me did not reflect my view of reality based on research, experience, and hours of reading. Finally, I had become the master of my own learning. Though I wasn't there yet, this was the first step I had to take towards living a *purpose lifestyle*. The first step is to recognize the power of 'choice' and to understand the lens in which we see the world is

also a choice. Years later the National Science Foundation would support my mission to help other people realize they have a choice to change the lens in which they see life and create a platform to do purpose.

The National Science Foundation

In the summer of 2018, my purpose-driven company, Drakeford, Scott, and Associates, LLC received a \$225,000 grant from the National Science Foundation. Their support was because they believed in the intellectual merit of my research to develop an Online Curriculum to launch Purpose-Driven startups. For the grant application, I submitted a portion of my life narrative and how it related to the educational technology solution I was developing. The following is an excerpt from the proposal, I submitted to the National Science Foundation.

Background of Purpose University

My Challenge of Obtaining Gainful Employment

After I graduated with a master's degree from a top tier University, I thought my life would be set. I thought, "Of course people would hire me after I got a master's from UNC", but I found interview after interview, I was repeatedly told, "I was not a good fit." I ended up taking a position at a large youth serving organization in Raleigh, NC for low pay and long hours, while my colleague who served as Development Director made twice my pay with no master's degree. I felt discouraged... About a year into my work, the 9-11 attack sent shockwaves through the nonprofit sector. My employer was receiving less and less donations. Our CEO fired the Development Director and pushed me into the development role (with no pay increase). I was still working all day and then doing the 2nd job of grant writing all night. I was getting overworked and underpaid. I won my first grant for \$100,000 and thought I would receive a raise, or at least a break, and instead I was assigned to write a highly detailed federal proposal worth \$1,200,000 due in 10 days!

Getting Fired and the Unemployment Line

I respectfully told the CEO, that I could not write this large grant and continue my work with the youth all day, and the CEO respectfully fired me on the spot, no two weeks' notice, a "pack your stuff today," Apprentice TV show style firing. Then, the next day I called the CEO and begged for my job back or at least two weeks to find another job. The CEO said, "You cannot have your job back, but I will give you two weeks to work if you write the \$1,200,000 grant." After writing the grant, I went on the unemployment line and began to feel drained by the hopelessness in the atmosphere of the employment security commission's office. I was depressed, my fiancé left me, and I put my house up for sale to avoid foreclosure. Then, one day my friend,, Marcus told me how easy it was to get an Employer Identification Number (EIN) and start your own business. I thought, it couldn't possibly be that easy... don't I need a lot of money, an office, an idea, a product, product research, a development team, a secretary, a human resource office, an ad in the yellow pages and a line of credit? He said, "No man, you just need an EIN and open a bank account and you're in business. The rest is up to you."

Starting my business from the Unemployment line

When my friend said, "The rest is up to me", I could see the mental chains being broken from my mind. I was my own worst enemy, again. My low expectations and doubts were preventing me from starting my business. Right there in Durham, NC on the unemployment line in a hard plastic off colored, faded red chair, I began to write my business plan for Drakeford and Associates, Inc. (now Drakeford, Scott, & Associates, LLC). I learned the grant proposal I wrote for \$1,200,000 was awarded and I was off to the races. I became a professional grant-writer and consultant. It's been 17 years; my firm now also has an office in the DC Metro area and I'm glad I took that leap of faith on the unemployment line.

My motivation still reaches back to that off colored red chair and the people sitting next to me feeling hopeless on the unemployment line. I believe those people have unlimited potential, reservoirs of goodness, and a unique talent that can generate income and serve a purpose in the world. These are the people the Purpose University curriculum© is designed to help.

Teaching People How to Find Purpose

One of my first business clients was Shaw University, who hired me to do an analysis of their Freshmen Studies program. At the end of the project, they hired me to become the Director of Freshmen Studies. At age 25, my start-up business helped me to become a University professor fresh off the unemployment line. My students would continually ask me what major they should choose, what career path they should take, who they should serve? ...and how they could position their lives to be more meaningful? In essence, my students were asking me...

How do I find my purpose in life?

At the time, I was 25 and looking for the same answers. Through trial and error and more trials and more errors, I adapted a phrase I learned from my colleague Dr. William Thurston and expanded the concept into a classroom activity. Dr. Thurston would always tell me, “Your purpose is birthed out of your pain.” I began to develop a self-analysis activity that consisted of three questions. After discussing with my wife, who is a therapist, I added an additional question (on peace and coping), they can be found in the book Finding Your Purpose in 15 Minutes and are the basis for the Purpose University Mobile App and Online Curriculum©.

NSF Small Business Innovative Research Findings

Why we started this research

This SBIR Phase I research project has grown from one core belief that “all people, including poor people, have gifts and talents.” As educators our goal is to provide tools to help students know their gift and use their gift in a meaningful way through purpose-driven startups. Therefore, our curriculum objectives are two-fold 1) for the student to know their purpose, and 2) for the student to create a vehicle to do their purpose through a startup business or nonprofit.

Research Carried Out

The SBIR Phase I research overall goal was: **to take a deeper look at the concept of 'purpose' and its relationship to the marketplace, unemployment, and start-up incubators.**

This research goal was accomplished and exceeded. Our data collection and research included interviews, literature reviews of over 58 articles and books, surveys and product testing. Starting with the “NSF Beating the Odds Bootcamp” research and throughout the 12-month project, we have now conducted: 121 in-person customer discovery interviews, 291 product demos and surveys, 451 online self-paced course participants, and 516 Beta mobile app trial testers. To identify the target customer, we examined incubators, nonprofits, unemployment training offices, 4-year Colleges and Universities, Historically Black Colleges and Universities, and Community Colleges.

Our research led us to identify Community Colleges as the initial beachhead to scale mobile purpose-driven entrepreneurship education to working class, low-income, unemployed and under-employed learners.

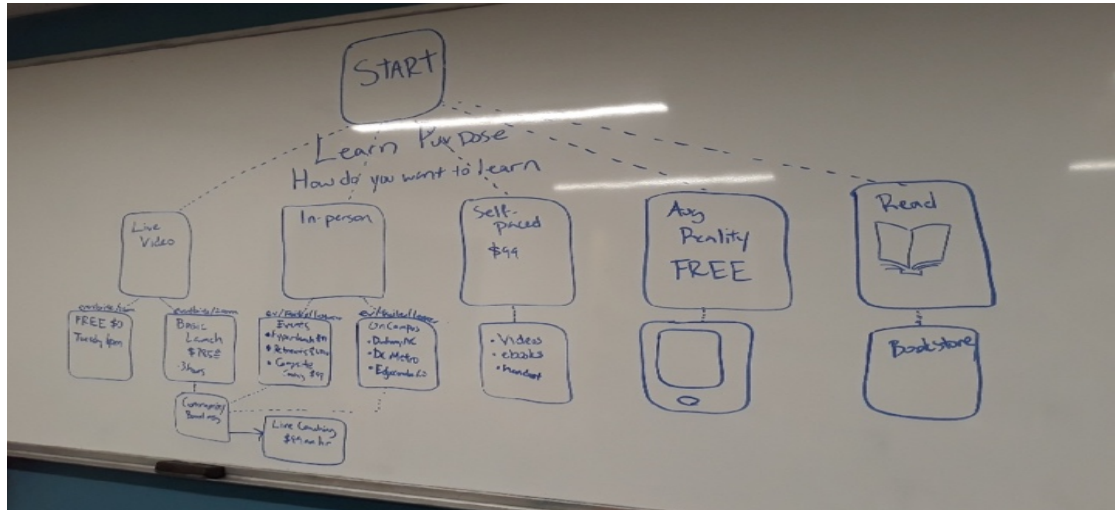
Through our research, we produced a white paper entitled: Community Colleges and the New Economy: (Re)tooling Learners through Purpose, Entrepreneurship, and Mobile Technology.

The white paper introduces college administrators and faculty to the Purpose University Curriculum© and mobile application as a solution to improve student engagement, retention, and entrepreneurship.

Development of the Purpose University App

SBIR Phase I included the development, creation, and testing of the Purpose University Mobile App for iOS and Android markets. At the beginning of the grant, the research team and technology consultant began with a concept map of the app which included the different modes of education available for students to find and do purpose.

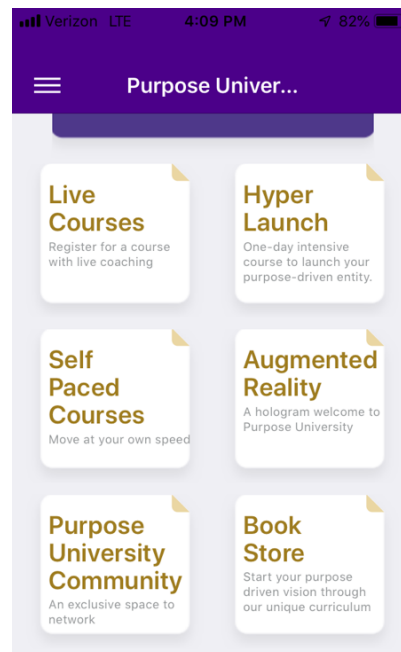
Figure 1: Concept Map



1. Self-paced
2. Live online synchronous video
3. In-person Hyperlaunches
4. Books
5. Augmented Reality Video
6. Peer-to-Peer community

With the concept map, the technology consultant led the team in a process of user experience to streamline the Mobile app to meet student needs.

Figure 2: Mobile App Dashboard




Dashboard

In-Person Hyperlaunches

The research team has facilitated 14 free Hyperlaunch events in 12 cities for over 234 participants since November 2018. The Hyperlaunches have been central to the development and continual improvement of the Purpose University curriculum and Mobile app. These in-person testing and learning sessions have enabled our team to better understand the successes and challenges participants experience as they work to launch their own businesses. Also, the Hyperlaunches have given our team in-person opportunities to understand the user experience to strengthen the Purpose University mobile app. As a response to student needs, now students can access the following self-paced courses on the Purpose University mobile app:

Self-Paced Courses on Mobile App and Online Platform

1. PUR501: Find Your Purpose
2. PUR502: Start Your Business or Nonprofit
3. PUR503: Nonprofit Fundraising
4. PUR511: Creating the Inclusive Classroom Space
5. PUR512: Improving Literacy through Storytelling
6. PUR601: Proposal Writing
7. PUR602: Filing Laws form 1023-EZ for Nonprofit Status
8. PUR603: The 2 Laws of Standardized Testing
9. PUR604: Reinstatement of 501 (c)3 Status
10. PUR611: Inclusion Teacher Training
11. PUR800: Leading in a Diverse World

Augmented Reality Hologram



The hologram is a unique motivational feature that uses 3D technology to capture student attention and imagination. The mobile app has made an impact on our company's scalability and has given us the technological capabilities to license curriculum material and trainings to colleges and universities across the country. Our research has consisted of four distinct phases: College Student Research, Small Business Center (SBC) Research, College President Research, and Research on Purpose University Curriculum and Programming.

College Student Research

The first phase of our research began with interviewing 85 college students, undergraduate faculty, and startup incubators about, "how and where" they find purpose in their lives. Students indicated that they found purpose at church or in extracurricular activities outside the classroom.

A lack of purpose-focused activities in coursework suggested that there may be a gap in how students are supported in finding their purpose. Understanding the need for purpose curriculum shifted our research towards entrepreneurial curriculum within colleges, specifically the Community College Small Business Centers (SBCs), in order to understand the space on campuses that is directly geared towards helping students create vehicles for their work.

Small Business Center Research

DSA, LLC began research with SBCs within community colleges. The DSA, LLC team interviewed students, directors, and instructors of small business centers. Based on these interviews, academic research, and student feedback the DSA, LLC team learned that SBCs have an unrealized need for an online curriculum on purpose and internal motivation. There were three findings that pointed to this conclusion:

Finding 1: SBCs currently have a set entrepreneurship curriculum that is not engaging and does not effectively take into consideration the purpose, internal motivations, or unique genius capabilities of each student. For example, we found the SBCs have an expectation that each potential small business owner should come into their courses with a set of prerequisites business skills that many students, especially those from marginalized communities may not have. Students found the current coursework on entrepreneurship is not ‘engaging’ or ‘relevant’.

Finding 2: Because some students within SBCs do not have the ‘traditional’ requisite training and experience, some SBC instructors tend to think of these students from a “deficit perspective” (Harry & Klingner, 2007). Essentially, these students are seen as lacking or not capable. This ‘deficit’ lens becomes a self-fulfilling belief as some students quit and never complete the business start-up process.

Finding 3: Since some SBCs perceive that students are lacking key skills and motivation; they have largely determined that student motivation in business creation is up to "the students themselves" and is not a function or a responsibility of the SBC. As such, some have yet to realize the potential of the Purpose University Curriculum to use narrative, self-reflection, and culturally relevant pedagogy to develop purpose-driven identities in students.

After these lessons, the DSA, LLC team pivoted the customer discovery research to focus on college presidents and decision makers. This pivot was beneficial because presidents, in large,

had a more holistic perspective on the entire educational ecosystem and had a better understanding of the multiple places where the Purpose University Curriculum could fit.

College President Research

The research team interviewed 121 senior executives and 65 college presidents. The interview questions focused on a) how purpose is discovered generally and b) how schools are intentional about helping students to find, and do, their purpose. Based on these interviews, the DSA, LLC team learned that there are multiple spaces within the community college environment where the Purpose University Curriculum can be helpful including a) college orientation courses, and b) business courses in contrast with the findings from the SBC directors. Three key findings emerged from the interviews with college presidents:

Finding 1: Each school has a different context and approach regarding education, but at the same time they all have a commonality in the orientation class (e.g. College Student Success or College Transfer Success) is a required class for all students entering college. The purpose of the course is to introduce students to college resources, help students map out their educational plan (select a major, set goals, and learn time management). Given the focus on goal setting and planning, orientation class is an ideal course for purpose-driven start-up curriculum activities, however, we found many of these courses ended up being a grant requirements “catch-all” course that is not fully utilized to give students direction. There were a few colleges where students were told about finding their purpose directly from visits from the President. However, these lectures did not include a pedagogy or engage students in a back and forth dialogue about how to reflect, analyze, and think through their purpose in life. In most cases, students were not provided space to think out loud and explore purpose through a 2-way dialogue (Freire, 1968). Instead we found in the majority of these presidential ‘pop-ins’ students were talked “at.”

Finding 2: The connection between purpose and career trajectory resonated with presidents. All of the presidents who were interviewed agreed that students needed the opportunity to find

or specify their purpose in relationship to the work they were doing in college and what they would be doing beyond college.

Finding 3: All of the college presidents, except for one, were interested in the Purpose University Curriculum and Mobile App for their students. The one who was not interested indicated: She did not feel her staff “possessed the emotional intelligence to help students navigate to reach a purposeful solution”.

Limitations

Due to the nature of survey research, some students who completed the course never went back and completed their post-course survey. Therefore, here we highlight findings from our first six months of data collection. Additionally, there may be some investigator bias due to the fact that a highly experience professor taught the self-paced, online, and in-person courses. These outcomes may vary depending on the experience, vulnerability, and facilitation of the professor.

Phase 1 Study Results

Task 1 Findings: As of month 6 of the project 244 students took PUR501: Finding Purpose and 42 of those students partially completed both the pre and post-course surveys. A total of 34 completed full surveys and 33 students left PUR501 with a measurable improvement in the pragmatic, practical, and actionable parts of their purpose statement. The following raw data is for all 34 study participants, who completed; a) the pre-test, b) PUR501 course, and c) the post-test. All participants signed an IRB approved consent form before they participated in the study. On a scale of 1 to 100, the course received an average score of 95.11 from the 35 participants. Students where given the same pre-test and posttest question: Q: Write your purpose in life in one sentence (start the sentence with your name)

Table 1: Phase I Research Results 0-6months Raw Data

Alpha Data (Q: What is your purpose in life?)	Beta Data after course PURBO1 (Q: what is your purpose in life?)	Rate 1 to 100	Comments
Gabrielle's purpose in life is to spread joy and encouragement.	Gabriel's purpose is to help others learn how to learn and to realize their purpose in life, work, and in their business or future career.	90	I think would stood out for me, is how we can all relate with all four quadrants, and how we can learn how to use the formula provided to help us reach our purpose with our life to help us find the right business or career that we find satisfying and are passionate about.
Desiree's purpose in life is to share God's love through counseling, guidance and support	Desiree's purpose is to help show God's love through support, therapy and education.	100	The presenter was personable, knowledgeable and resourceful.
Bella's purpose in life if finding something fulfilling.	Bella's purpose in life is to help refugees by helping them in ways they can't help themselves.	21	I honestly did not get anything out of this course, i already know what i want to do with my life and even though this exercise could be useful for some, it wasn't for me.
Sonia's purpose in life is to make a difference in the world by discussing important issues candidly	Sonia's purpose in life is to help single mothers struggling with addiction get help through using her writing skills and encouraging them to find a form of release for negative emotions.	100	I liked the equation part at the end. The whole thing made us think.
Avery's purpose in life is to be happy and help others be happy	Avery's purpose is to find happiness and success within herself and help and support others to achieve the same.	95	I liked the positive mindset, and it was easy but reflective.

Mili's purpose is to be an advocate for those who cannot advocate for themselves.	Mili uses empathy to help homeless people suffering from mental illness.	100	How pain correlates to finding your purpose. I think pain is an extremely important feelings we don't analyze enough.
To help women survive abuse, being single parents, and love that isn't returned.	Aisha is about helping people that have been mishandled through the use of pastry and culinary arts.	100	This course stood out because it was realistic, and it made my goals seem more obtainable. I gave it this rating because it is captivating and educational without being over whelming.
Shanice's purpose in life is to uplift and empower young girls to value themselves and be greater than the statistic.	Shanice desires to motivate and empower young African American girls that feel lost or undervalued due to their environment.	100	What stood out the most about this course is connecting your pain to your purpose and how it plays a major role in pursuing your passion. This course is amazing, and I believe the formula works and can be very helpful to individuals that feel completely lost and don't know their place in the world.
Renee's purpose is to help others using applied principles and process to solve problems plaguing the betterment of an individual.	Renee uses applied principles and processes to solve problems plaguing our world	75	How it provokes thought about where to go from where you are right now.
Signed up for class to develop this answer	Khandi uses coaching to help Southern African American females rediscover their inner beauty	100	The facilitator provided clear concise direction; the use of personal examples at each stage that created an environment of openness making me more willing to reach inward and search my truths
Felix's purpose in life is empower and inspire others.	(Felix) utilizes expert coaching, tutoring, and counseling to aid students of color in science and math to achieve excellence in	100	The engagement and genuine support and appreciation.

	undergraduate and graduate school.		
to assist the youth in finding their strength despite their background and current situations.	Dillon's purpose in life is to utilize community connections to help juvenile justice involved young adults find legal protection through education.	100	The course was short and simple; extremely effective in defining what my specific purpose was by tapping into positive and negative aspects of my life.
Eileen's purpose in life is to experience joy and help others find their joy.	Eileen's purpose in life is to teach contemplative practices to young women in pain.	100	The qualitative assessment helped me to inventory my own strengths and to see myself as a business owner.
Corliss's purpose in life is to help others create questions and answer them.	Corliss's purpose is to utilize problem solving to help program leaders evaluate the effectiveness of programs	90	It really helped having someone that understand the context of my work.
I think this is the pre-course survey ... It was "I don't know ... my purpose in life is to use empathy to help people feel accepted."	Susan's purpose in life is to use discernment and empathy to help outcasts heal from the pain of rejection.	100	The individualized support and inspirational aspect. Everyone was helping each other and the desire for each person to succeed was palpable.
My purpose in life is to help people not be scared to get the medical attention they need	To help low income families find affordable health care through holistic care	100	Being helped to find my purpose in life, and gaining a better understanding of what it means exactly
Emmanuel's purpose is to make the world a better place with my voice	Emmanuel utilizes public speaking in aiding disenfranchised Ghanaians.	90	It was precise despite the connection; the moderator did a good job by having patience
Pierre's purpose in life is to help a lot of black people	Invision Photoworks utilizes artistic expression to help people of color find self-love and community.	100	The course is enlightening. The questions raised in this course are life altering in countless positive ways.
Cathy's purpose in life is reaching full health and helping other women do the same.	Food Sensitive No More shares stories of triumph to help women with food sensitivities envision a life of hope and healing.	100	I most liked Derrick's quick ideas of finding the right words after such a short conversation. He crafted my thoughts and words into a statement that turns my dream into my mission.

<p>Carla's purpose in life is to pursue education-related opportunities that allow her (1) to build the existing scholarly knowledge base through research, teaching, and service; (2) to help others realize and live out envisioned possibilities in their lives; and (3) to work collaboratively with others to create just, caring, and inclusive spaces/societies.</p>	<p>Carla's purpose is to help create equitable learning environments and outcomes.</p>	100	<p>The framework that was employed was helpful in terms of clarifying my goals and approaches to reaching stated goals.</p>
<p>To assist minority and women business owners gain wealth.</p>	<p>La'Tasha's purpose is to assist the next generation and women to pursue business ownership as a career and wealth creation pathway.</p>	95	<p>The ability to answer four questions to determine your purpose was effective and efficient.</p>
<p>Rubye's purpose in life is to live a life brimming with love, joy, integrity, service, and stewardship.</p>	<p>Rubye's purpose in life is to support college and graduate students in mastering the skills needed to graduate for sure.</p>	100	<p>The structure stood out. I gave the course this rating because the objective was achieved--I clearly understood my purpose in 15 minutes.</p>
<p>My purpose is to eradicate workplace burnout so that employees are re-engaged, committed, and creative in fulfilling the duties of their organizations; as a result, companies will experience less turnover, greater employee motivation and innovation, as well as increased productivity, performance, and customer satisfaction.</p>	<p>My purpose is to use my passion for communicating, educating, and supporting to help burned out workers reconnect with their purpose in order to create success on their own terms.</p>	99	<p>Excellent, seemingly simple questions that get to the heart of a life's purpose -- the questions create the synergy and emotional connection necessary to move forward toward that purpose.</p>
<p>My purpose is to help as many folks as I can to grow their creative capacity and</p>	<p>My purpose in life is to help everyone reclaim their natural born creative genius.</p>	100	<p>I know little about it, but the drive to have turned a personal passion into an organization is 7 days is great. When I</p>

perspectives and develop their entrepreneurial instincts and behaviors			taught short summer terms, I would give an assignment to form a team and generate revenue in 30 days and the students loved it
Ben is a witness; what he writes is testimony.	Ben uses philosophy and mindfulness to challenge others to break out of their (often superficial) paradigms to find and open their individual doors.	99	The concise use of passion to get to purpose - and vice versa!
Rex's purpose in life is to love God and my neighbors.	Rex's purpose in life is to love God and my neighbors.	100	Optimistic
Ange's purpose in life is to add value to the lives of others and guide them to their own "ah-ha" moments and breakthroughs.	Ange uses listening, empathy, and patience to help Californians discover their worthiness and the value they have to give to the world.	90	As the course began and the questions were asked, I didn't feel like it resonated with me, but as soon as the purpose equation was brought up everything came together like a lightning bolt. It was that point that really stood out for me. I feel that I would go through this exercise again and fine tune my answers and purpose. 40 minutes was not enough time for a clear answer/ purpose but definitely a great start!
Kyrilan's purpose in life is to live the life that GOD wants him to live and to be as successful as he can be. So that he will be able to take care of his loved ones and the family that he plans to have in the future.	Healthcare Unlimited develops coalition through relationship development to help low income individuals obtain healthcare solutions.	100	What stood out to me was how easy and simple it was for one to find their purpose. It was a very insightful course and I am very grateful to have partaken in it.
Car's purpose in life is to make money	Chellia utilizes expert coaching and peer support to help women realize their intrinsic value.	100	The speed at which Dr. Drakeford helped me realize my passion and how it powerfully resonated with who I am.

<p>Duane's purpose in life is to provide jobs for others and be a successful businessman so I can create wealth for my family.</p>	<p>Exotic Transport Direct utilizes compassionate care to help foster kids through high quality transportation service.</p>	<p>100</p>	<p>Dr. Drakeford is very knowledgeable and passionate about business. He also knows people have different experiences and his willingness to listen and put their passion in a business standpoint to help create a vision.</p>
<p>Clinton purpose in life is to find what I enjoy to do as a career</p>	<p>Clinton purpose is to help serve the black teens in our communities</p>	<p>100</p>	<p>Interaction & guidance</p>
<p>Jeff's purpose in life is to help over any way possible, whether it's a smile or self-confidence.</p>	<p>Jeffery's purpose in life consist of helping others to reach educational goals and succeed in daily life activities.</p>	<p>100</p>	<p>The instructor very open and always a good speaker. Talks with confidence and you. And tell he enjoys the job.</p>
<p>Help others</p>	<p>Advocate for others</p>	<p>100</p>	<p>The questions and time spent, and explanation given and the personality of the professor</p>
<p>Jessica's purpose in life is to serve God through NPO.</p>	<p>Jessica's purpose in life is to provide healing spaces and restorative workshops to individuals with chronic diseases and long-term disabilities in order to find healing solutions.</p>	<p>90</p>	<p>The willingness of the professor to connect with the student on a personal level in order to achieve optimal learning experience. I rated the course a 90 due to the schedule flexibility and compassionate driven personality to uplift the student's purpose in life.</p>

Other Comments

The following comments are from participants who partially completed the post-test survey.

The instructor was passionate and very poetic and purposeful with his words. I gave it this rating because i believe in this program and how real it is.

- Cat from Goucher College

The message being conveyed in a manner that an adolescent can understand.

-Resaell

The instructor took one on one time with me to help me figure out my purpose, he made the steps easy and made it where I was able to understand and reach my goal for the course!

- Sheniqwa

It was eye opening and capturing

-Cayce from Sandhills Community College

I enjoyed how Dr. Drakeford shared his life journey to a successful life. Truly, a heartfelt story.

-Duane

The purpose equation stood out to me.

-Tyrone from Towson University

You have to be vulnerable to get the most out of the course

- Amalia

The ability to help people find within themselves what they can contribute to someone to make that person's life better.

-Erin

The clear steps in getting to a person purpose.

-Andre

The ease that it took to find my mission. I never knew it was that simple. I felt that I received clarity on something I had been trying to put into words for years.

-Andrea

Task 2 Findings: Once students have articulated their purpose; the second goal of the Purpose University Curriculum is to help students launch an entity to begin to fulfil that purpose. Purpose University helps students achieve this goal “in-person” through the Hyperlaunches and online through PUR502. Of the 291 students who participated in PUR501, 119 participated in 502 and 35 launched purpose-driven startups.

Task 3 Findings: Of the students who participated in the Hyperlaunches or PUR:502 online, 35 of those students are actively in business (as measured by the number of functioning business websites).

Task 4 Findings: The final goal of the Purpose University Curriculum is that students will be able to continue the development of their businesses independently. Purpose University believes that this independence is best supported through a peer-learning network. Purpose University has established an online peer-to-peer networking space to grow purpose-driven startups.

Beating Burnout

I wish I could say my life was all gravy after winning the NSF grant but in many ways, it brought new scale-up stress in my life and a burden to perform. In order to win a Phase 2 grant I needed to prove the Purpose University Mobile App and Online Curriculum© were commercially viable. This meant I needed clients and I needed them fast. This intense pressure began to impact the ways in which I looked at my work, and the time sensitive demands I placed on my staff. I also for the first time in my life, had outside sales pressure which made my interactions with potential clients too *salesy* and not rooted in my purpose-driven mission. I took the advice of one of the guest speakers at the National Science Foundation conference and I worked tirelessly, and my team was stretched to their limits. The pressure was too much and we all began to burst at the seams. My work was ineffective because I needed to make the technology solution and also sell the solution. Over Christmas break, I decompressed, analyzed my actions, and where I was failing in my work and management. I realized I needed to *slow down* and become more intentional and authentic instead of stressing about

making the sale. I moved my team to a 4-day in-office work week and began to confine my travel schedule to 4 days a week and was intentional about spending time with my family and community on the weekends. Over the course of four months, I met with over 42 college presidents and administrators showed them our pedagogy, technology, and proprietary teaching curriculum. In less than 30 days, I was able to close our first two clients, and it came not because I was trying to sell but because I focused on being genuine and communicating my purpose in life. This lesson taught me to encourage students to be even more authentic and purposeful when they encounter the pressures of life and finances.

Why not a Training Book

After we made our first two sales, we began to prepare to conduct trainings for each college to teach their faculty how to coach students using the Purpose University Curriculum. It was difficult because I wanted to stay authentic to the curriculum, but also the ‘people pleaser’ in me wanted the participants (which in this case were college presidents and high-level college executives) to be pleased with my training. But in doing this I was only able to communicate the concepts and principles in the curriculum and was not able to challenge and encourage the faculty to actually do their purpose in life. It was difficult to respond to faculty and college presidents when they said, “Wait you want me to actually do this stuff? I can’t just teach it?” This is the dilemma with a normal training textbook and curriculums in general. Textbooks can be taught devoid of vulnerability, example, and testimony. Our goal is for instructors to live the *purpose lifestyle* and teach authentically through self-narrative... good, bad, and the ugly.

Teachers get traditional curriculums and go on autopilot and just teach the content. Many don’t always want to do the hard work of self-reflection and dare startup a business. Many found it to be too much. Some operated in a traditional economy mindset where you can only do 1 job and that was working for the institution. They would say, “There is not enough time in the day or even in life to actually do my purpose in life.” “It’s a good idea but not practical.” Then I would reply, “There are 168 hours in a week, can you find 2 to 4 hours to help the people (or cause) you were

born to help?" If that was too much I would ask them, "Can you host an event once a year and give 10 hours of your yearly allotment of 9,776 hours." Some would reply, "yes, but doesn't starting a business cost a lot of money, otherwise why doesn't everyone have a business?" To this I replied, "Starting a sole-proprietorship business is free, and through the Purpose University Curriculum we teach you how to launch a free website, get a bank account and link e-commerce for free in less than 24 hours." To this some would reply, "But what's the ongoing cost?" To this I would reply "The EIN, Website, Ecommerce and Bank account are all free forever. The only way you can go out of business is when you stop trying to do your purpose in life". In reply I heard... crickets.

To these statements, most professors conceded but even from those who did only a percentage actually overcame their doubts, fears, and miseducation to actually launch a purpose-driven startup.

For many adults who have deeply entrenched thought patterns it is difficult to make life-changing decisions, even when the risk has been reduced to none. I've found some teachers just want to instruct the material and go home. They have no interest at all in learning something new or changing what they have been doing for years. As I will discuss in a later chapter, this complacent mindset can be restrictive and even oppressive to students. With that said this is not a training book, because a training book doesn't rise to the multiple dimensions needed to navigate students through such an important topic, especially if the teacher does not have the courage and vulnerability to co-explore purpose with students. This then is a *lifestyle* book and describes the *purpose lifestyle* required for a teacher, parent or student to live an abundant life and help others by example as opposed to mere instruction.

It requires all the dimensions of the human experience to work together in balance and harmony. It requires the faculty to be a living example of the *Purpose Lifestyle*. This enables the faculty to put down the textbook and teach from real lived experiences. When faculty don't actually launch a purpose-driven startup, they end up teaching from hearsay, or what they saw or heard

Dr. Drakeford say. This second and third hand teaching is ineffective and not real. Today's students require authenticity, just to mentally check into the subject matter. It is now a baseline requirement for faculty teaching Millennial and Generation Z students.

Audience

This book is written for teachers, parents and students. This book was initially going to be written specifically for college professors as a tool to help students navigate through the Purpose University Curriculum©. However, as I began to write, I just could not release the energy and passion in this type of profit-only-driven book for a narrow and commercial population. Also, as I began to train professors, I quickly learned that teachers (including myself) are maybe one of the most mentally entrenched populations on the planet. For many of us, our identities are often comprised of what we think we know and how others view us as the 'knower.' This makes teachers very dogmatic and immovable even in the face of evidence that is contrary to our entrenched belief. With this in mind, I then began to examine the teacher-coaches who were effective using the Purpose University Curriculum©, and those who were ineffective, and some trends began to emerge.

Ineffective Purpose Coaches

The teachers who were ineffective in helping students to find their purpose and launch a purpose-driven startup were the teachers who oftentimes did not believe in their own ability to do their purpose in life outside of the parameters of their job description from the institution they worked for. For these teachers, it was imperative that their purpose was 'confirmed' by outside authorities associated with respected institutions. For them, this was more credible than the inner tugging of their hearts to break free from their job description and help a new population of people hurting. It is important that we understand the subconscious and implicit messages we communicate through our eyes, our energy, our reactions to student comments, and even down to the way we hold and position our bodies when certain students are sharing. If we have subconscious low self-esteem or a low image of ourselves, we oftentimes will unknowingly transmit these messages to students, especially

those who are the most like ourselves. If we believe we can't start and run a successful business with all of our degrees and acknowledgements, then we often will transmit to the student with no degree that your dream is impossible, in-fact your purpose is impossible. With this in mind, we then recommend to the student to find a job that they will enjoy instead of creating a job that is their destiny. In our effort to be kind, we actually move the student further away from what they were born to do.

Effective Purpose Coaches

The effective Purpose Coaches that I've observed like Barron Damon, Dr. Rubye Braye, and Latasha Best-Gaddy all a) leave their ego and preconceived notions at the door before they begin this important work. They also b) have a strong sense of self and individual purpose which allows them to be vulnerable, share painful stories and operate from an interdependent identity. They have the unique ability to see themselves as connected to their student's life and eagerly want the student to live out their purpose in life not only for the student but also for this interconnected energy that impacts the real world of the coach. Lastly, c) they all have launched their own purpose-driven businesses or nonprofits and don't view the world through a competitive lens. This leaves room for coaches to encourage others even if it is in the same arena in which the coach's business operates. These coaches operate from the old adage "what is for me is for me and what is for you is for you." Our market economy unnecessarily nudges us to view others as competitors instead of collaborators.

Parents

As I mentioned earlier, this book was initially intended for teachers as a holistic guide to transforming the teacher paradigm into the purpose-driven coach lens. However, during the creation process, I let my mother read some of the book and she convinced me (no demanded me) to expand the scope of the audience to include parents. She told me, "Parents need to hear this" and "God will bless you for helping others." After more thought, she was right. Why limit the book and create artificial walls when we all are inter-connected. So now, this book is not only for teachers but also parents and students.

Overprotective parents can teach the same lessons as ineffective purpose-teachers. Through a form of interpreted love (which is actually fear). We point our children towards the path in which they will likely not fail or experience pain, when that is actually the path that will undergird and inform their purpose in life.

In our attempt to protect our children, we often will prescribe their career future even down to the steps it will take to reach the desired profession or job. Somewhere along the path we have designed for our children (which oftentimes reflects the path we have taken), our children experience something in life that draws their heart off the parental prescribed path. This puts the child who is becoming a young adult in a precarious position. Do I follow the path my parents have designed for me or do I get out my metaphorical machete and cut a new uncharted path through the dense, dark and thick forest of life? Too often the child (like me) follows the safe path laid out by their educated parents. However, for the child who is seen as a rebel for questioning reality, they have seen what your 'good education' and 'good job' have gotten you and many times it is not happiness or fulfillment. Often, it's a money-driven "thank God it's Friday" mentality as Dr. Kunjufu says where you live for the weekends and dread Mondays, the office, the cubicle and being fake around your co-workers. Is this the *purpose lifestyle* you dreamed? Is this the life path your children want? Of course not, and when some parents only lay out options for their children which are devoid of purpose yet rooted in making money, some children use their smarts and find another route to the end goal you have prescribed of 'making money' with no purpose. It is simple, I can hustle other people to make money, and skip the steps of college, a "wack" job, and annoying co-workers. We miss teaching that education within itself has intrinsic soul seeking value, we stress money over purpose and lead our children into miserably wealthy lives.

It is important that parents stress the need not only for money, but also for purpose and fulfillment to their children. It is important that parents restructure the conversation about college as a necessary step to earn the qualifications for the job and for the money, but begin to depict college as a journey to learn your purpose in life and equip you to learn how you learn so

you can be the master of your own learning in college and beyond. For me, college made me stop reading books, because I associated reading with mandatory assignments rather than the wonderment and self-growth with which I initially viewed reading. For too many of us, we literally stop reading after college, because reading is no longer required. As parents we should stress the intrinsic value and joy of education and live an example of life-long learning.

Students

I've been a parent for only 7 years, a college professor for 16 years and a student for 41 years. The majority of my life I've been a student in both formal and informal settings. I've been a student in class vigorously taking notes, a student in church taking notes, or a student in nature writing poetry and taking mental pictures to transport me out of my reality.

The majority of my learning has not come from teachers but from other students. I remember when my daughter, Jada, was 10 months old and had taken her first steps. I cheered, I congratulated her, and I thought it would be all walking from there, but it wasn't. In fact, because I carried her around so much, she was much more apt to let me carry her than to walk. So instead of walking, she would scoot with one leg where she wanted to go or cry for someone to take her there. After she was 14 months old and my wife was returning to work, we dropped her off at a great multicultural daycare. She would sit in the middle of the floor and scoot where she wanted to go or cry and hope a day care worker would take her there. But these daycare workers were smarter than me. They left her there in the middle of the floor as the other kids would walk by and sometimes step over her. It was not long after witnessing these other kids and how they navigated and controlled their bodies to walk through the space that she picked it up and began walking and running. She has not stopped running yet. The most effective 'teachers' for my daughter were the other students who were walking over her to get to their next toy or manipulative.

Likewise, it is the same for college students and peer groups of every age including new parents and seniors. We seem to learn more from others who are in the same or similar life

circumstances or from those who have recently overcome similar challenges. For this reason, this book is really for students and life-long learners. I know the same delectable concepts in this book that may be overlooked by 'know it' all professors (like myself) or passed over by parents who already have it figured out, will stick to students like ribs stick to the stomach. After reading and re-reading this book, it is truly the student who will become the best teacher, as they say no to the cubicle start their own business and outsource work from their home office, a coffee shop, or on location. It is the student who will see the thick forest as a roadmap to wander and chart their own path. It is the student who will hand the Purpose University mobile app to a friend or cousin to help them get their dream off the ground. So, truly this book is written not only for Faculty and Parents but for who Faculty and Parents used to be, and the good ones still are... students.