

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.

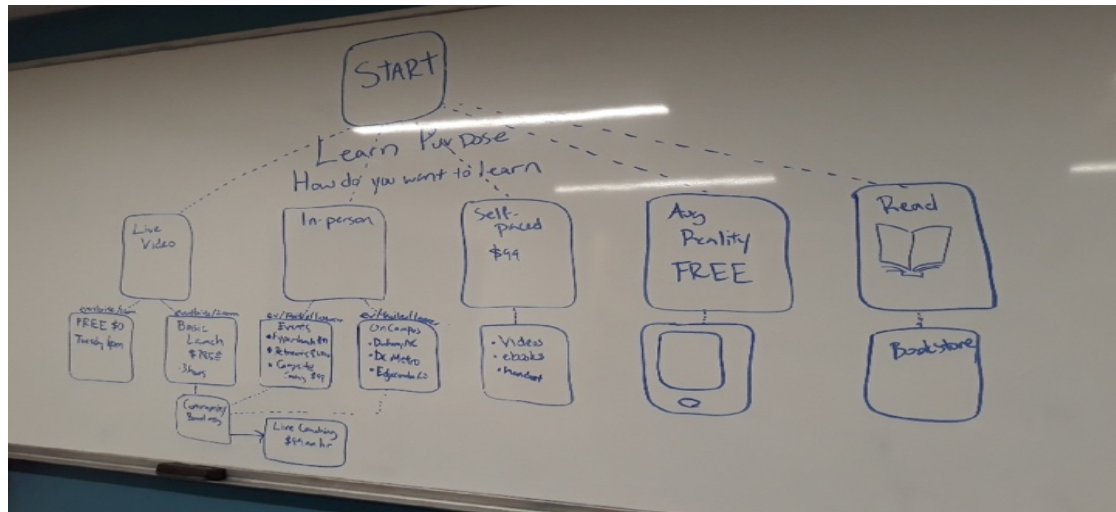
Through our research, we produced a white paper entitled: Community Colleges and the New Economy: (Re)tooling Learners through Purpose, Entrepreneurship, and Mobile Technology.

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.

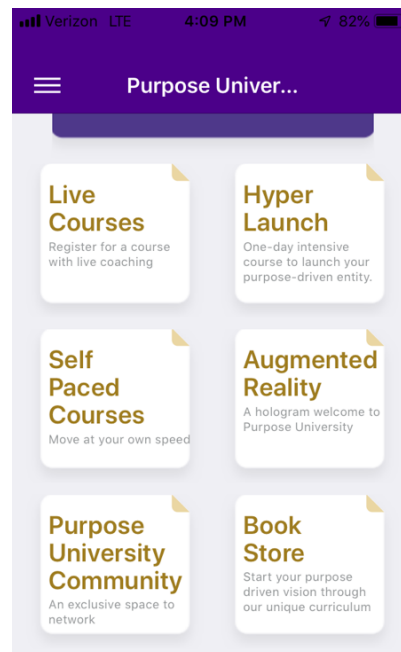
Figure 1: Concept Map



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



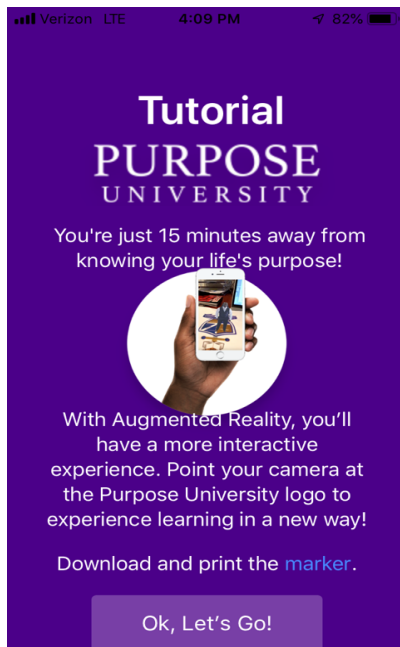
In-Person Hyperlaunches

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.

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.	Carla's purpose is to help create equitable learning environments and outcomes.	100	The framework that was employed was helpful in terms of clarifying my goals and approaches to reaching stated goals.
To assist minority and women business owners gain wealth.	La'Tasha's purpose is to assist the next generation and women to pursue business ownership as a career and wealth creation pathway.	95	The ability to answer four questions to determine your purpose was effective and efficient.
Rubye's purpose in life is to live a life brimming with love, joy, integrity, service, and stewardship.	Rubye's purpose in life is to support college and graduate students in mastering the skills needed to graduate for sure.	100	The structure stood out. I gave the course this rating because the objective was achieved--I clearly understood my purpose in 15 minutes.
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.	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.	99	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.
My purpose is to help as many folks as I can to grow their creative capacity and	My purpose in life is to help everyone reclaim their natural born creative genius.	100	I know little about it, but the drive to have turned a personal passion into an organization is 7 days is great. When I

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 Calfarrians 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!
Kyrian'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.
Caf's purpose in life is to make money	Cicilia 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.

Duane's purpose in life is to provide jobs for others and be a successful businessman so I can create wealth for my family.	Exotic Transport Direct utilizes compassionate care to help foster kids through high quality transportation service.	100	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.
Clinton purpose in life is to find what I enjoy to do as a career	Clinton purpose is to help serve the black teens in our communities	100	Interaction & guidance
Jeff's purpose in life is to help over any way possible, whether it's a smile or self-confidence.	Jeffery's purpose in life consist of helping others to reach educational goals and succeed in daily life activities.	100	The instructor very open and always a good speaker. Talks with confidence and you. And tell he enjoys the job.
Help others	Advocate for others	100	The questions and time spent, and explanation given and the personality of the professor
Jessica's purpose in life is to serve God through NPO.	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.	90	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.

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 overcame 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.

Chapter 2: Purpose and Happiness

“Patients complain of a feeling of emptiness and meaninglessness, which seems to me to derive from two facts. Unlike the animal, man is not told by instincts what he must do. And unlike man in former times, he is no longer told by traditions what he *should* do.

Often he does not even know what he basically wishes to do.

Instead he either he wishes to do what other people do (conformism) or he does what other people wish him to do (totalitarianism)” – Frankl, 1969 p.ix

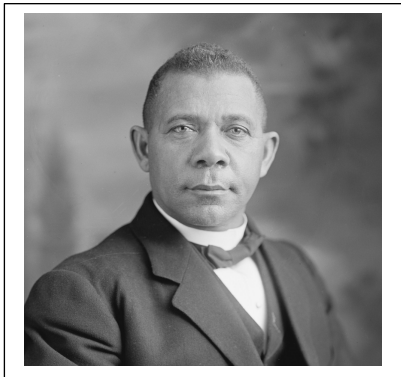
When I landed in Daytona Beach, Florida to begin my freshmen year at Bethune-Cookman College, I was introduced to classical readings in philosophy in a textbook entitled Introduction to Great Books. I complemented these readings with a book from the library entitled Liberating Visions: Human Fulfillment and Social Justice in African American Thought by Robert Franklin. I also purchased a book entitled Ethics for the New Millennium by the Dalai Lama.

These writings were overwhelmingly male or euro-centric, but they were the beginnings of the answers to my questions on finding purpose and fulfillment. In later years, I would be exposed to a wider spectrum of authors including: Bell Hooks, Nikki Giovanni, Alice Walker, Zora Neale Hurston, Maya Angelou, and others.

The following are excerpts from these influential authors in no particular order. Each of these philosophers pointed me to a greater understanding of life and a multi-dimensional approach to my existence.

Historical Views

Booker T. Washington¹

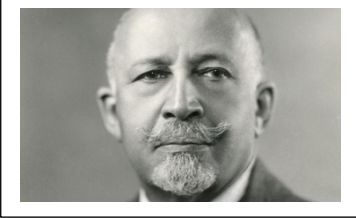


"The perfect man is to come through a systematic and harmonious development of mind, body, and soul (Harlan, 1972 p. 5)," Washington's holistic view of individual development. The moral person evolves towards maturity only insofar as he or she is challenged systematically to develop physically, intellectually, and spiritually. Education is the means by which such development is achieved. The

end of this process should manifest itself a productive hardworking person who contributes to the "wealth, happiness, and permanent prosperity of the society." He emphasized the ability and obligation of every person to become an economically resourceful, self-determining agent(Franklin, 1990 p. 18)."

¹ Picture from <https://www.blackfacts.com/fact/booker-t-washington-biography>

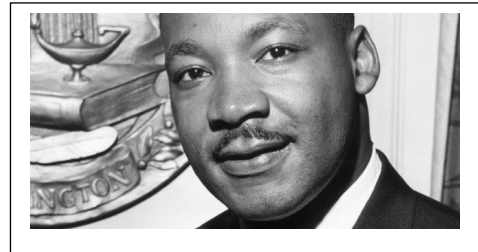
W.E.B. Du Bois²



“Life is the fullest, most complete enjoyment of the possibilities of human existence. It is the development and broadening of the feelings and emotions through sound and color, line and form. Its technical mastery of the media that these paths and emotions need for expression of their full meaning. It is the free enjoyment of every normal appetite. It is giving reign to the creative impulse, in thought and imagination. Here roots rise of the joy of living, of music, painting, drawing, sculpture and building, hence rise literature with romance, poetry and essay, hence rise love, friendship, emulation, and ambition, and ever widening realms of thought in increasing circles of apprehended and interpreted truth(From *Du Bois Speaks* 1890-19910 p.11).”

Du Bois saw education as a pathway to higher living. Du Bois writes, [education provides] a glimpse of the higher life, the broader possibilities of humanity, which is granted to the man who, amid the rush of living, pauses for short years to learn what living means (Franklin, 1990 p.61).

Dr. Martin Luther King, Jr.³



In Martin Luther King’s writing “The Dimensions of a Complete Life” from “The Measure” of a man King writes,

“There are three dimensions of a complete life: length, breadth, and height. The length of life is not its duration or its longevity, but it is the push of life forward to achieve its personal ends and ambitions. It is the inward concerns for one’s own welfare. The individual is concerned with developing his inner powers. It is that dimension of life in which the individual pursues personal ends and ambitions. The breath of life is that dimension of life in which we are concerned about others. An individual has not started living until he (or she) can

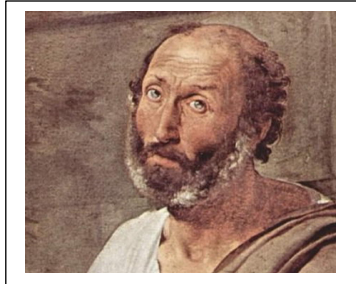
² Picture from <https://www.biography.com/activist/web-du-bois>

³ Picture from https://www.huffpost.com/entry/remembering-martin-luther-king-jr_b_6471172

rise above the narrow confines of his (or her) individualistic concerns to the broader concerns of all humanity. Finally, there is a third dimension. Some people never get beyond the first two dimensions of life, they develop their inner powers, they love humanity, but they stop right here, if we are to live a complete life we must reach up and discover God (King, 1959 p.29)."

Aristotle⁴

In Aristotle's On Happiness he writes about the multiple



dimensions of the human experience. First, he discusses the 'virtue' of the work we perform through our bodies (i.e. carpenter or harpist). Secondly, he discusses the 'rationale element' as the mind, and thirdly the "activity of the soul."

Aristotle writes,

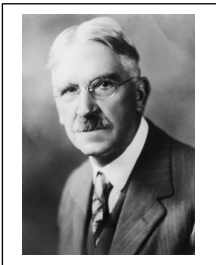
Is it then possible that while the carpenter and a shoemaker have their own proper functions and spheres of action, man as man (or woman as woman) has none, but was left by nature a good-for-nothing without a function? Should we not assume that just as the eye, the hand, the foot and in general each part of the body clearly has its own proper function, so man (or woman) too has some function over and above the functions of his (or her) parts? What can this function possibly be, simply living? He shares that even with plants. There remains then an active life of the rational element.

The proper function of man, then, consists in an activity of the soul in conformity with a rational principle or at least not without it. In speaking of the proper function of a given individual, we mean that it is the same in kind as the function of an individual who sets higher standards for himself (or herself): the proper function for a harpist for example, is the same as a harpist who has set high standards for himself (or herself). The same applies to every group of individuals: the full attainment of excellence must be added to the mere function. In other words, the function of the harpist is to play the harp; the function of the harpist who has high standards is to play it well. On these assumptions, if we

⁴ Picture from <https://www.thefamouspeople.com/profiles/aristotle-116.php>

take the proper function of man to be a certain kind of life, and if this kind of life is an activity of the soul and consists in actions performed in conjunction with the rational element (mind), and if a man (or woman) of high standards is he (or she) who performs these actions well and properly, and if a function is well performed in accordance with the excellence appropriate to it; we reach the conclusion that the good of man is an activity of the soul in conformity with excellence or virtue (The Great Books Foundation 1990, p8).

John Dewey⁵



In John Dewey's Habits and Will, he discusses body, mind, and character. He writes,

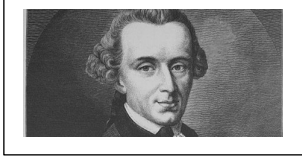
They suppose that if one is told what to do, if the *right* end is pointed to them, all that is required in order to bring about the right act is will or wish on the part of the one who is to act. An illustration, the matter of physical posture; the assumption is that if a man (or woman) is told to stand up straight all that is further needed is wish and effort on his part and the deed is done...the prevalence of this belief, starting with false notions about control of the body and extending to control of mind and character is the greatest bar to intelligent social progress (The Great Books Foundation 1990, p.19).

Dewey describes how purposeful people get to a desired end by accomplishing small victories along the route. Dewey writes,

The “end” is merely a series of acts viewed at a remote stage and the means is merely the series viewed at an earlier one. The distinction of means and end arises surveying the *course* of a proposed *line* of action, a connected series in time. The “end” is the last act thought of; the means are the acts to be performed prior to it in time. To *reach* an end we must take our minds off from it and attend to the act which is next to be performed prior to it in time. We must make that the end (The Great Books Foundation 1990, p.23).

⁵ Picture from <https://www.amazon.com/John-Dewey-150-Reflections-Century/dp/1557535507>

Immanuel Kant⁶



The philosopher, Immanuel Kant, spoke of purpose and humanity through the lens of our internal debate between good and evil or selfishness versus selflessness.

Kant writes,

Man (or woman) and generally any rational being exist as an end in himself (or herself) not merely as a means to be arbitrarily used by this or that will, but in all his (or her) actions, whether they concern himself or other rational beings, must be regarded at the same time as an end...

[Enlightenment] is man's emergence from his self-imposed nonage. Nonage is the inability to use one's own understanding without another's guidance. This nonage is self-imposed if its cause lies not in lack of understanding but in indecision and lack of courage to use one's own mind without another's guidance. Dare to know. (The Great Books Foundation 1990, p.90)

Kant described conscience as an internal prosecutor that helps us to align our actions with purpose and humanity. Kant writes,

We find in our hearts a prosecutor for who there would be no place, unless there was also a law. This law, which is based on reason and not sentiment is incorruptible and incontestably just and pure it is the moral law, established as the holy and inviolable law of humanity (The Great Books Foundation 1990, p.96).

Dalai Lama⁷

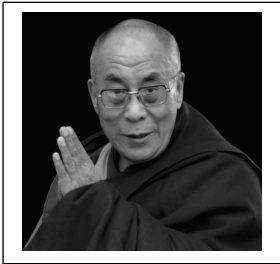
In the book Ethics for the New Millennium the Dalai Lama discusses the myth of money versus purpose. He writes,

⁶ Picture from <https://cla.umn.edu/philosophy/news-events/story/kant-polymath-modern-thought>

⁷ Picture from <https://www.quotemirror.com/quote-1417448880/>

Everywhere by all means imaginable people are striving to improve their lives. Yet strangely my impression is those living in the materially developed countries with all their industry are in some ways less satisfied, are less happy, and to some extent suffer more than those who live in the least developed countries... They are so caught up in the idea of requiring still more that they make no room for anything else in their lives. In their absorption, they actually lose the dream of happiness, which riches were to have provided. As a result, they are constantly tormented torn between doubt and what might happen and the hope of gaining more and plagued with mental and emotional suffering (Lama 2001, p.5).

The Dalai Lama sees the multiple dimensions of the human experience on three levels he writes,



We can understand how things and events come to be in three different ways. At the first level, the principle of cause and effect where all things and events arise in dependence on a complex web of inter-related causes and conditions...the second level can be understood in terms of mutual dependence

which exists between parts and a whole. The idea of 'whole' is predicated on parts, but these parts themselves must be considered to be wholes comprised of their own parts.... On the third level, all phenomena can be understood to be dependently originated, because when we analyze them, we find that, ultimately, they lack independent identity. For example, let's take the relationship between parent or child. Someone is a parent only because he or she has children. Likewise, a daughter or son is so called only in relation to them having parents (Lama 2001, p.37)

The Multiple Dimensions of the Human Experience

As we briefly looked at the work of. Booker T. Washington, W.E.B. DuBois, Dr. Martin Luther King Jr, Aristotle, John Dewey, Immanuel Kant, and the Dalai Lama, they all point to the multi-dimensional nature of the human experience. Each sees life differently, but all conclude that there is more to life than what

the eyes can see. They all conclude that there are elements of human existence that stretch past one dimension. In the following table I perform a meta-analysis of the multi-dimensional approaches of each author.

Table 2: Historical Thought on the Dimensions of Life

Author	Dimension 1	Dimension 2	Dimension 3
Dr. Martin Luther King Jr.	Length- Material ambition	Breath- Concern for Humanity	Depth- Discover God
W.E.B. DuBois	Human existence- broadening of feeling and emotion	Education- Higher living	-
Booker T. Washington	Body- hard work contributes to society (business ownership, trades, and agriculture)	Mind- Education is the solution	Soul- Self-determining agent
Aristotle	Activity- proper function (i.e. harpist, shoemaker, carpenter)	Mind- the rational element	Soul-Excellence and Virtue
John Dewey	Body- physical control	Mind- wish and effort	Character- greatest measure of intelligent social progress
Immanuel Kant	Body- the place which holds our rational mind and conscience	Mind- to be enlightened is to understand without another's guidance	Conscience- Moral and Holy law of humanity
Dalai Lama	Cause and Effect -dependence on a complex web of inter-related causes and conditions	Mutual dependence - which exists between parts and a whole	<u>Dependently Originated</u> - we analyze them we find they lack independent identity

As noted in the table these philosophers look at the *Purpose Lifestyle* as a process that involves multiple dimensions of the human experience. The goal of the Purpose Lifestyle balances physical health and spiritual health with the renewing of a purposeful mind. Therefore, it is not beneficial to continue to look at the concepts of purpose, meaning, and fulfillment through a simple one-dimensional lens but to begin to become more aware of the multiple layers involved in living the purpose lifestyle. We should not be ruled by the impulses of our body or the fleeting thoughts of our mind. The delicate balance of body, mind, and spirit requires a discipline that is conscious and aware of each of the dimensions of self and how they impact purposeful work. In the next chapter I examine what these three dimensions mean for my Purpose Lifestyle. Each lifestyle is different just as different body types are needed for different types of work, and varying levels of mental aptitude are required for varying types of purposeful work. Instead of prescribing a specific solution for all of humanity I work to become more conscious and aware of my own physical, mental, and spiritual health in preparation for my purposeful work. Likewise, it is the assignment for us all to spend time thinking about the body, mind, and spirit in relation to the work which our heart has called us to do.

Spirit

Body

Mind

Chapter 3: Lifestyle

Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.

- Helen Keller (goalcoast.com, 2019)

The Body

My family has a history of high blood pressure and hypertension. If I believe in improving the human condition, then I must be serious about my health and what I eat along with my caloric intake, exercise, meditation, and sleep. It does me no good if I become the best professor, I can be yet can't make it to class because I'm sick all the time or can't make it up the stairs without pausing to catch my breath. What is the point if I can give an elegant speech or write a great book, if I can no longer bend down to clip my toenails because my gut has impeded my bend and my hamstrings are tighter than the strings of a guitar?

Our body is the physical manifestation of our purpose on the earth. This wondrous vessel in which we interact with the earth, the sea, the sand... oh and yes other people. The body is what we use to express touch when we shake a hand, greet another person with a hug, or glare with the eyes. I have found that the eyes may tell others more about your true expectations than anything else. For purpose-driven startup students, the eyes of the teacher will either say "I believe you can do this" or "I don't believe you can do this", but instead of being honest and saying, "I don't believe in you," I'm going to stare and nod my head. It is said, "The eyes are the windows to our souls", even when we don't want to be open and honest, they can communicate our hearts.

Eyes Tell a Story

I remember the winter of 2008. Shortly after President Barack Obama had been elected, I moved to Washington, D.C. in part because the economy tanked and my resources were drying up in Durham, North Carolina, and in part because I just wanted to be around the energy of the Obama administration and Washington D.C. I would ride the Metro often to meetings and events and during this time I was healing from a large cut. Oftentimes, I would carry large sealed and sterile bandages in my suitcase just in case I needed to redress my wound mid-day. On this particular day, I was riding on the Blue line and remember seeing a middle-aged white lady with a familiar menacing scowl. She was staring at another lady on the Metro who was Black and appeared to be homeless and struggling with mental illness. The white older woman was staring at the other lady with eyes that appeared to be red from the level of intensity of her menacing gaze. She

stared at her in a way that seemed like she didn't even respect this other lady's humanity. I saw the look but didn't know why she was looking at her like this.

"Bing,"

I hear the next stop and before the lady with the apparent mental illness left the Metro car, she hurled multiple sharp objects which appeared to be pieces of broken glass at the lady with the scowl. As she placed her arms in front of her face in a defensive stance, I could see the pieces of glass hitting her arms sharply and blood began to spill from her arms. As the doors closed, the mentally ill woman who threw the glass ran out of the Metro car. Once the doors were securely sealed and we went on to the next stop, quickly, many of my fellow passengers jumped to help this woman who was profusely bleeding. Something in my spirit said give her the large sterile sealed bandages you have in your suitcase.

I immediately went in the suitcase grabbed the bandages and began to hand them to the injured passenger. She looked at the clean sterile bandages, then looked at my black hand, then at me and I saw that scowl again. As she continued to bleed, she refused to accept the bandages from me. Then, another white lady from the other side of the Metro car grabbed a wrinkled up and dirty newspaper page from the floor of the Metro car and held it up next to my sterile bandages for the bleeding woman to choose from. This lady actually grabbed the dirty filthy rough newspaper from off the floor instead of my sterile large soft bandages that were almost perfectly sized for her injury. It was then with my hand still extended and the sterile bandages dangling in the air that my spirit remembered where I had seen that scowl before. It was in a documentary called "Eyes on the Prize" where they were filming the school opening for the newly desegregated school called Central High School in Little Rock, Arkansas. It was in that video that I saw these same eyes in the mob that gathered outside the school to prevent 9 Black students from entering the high school. It's a shame that some people still don't see and understand the interconnectedness of humanity. The same person you give the evil eye today may have your solution tomorrow.

Your eyes are the part of your body that truly tell your story. They can tell your students, children, and classmates a story as well. How are you using your eyes and your body language to communicate trust, vulnerability, and humanity.

Nutrition

In the book Dr. Wrights Guide to Healing with Nutrition by Jonathan Wrights, M.D., the author uses the following metaphorical story to drive home the point our bodies weren't made to eat the; high sugar, high preservative, canned goods existence many Americans live. He writes,

The four women had wandered far to find food for the mid-day meal. Finally, the oldest, wise in the ways of their tribe, saw a familiar plant. She'd seen it only once as a girl, but had remembered it. From it, they gathered cans of spaghetti and meatballs, and started home.

The point Dr. Wright is driving home is that in recent history "agriculture and large-scale domestication of cows, pigs, chickens, and other food animals is relatively in its infancy in the whole history of man" (p.5). It is important that each of us examine our diet and nutritional intake with a nutritionist and/or naturopathic doctor. It is not the goal here to provide every nutritional solution, but to make the reader aware; or for many of us, re-aware, of the importance of nutrition to health and our purposeful work. Every cell in the body is connected and works together to produce optimal health. Dr. Wright explains, "no part of our bodies can stay as healthy as possible without the flow of nutrients for growth and repair (p.563)." Along with a proper diet for energy and the nutritional supplements, our bodies need regular exercise to prevent stress, illness, and injury.

Exercise

In graduate school at the University of North Carolina, I lived a sedentary lifestyle and sat all day reading, in traffic, writing etc. In the article Sitting is the New Smoking the authors note most Americans sit 10 hours per day. The article states,

Research suggests that sedentary lifestyles are themselves a risk factor for cardiometabolic morbidity (Baddeley, 2016 p.258).

Because of all my graduate school sitting, my health began to decline. I decided participate in a study at UNC-Chapel Hill led by Dr. Candice Alick. The study was life changing and transformative. It was not that I did not know how important exercise and diet monitoring was to my health. I just did not know how to do it as a middle-aged adult. When I was younger, activity was a natural part of my life, but as I've grown older the nature of my work has become largely sedentary. I would wake up sit for breakfast, sit and make a few calls, then sit in my car for my commute and then come to class and sit and take notes, or sit and type a paper or article...I think you get the point. I do a lot of sitting and exercise was not a part of my regular regiment before participating in this study. If anything, the study just made me more conscious and aware of my lack of activity and high caloric diet. During the study, I used technology to help me keep track of health statistics. For the first two weeks of the study, Dr. Alick made me track every meal, every sip of water, every beer, and all exercise and activity. As I began to look at how many calories I was consuming versus how many calories I was burning it was no wonder my health was declining. I was on the way to the grave and being escorted by Krispy Kreme doughnuts.

I challenge you to do the same thing Dr. Alick challenged me to do. Track your diet down to every single thing you eat or drink and track your fitness activity using a smartphone app. There are a plethora of mobile apps that can easily calculate every meal or food item you consume along with the calories you can burn daily from a variety of exercise activities. Below you can see a screen shot of my recent daily step activity. My goal is to do 10,000 steps per day, sometimes I hit my goal and sometimes I don't, but I have found being more conscious of my daily step count helps to keep me accountable for my level of activity.

Derrick's Weekly Step Tracking



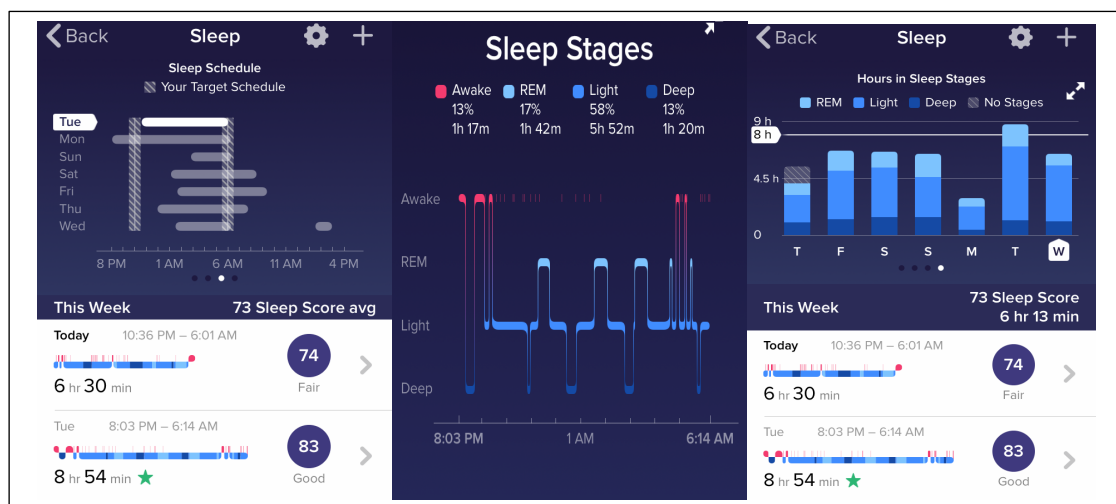
By no means am I an expert. I lost 20 pounds during the study and have managed to keep it off, but my confession is I have a cup of coffee and a doughnut next to me right now as I type. The only difference between me now and me before the study, is that I changed my lens on health. Now, I hit the treadmill for 20 minutes before or after I eat the same donut. I don't have it figured out, but I know it's important to be more conscious of everything I eat and stay active. Even if you don't have it figured out its ok. By being conscious it can help you move closer to the model of health needed to perform your purpose with endurance and patience. Equally as important to the body as exercise is rest. I have often overlooked my requirement for 8 hours of sleep a day, by burning the midnight oil writing papers or working on grants.

Rest

It is recommended to sleep 6 to 8 hours per day to initiate the restorative healing process. I have found when I don't get proper

rest, I'm not the best teacher or researcher. My grant writing business has prevented me from always getting proper rest. There have been some nights where I've been working until the late hours staring at a blue screen and typing. I know this not good for me. As I've gotten older, I now realize that even a quick power nap will improve my productivity. Most smart watches⁸ can track your sleep. If yours doesn't, you may want to download an app or get an inexpensive wrist monitor to measure it. You can use them to measure the amount, quality, and stages of your sleep. My wife bought me a fitness watch to monitor my health and I tracked one week of my sleep (depicted below). The activity was revealing and helped me to begin to create lifestyle strategies to get better sleep, like keeping a disciplined sleep schedule and meditating for five minutes before I go to sleep.

Derrick's Fitness Watch Sleep Study



The *Purpose Lifestyle* is not a perfect life, but it is a life that is continually improving to live in abundance. By tracking and improving the quality of my sleep it helps me to slightly adjust my habits (i.e. going to bed earlier), to move towards a more purposeful and abundant lifestyle. A lifestyle with exercise, proper rest, prayer and meditation makes stress dissipate like mist in the air. If we choose not to accept and receive stress it will not impact our mental and/or physical health. Even though

⁸ Smartwatches emit small amounts of radiation, use in moderation.

stressors are real in our lives, when we *choose* not to absorb the stress, it is as if stress itself doesn't exist in our realities.

Stress doesn't exist

Why does the same stressful event impact two different people in vastly different ways? For one person going through a stressful event, their heart rate increases, mental health declines and their spirit fades. For another person going through the exact same stressful event they can react with calm, peace, and even become more inspirational. It is because stress doesn't exist. Stress is really a concept that describes how we react to the daily hurdles, challenges, and trauma of life. Like any other concept our mental lens can determine stresses' power over our lives, our coping strategies, and resilience. In addition, when we prepare our bodies through nutrition, exercise, and rest it helps us to overcome the daily stressors in life instead of succumbing to them. We can also prepare our minds by nurturing, exercising, and resting our brains.

In the book, The Relaxation Response by Herbert Benson, M.D., he highlights research on the causation of hypertension, strokes, and heart attacks, then points to meditation as the solution. Dr. Benson writes,

Decreases of the heart and brain account for 50% of the deaths in the United States...various degrees of hypertension are present in 15 to 33 percent of the U.S. population...we are not generally aware that the disease is slowly developing within us (p.19)

Dr. Benson goes on to describe the causes of hypertension. He writes,

The traditional explanations have been 1) inappropriate diet 2) lack of exercise 3) family disposition. Yet there is another factor which has often been ignored: environmental stress. (p.20)

Meditation

Dr. Benson then points to meditation as a solution to eliminating the harmful effects of environmental stress. He prescribes the following method as a solution,

You will find that evoking the relaxation response is extremely simple if you follow a very short set of instructions which incorporate four essential elements:

- 1) a quiet environment;
- 2) a mental device such as a word or phrase which should be repeated in a specific fashion over and over again;
- 3) the adoption of a passive (trusting) attitude, which is perhaps the most important of the elements and
- 4) a comfortable position. Your appropriate practice of these four elements for ten to twenty minutes once or twice daily should markedly enhance your well-being.

You can make any changes to this process that fit your mind, body, and spirit. A friend of mine, and business coach, Barron Damon, leads meditation by repeating the word “Release” and for faith-based groups he uses the word “Jesus”. I use both and other words that relate to the needs of my meditation practice that specific day. I also combine meditation with Yoga and Tai Chi which both provide additional physical and exercise benefits. I have found that meditating, or practicing Yoga, or Tai Chi while being immersed in nature and understanding our connection with nature is extremely effective and can help improve blood pressure and general quality of life.

Nature

Like meditation, nature has healing qualities that help humans to reconnect and re-center themselves. I’ve always been attracted to the water i.e. lakes, beaches and ponds, but I haven’t known just how therapeutic nature was until recently. About 9 months into my NSF grant research, I was at home grilling. The weather began to lightly drizzle. I brushed it off and continued to grill in the rain. Then, lightning began to strike, but I felt I was already committed to these burgers so let me just finish right quick before the lightning gets any worse. This was a stupid decision.

As I stood outside, a crack of lightning hit my home and it felt like the ground and everything I was attached to was rocked violently. My body was thrown against my back door and I hit headfirst. In retrospect, I don't actually know if I was hit by lightning or if when the lightning hit the house the sheer sound frightened me, and I jumped back into the house. Since, I don't fully remember the exact events, it depends on the audience if I tell the story like a hero or coward. Either way I should not have been out in a lightning storm. The lightning blew out my air conditioning unit and blew some fuses in the house but thank God, I was alive.

Recovering from the concussion was difficult, when I initially met with neurologist I was having 5 to 6 headaches per day. I couldn't look at a computer or cell phone without a splitting pain in my head. I was scared. I've been making my living by using my brain for most of my life and here it was not working at its full capacity. My workdays were cut from 8 to 10 hours of intense thinking to about 30 minutes a day. There was nothing I could do to speed up this recovery. It was frustrating and I'm sure I was short tempered with my wife and my staff. After cutting off the TV and cell phone, I tried to figure out a way not to think too deeply or too much, so I began gardening. There was something about the manipulation of dirt and water for plants, and the process working to keep something alive... that in turn healed me. Helping to keep the smallest of God's creation alive gave me purpose and gave me healing.

In the book The Will to Meaning by psychotherapist Viktor Frankl the author makes the connection between having a clear purpose and its relationship to physical and mental health. Frankl writes,

a strong meaning orientation is a health-promoting and life-prolonging, if not life preserving, agent. It not only makes for physical but also for mental health (Frankl, 2014 p.48).

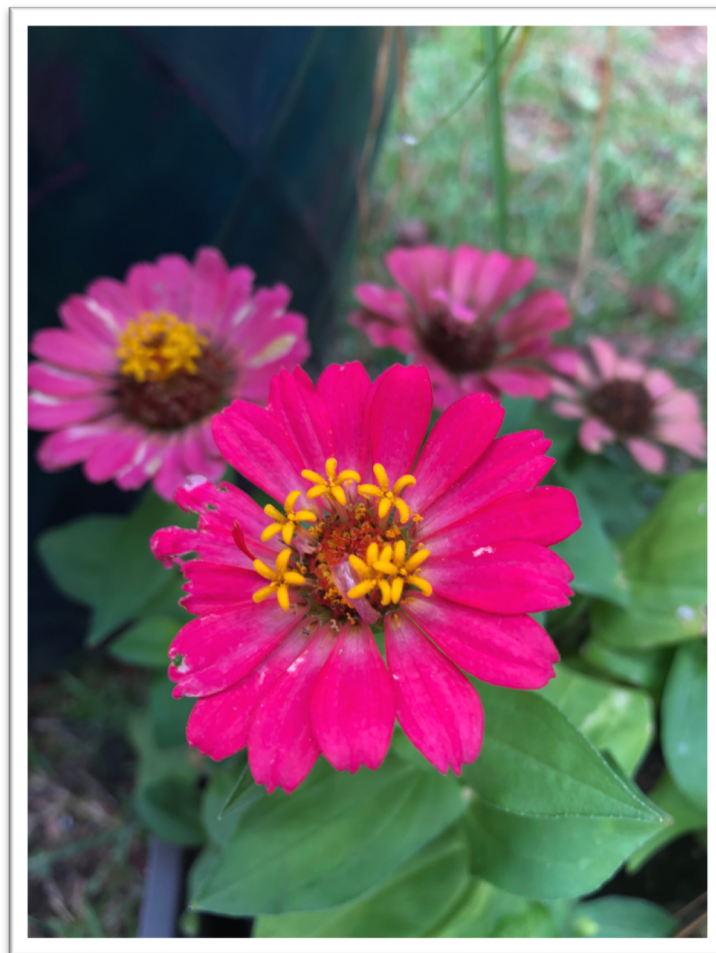
After being cleared by my neurologist I reflected and realized the concussion, though painful, was a good thing because it helped me to learn I needed to slow down and appreciate life, my loved ones, purpose and nature. I found a connection with trees, birds and deer that I had not noticed before. There was nature teeming

all around me every day, but in the midst of my research, my work schedule, and rushing in traffic to run errands, get groceries, and pick up my daughter from afterschool I ignored the beauty of nature that I was immersed in every day.

Dirt and Gardening

Putting my hands in the dirt and soil while gardening was healing for me. It helped me to go back to the earth and reconnect with how the earth keeps all its creatures and plants alive. My naturopathic doctor, Patricia Crisp, told me to sit barefoot in some grass for about 20 minutes to reconnect with the earth. I know it sounds weird, but it worked. If it even had a placebo effect on me, it changed my condition, my perspective and made my life more intentional. If you haven't done this before, sit barefoot and see how you feel. For me looking at the flowers in my garden helped my mind to focus on the beauty of nature and calm.

I have included pictures of my gardenining experience.









The Mind and Emotions

The mind is like a mental soundtrack we carry with us all day. It's like that song, tune, or commercial we can't get out of our heads. Sometimes it's a good song and sometimes it's that annoying commercial jingle. For many of us, we are a passenger and the mind takes us wherever it wants to go from thoughts of happiness to thoughts of depression. Similarly, our emotions are tied to our thoughts and can take us for a trip as well from deep feelings of pain and despair to an inner peace rooted in hope, purpose, and destiny.

There are a number of methods and resources that can help us take back control of our thoughts and emotions. For me, since my identity is reflected through my faith, scripture is an effective tool for reminding me who I am and getting my mind back on the right track. Additional tools I use are meditation, yoga, poetry, songwriting, and conversation with friends, family, or a professional therapist. I have found when conversing with other people I need to be sure they are speaking life into my purpose and not doubt and fear. These people should be vetted by your past interactions. Even those we love can have a bad day and speak words over you or to you that begin to make you question your purpose and identity.

I had one of these experiences when I was teaching undergrad students at the University of North Carolina at Chapel Hill. I was on my way to work and in the car with a friend. As we were driving to the campus, we got into one of those car arguments. You know the ones that are really for no reason at all except you are both stuck in a small metal box together and neither one of you can jump out of the moving car. It was bad. As I finally got out of the car and was walking to my class to ironically teach on finding purpose, my spirit was low and my mind was stuck in a mode where I was developing mental responses to the previous argument instead of mentally preparing myself for my students. I tried to think of something else, but my mind and emotions were stuck in a funk. I had five minutes before class, and at this rate, I was not going to be able to give my students my best mind and emotions. When this happens to teachers, some begin to just go in the classroom and go through the motions. Some teachers don't see every split second as a chance to transform the lives of our students and ourselves.

I went to my phone, opened the Bible app and looked for a scripture. My spirit began to tell me what scripture I needed to remind myself of. It was something about wonderfully created but I could not remember it. So, I typed in wonderfully created in the search box and the scripture I needed to reset my mind and emotions appeared in the results.

“I will praise thee; for I am fearfully and wonderfully made: marvelous are thy works; and that my soul knoweth well.”

After reading this three-times, it began to replay itself in my mind and my emotions and spirit began to digest the meaning. Instantly, the thoughts of self-doubt, guilt and anxiety left me, and I began to thank God for making me through a delicately fearful and wonderful process. I also thanked God for reminding me each one of my students were marvelous, like the beauty of the ocean or the calm of the morning. This meant I needed to get out of my funk and treat my students with the understanding that they were wonderfully made. Everything from the way I stood, to my walk, to my gate began to change and wrap itself around this scripture. As I walked into the classroom, I carried this energy of intentionality with me and smiled at my students as if God had spit them out of the womb that morning. By using the tool of this scripture, I was able to take back control of my mind and emotions.

You have this same power and it can be done in a plethora of ways. It doesn't have to be the scripture I used. You can find a statement, positive mantra, or affirmation that works for you and do that. The key is to set your mind and take control of wavering thoughts that can be detrimental to your purpose driven work.

Silence

Similar to meditation, practicing silence can have positive health effects. I used to be one of those professors who just liked to hear themselves talk. I would talk all the time, even when it was not necessary. This prevented me from using a dialogical teaching style, because I would fill all the silence with my voice. Research finds that if teachers ask a question to their class or an individual student that they should wait at least 10 seconds to allow the student(s) to process the question and reply. For me, I would give about 5 seconds, then answer myself and move onto the next topic. When I did this, the classroom became an arena for my ego instead of a place where any real learning, contemplation and growth could occur. If you teach the way I did, please stop it. Be silent and listen. Steven Covey discusses this in his book the 7 Habits of Highly effective People. He writes the key to communication is to "listen first and speak second." This requires silence and a comfortability with silence that gives the other

person psychological air and space to communicate. This concept is also found in ancient text.

“let every man be swift to hear, slow to speak, and slow to wrath”

This quality of being silent also positions me as a listener and learner. It's important that we don't believe we have arrived and know it all. It's important to adopt the paradigm of a lifelong learner.

A Learner's Lens

When we look at life through a learner's lens, we look for lessons in the breeze of the wind and the glimmer of sunlight in the morning. More importantly, we don't turn off our learning brain. Some people after they earn degrees and accolades, switch off the learning part of their brain and only use the teaching and professing parts of their brain. A technique that I've learned overtime which helps me is to position my body as a learner. When someone else is speaking to you, make eye contact with them, lean a little bit towards the speaker and even gently mirror their body language (this helps the speaker to subconsciously feel comfortable with you.) Now you are ready to learn.

Renewing Your Mind

It's important to constantly renew your mind and prepare your mind for life changing information to be received each day. When our minds get stale, they don't look for learning opportunities. The concept of finding your purpose in 15 minutes and starting a business in 24 hours is one that is often seen as impossible, but I've seen it happen time and time again. Renew your mind and leave open the possibility for something miraculous to happen today.

Spirit

"If God had'na given me a song to sing, I wouldn't have a song to sing. The song comes from God, all the time"- Bob Marley (Worth, 1995 p. 31)

We have a physical body, mind and emotions. However, the part of us we often overlook and wouldn't be covered in a training

book is our spirit. The spirit may be the most essential part of ourselves we need when helping others to navigate through their purpose.

Soul

Many faith traditions describe this more spiritual part of ourselves as soul. In addition to being my favorite type of food, our soul is the unseen part of us we communicate to everyone. In identity research, this part of our uniqueness is manifested and explained as personality. It is what makes you “you.”

Personality

Your personality is your swagger. It’s what attracts people to you or repels people from you. It’s what makes you different and when honed it can be the key to your business or nonprofit success. People want to do business with people they know, trust, and like. Even if your client knows you are the best in the world and builds trust in you due to your history of work and references, if you are a jerk you will not keep the client. Being likable is not easy, but it’s real. It’s that unspoken thing about you that can help you in times of need. Your personality revolves around you like an energy force and transforms your environments. When you walk in purpose your energy bends reality around you in the direction of your purpose.

Energy

You have an energy about you. It’s either a positive/ high vibration energy or a negative/low vibration energy or somewhere on the continuum in between. The energy we have can be helped by how we treat our body, mind, emotions and spirit. When all of these are flowing well, our energy is contagious. It becomes the secret ingredient to getting things done and living the *Purpose Lifestyle*.

Chapter 4: Becoming Your Purpose:

“An Easy Lifestyle Choice”

Real education is meant to inspire people to live more abundantly, to learn to begin with life as they find it and make it better.

—Woodson (1933/1990, p. 29)

It's Not That Deep

The underpinning philosophy we rely on when teaching the Purpose University Curriculum is that “everyone already knows their purpose in life.” A bold statement, but I believe it's true.

It's Not That Deep.

Even if people have yet to connect the dots in their life's quest for purpose; they know the communities, groups, and causes that are closest to their hearts. For example, they know it intellectually if they are a person who cares deeply about the environment and becomes angry and upset when they hear about corporations who are hurting our natural resources, ecosystems and burning down trees and forests all over the globe. People generally know what causes they're passionate about, the things they are good at, the topics they are interested in learning more about, and skills that come easily to them.

It's Not That Deep.

For those of us who have been put down or made to feel low and as if we have no worth or gift to the world at all, we still have a purpose. For those who literally came out of the mud in life even in our lowest moments, we are still enough. We have a purpose in life and our lives matter. We all hear the recondite fiber of our beings reflecting a glimmer of our gift to the world. Our job then becomes to turn this glimmer into a spark and the spark into a fire to stir up our gift. Sometimes, it just takes a friend or a mentor to remind us who we are, and how gifted and fearfully created we are. It is said, ‘I put you in remembrance that you stir up the gift of God, which is in you’

It's Not That Deep.

Since, we know at least in part that everyone knows the groups and causes they care about and everyone has a gift even if they have not grown in confidence of the gifts they possess. The next logical step is action. This has traditionally been the hardest step for most people because you need to make money to live in America. The educational system is not structured around finding and doing purpose it is built on traditional market

concepts of employment. It then becomes essential that everyone who is able must work and the choices of work may or may not align with your purpose. Yet, a recent Gallop study on Purposeful Work has found, 80% of those interviewed desired to work in an area of their purpose, but only 49% actually were. This means most Americans are not working in their area of purpose, gifting, and meaningfulness even though they would prefer to.

It's Not That Deep.

In order to meet the real economic needs we all have in America and to fulfill our inner purpose, it requires an additional platform to do purpose. We do this through the Purpose University Curriculum© by helping people launch purpose-driven startups. These new startups serve as an outlet for purpose and can grow to become a source of income that allows people to move from full-time employment, to part-time employment, and then if desired to fully self-employed. Any of these options is what we see as a *Purpose Lifestyle*. It's a life of freedom and a life to write your own script of purpose and service. It doesn't have to be a huge undertaking, just start doing what you were born to do. What we have found is that if a full-time working adult launches a purpose-driven sole proprietorship business and doesn't quit their job but only does small purpose related events once a month, it still gives the person a greater sense of purpose and fulfillment in life. By cracking open a door of sunlight in their lives, it makes even the worse job just a little bit more bearable because soon they will be able to do their purpose again. This is a *Purpose Lifestyle*.

It's Not That Deep.

For full-time enrolled students who launch their own purpose-driven businesses, we have seen some amazing results. For many students, they embrace a new opportunity for them to construct their identities around this new purpose-driven venture. Their sense of self-worth and their performance in school improves because they begin to develop agency and responsibility for the trajectory of their lives. This is a *Purpose Lifestyle*.

Why 24 hours?

The PUR502 Course uses a proprietary five step process to get people in business doing their purpose in less than 24-hours. The common questions I'm asked by intellectuals, many with no startup experience, is.... Why 24 hours? Why the rush? Why can't people take their time and start slower? The answer is they can. There is no rush, but I've found in over a decade of teaching, the course PUR501: Finding Your Purpose in 15 Minutes, that people feel a euphoria of purpose when they realize they have always known their purpose and now they have a more real and tangible way of expressing it, but this euphoria for some is fleeting. After the day's troubles, bills, time crunches, and family emergencies arise; we put off doing our purpose and see the activity as a neat activity that gave us more clarity, but we make the conscious choice not to pursue starting a business or nonprofit to do purpose because we see it as too overwhelming, difficult, and not possible.

Therefore, we put it off for another day. That day turns into months and years and by then we faintly even remember our purpose or how to get there. Procrastination is the enemy of purpose. For me, it was easy to start a business in 24-hours because I had no other choice. I was on the unemployment line in desperation, but for many who have comfortable employment this appears to be just another task that's not needed to be completed right now and gets put off for another time when "I'm ready." Though the parameters for indicating when "I'm ready" are not clearly defined and we don't ever set a specific deadline date, so we never get around to doing it. It is important that even if we don't begin to start our business in 1 day that we at least schedule a deadline on a calendar and hold ourselves accountable to the deadline.

A Question of Delegation

Advice my father would give me from his experience as mayor helped me a lot in starting my business. The major of the two goes like this, "Rudy, if you have an important time-related task to get done and you have to delegate this task to one of two people who do you choose? The first person is really busy they have multiple tasks to accomplish everyday with little free time. The second person doesn't have a lot of tasks to accomplish and has a lot of free time. Who do you choose to delegate this task to?" My father

would answer, “Give it to the busy person because they have structured their life in a way that their organization skills allows them to get stuff done. They will fit it into their calendar. The second person with a lot of free time will never get around to doing it because their life is not structured to get stuff done.” For years as I was building my business without the cash flow to hire staff and delegate tasks to anyone, I would ask myself which person was I and challenge myself to become more disciplined about my time, my purpose, and my productivity. In actuality, I’ve been both people at multiple times and even oscillate between the two even now. I now realize there are seasons in life when it's ok to not be productive and I even encourage it for rest and regeneration. But for getting started it's important to just get it done and begin the official history of your startup.

Temporary Learning Versus Institutional Growth

I remember during my dissertation process I was fortunate to interview Dr. Cleon Thompson former college President of Shaw University, President of North Carolina A&T University, President of Winston-Salem State University, and former Vice-President for the State of North Carolina’s General Administration. Dr. Thompson told me, “College is broken, because students participate in temporary learning. They learn just enough to get out of your class, in actuality your class is only about 20 hours of teaching per semester.” I had never thought about it but it’s true each class was about 20 hours of in-class teaching time for the entire semester. Students retained very little after the semester because they were just learning enough to pass my class. Few were deeply thinking about the content in a way that would transform their lives. Dr. Thompson would say, “We (as educators) have got to figure out a way of doing better to string knowledge from course to course and link lessons so they are impactful to the lives of the student.” That’s when I realized that through Purpose University, we could string knowledge from course to course by helping students launch a startup entity around their purpose in life. They would want to retain knowledge and even learn on their own to build this internally valuable institution. With this new purpose-driven startup paradigm, students become more engaged with the content, because it means something to them, it has a connection with their purpose and life trajectory. Instead of participating in temporary learning to get a

grade, now students are focused on deeper and pragmatic lessons which will serve as institutional growth.

A Dated view of Entrepreneurship

For many people especially college professors over the age of 40, we have a dated view of entrepreneurship. With this dated view comes an 'all or nothing mentality', which only views entrepreneurship as quitting your job, mortgaging your home, or spending your life savings on buying a physical building to house your business and hiring a bunch of staff and waiting for customers to show up, if they don't show up you lose everything and you are on skid row.

Our modern Purpose University Curriculum almost eliminates all these risks and utilizes technology to allow you to get started with \$0 overhead. In our modern society, the wealthiest business doesn't even have a retail store any of us has physically been in. The Amazon era has made online business the preferred method and opened entrepreneurs up to clients they would have never been able to get in the old entrepreneurship system. Technology gives people a chance to not quit their jobs and begin to do their purpose in life now while they're still employed.

Out run my doubt

The speed of the curriculum matters because we have all in some ways been mis-educated when it comes to starting a business and seeing ourselves as business owners. In the book, miseducation of the Negro by Carter G. Woodson he writes,

Real education means to inspire people to live more abundantly, to learn to live life as they find it and make it better. But the instruction so far given to Negroes in colleges and universities has worked to the contrary. (p.29)

Woodson goes on to depict an educational system that steers blacks and other marginalized students toward employment instead of entrepreneurship and ownership. Woodson writes,

Mis-educated by the oppressors of the race, such Negroes expect the Negro businessman to fail anyway. They seize then upon unfavorable reports, exaggerate the situation, and

circulate falsehoods throughout the world to their own undoing. You read such headlines as, GREATEST NEGRO BUSINESS FAILS, NEGRO BANK ROBBED BY ITS OFFICERS, and THE TWILIGHT OF NEGRO BUSINESS. The mis-educated Negroes then stand by saying: "I told you so. Negroes cannot run businesses. My professors pointed that out to me years ago when I studied economics in college; and I never intend to put any of my money into any Negro enterprise." (p.42)

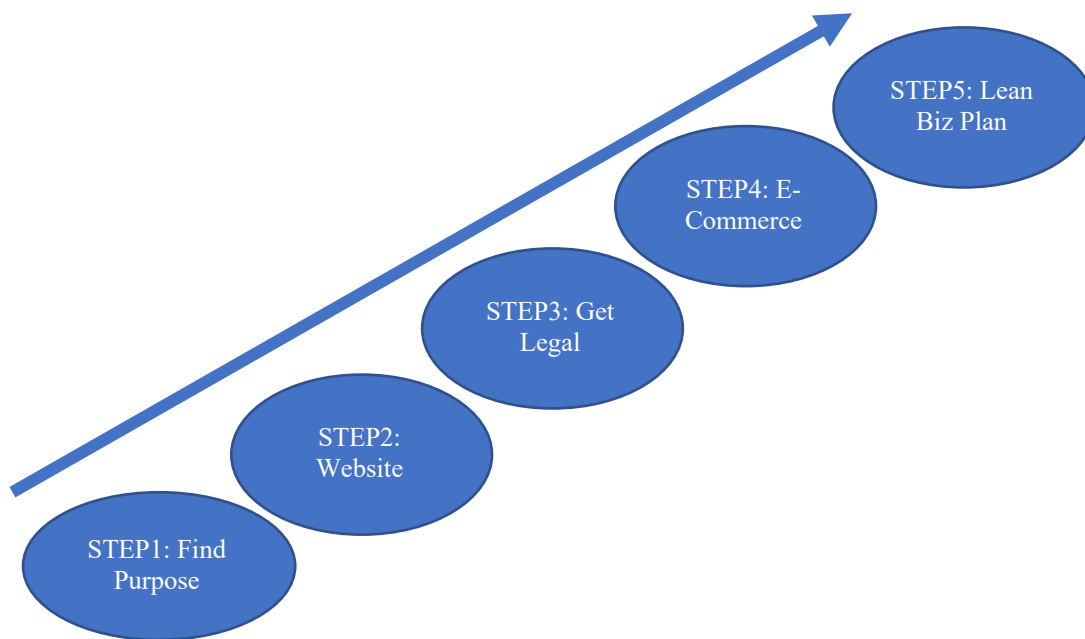
As Woodson describes here, many of the impediments, which prevent traditionally oppressed groups from creating wealth are mental. We have been taught to doubt ourselves as entrepreneurs and these miseducation lessons have not only been taught to students of color but all of working-class America regardless of race or gender. The biggest prevention from you starting your purpose-driven business is your mind. The good thing is, after completing PUR501, your mind doesn't have enough doubt to compete with that positive feeling in your heart or (the emotional part of your mind), which says, "This is my purpose I can do this." It is important to keep in mind the miseducation Woodson refers to is not from one class on economics, but embedded into many classes and many societal lessons. For example, the doubts we are taught from our family and friends who believe they are protecting us when they encourage us not to start a business. So mentally we have one sure thought that "Yes this is my purpose, I can do this," competing with literally thousands of learned-thoughts, which say, it's not safe to start a business." For too many, overtime these thousands of negative thoughts overpower that one purposeful work thought and they never start anything. That's why it's important to fight through those thoughts of doubt your first week and get in business. Then, the thought patterns can grow from 'Can I do this'.... To... 'Yes, I have done this, now it's time to grow this purpose-driven startup."

We have designed a five-step process that shows anyone how to launch a purpose-driven startup *quickly*. The quickest a student has gone through these five steps to launch their business is 65 minutes flat. Though we don't suggest doing it quite that quickly, I want you to be confident you can complete all these steps in a day to a week. Yes, you can do this in one day. The IRS online system for obtaining your EIN is open Monday through Friday until 10pm

EST. Go online and get in business today for free and outrun your doubt. The Purpose University Curriculum© consists of five simple steps to the startup process. Step 1: Find Purpose (Purpose Proposition Statement); Step 2: Launch your Website (The Vision); Step 3: Get Legal (Obtain your EIN); Step 4: E-Commerce (Open online bank account and link e-commerce to website); and Step 5: Lean Business Plan (1-page Business Model Canvas)

Here is a chart of the 5-step Purpose University Curriculum© startup process in the Purpose University Curriculum.

5-step Purpose University Curriculum© Startup Process



As a formerly unfocused student, teacher, and researcher; I embarked to develop a method to both help students a) find purpose and purpose-driven identities, while b) giving each student a way to actualize their purpose through a startup business or nonprofit. With these two distinctly different yet interconnected goals in mind, the Purpose University Curriculum© was born. It is not perfect, no curriculum is, but it gives students and adult learners a vehicle to dream again, focus their learning, and bring to life their internal aspirations and deep values.

Living Your Purpose Story

Now, you've created an entity that reflects your internal identity. You've wrapped an organization around your profoundly meaningful purpose in life. It's important to stay true to the Purpose Proposition Statement you initially created. In many ways, that statement is like a foundational brick to your organization. Even though you may go through different phases of branding and rebranding, the core meaning needs to remain the same, for it to truly be a purposeful work.

This is hard in a commercial society where the norm is money and profits being valued over purpose and meaning in life. That means that your purpose-driven startup may not be 'normal', and you need to be ok with that. The work you do sets you apart from other people who are only working for monetary gain.

A method I use to ground my business when the call of profits over purpose enters my head is to remember why I started the business in the first place. For me, that means not only saying my Purpose Proposition Statement over and over in my head, or out loud, but also thinking deeply about the underlining ethical character on which grounds by business was created.

Researcher, Dr. Steven Covey, pointed to Character Ethics as foundational to living out a purposeful and successful life. He found when businesses are rooted in ethics they are more purposeful and profitable. Covey writes,

The Character Ethic [is] the foundation of success- things like integrity, humility, fidelity, temperance, courage, justice, patience, industry, simplicity, modesty, and the Golden Rule (do unto others as you would have them do unto you)" (Covey 1989, p18).

Covey here gives a glimpse of why purpose-driven startups have the potential to be so successful, it is because they are not 'normal'. It's because all of the character ethics listed are aligned with doing purposeful work and by doing your purpose you live out these character ethics.

Try this exercise. In a quiet space, take deep slow breaths and slowly read aloud each of the words identified as charter ethics below. Do this 3 to 5 times.

Integrity

Humility

Fidelity (faithfulness)

Temperance (no temper)

Courage (the willingness to honestly share my story)

Justice

Patience

Industry (creativity)

Simplicity

Modesty

the Golden Rule (do unto other as you would have them do unto you)

Were there certain words that you identified with more than others? Were there certain words you heard and felt you could work to improve in this area? None of us are perfect and we all can use more thought on our character ethics. This exercise helps us to be more conscious of what we are already doing in line with our purpose and how words can become flesh through our interactions with others.

Nonprofit Marketing

Everyone should have an opportunity to understand, participate, and donate to your cause. Unfortunately, people, foundations, corporations, and government agencies can't donate unless they see and hear about your strong metric outcomes for the community. This is another arena where an expert can help you

to expand your message to an even larger audience. The key to cause marketing is having a clear message, communicated through a narrative story.

Target Market

It is essential to narrow down your target market to the smallest possible group. Then, pray, meditate, and research the specific needs of this target market. Once, you are 100% sure (through product and service testing) that this product or service solves the problem(s) of your specific target market, then begin a regimented strategy to build awareness around your solution. Keep building awareness by providing free information and services to highlight your expertise in the area of delivering high-quality solutions for your specific target market.

FMRI Brain Research has found it requires four interactions with your potential target market before they develop trust. These interactions may be a news article, special event, social media post, or a word of mouth recommendation. Don't be discouraged when your target market does not initially respond after the first...second...or third interaction.

Regimented Plan

Create a list or database of the organizations that directly touch your target market. Plan your interaction with each organization through the lens of the organization itself and its motivations. For some organizations, like businesses, their motivation will be profit-driven. It is important that you fully understand how to approach each organization through the lens of their motivations. For other organizations, like non-profits, their motivation may be to protect the target market like a hen brooding over its eggs. You have to provide evidence that you have a track record of providing the highest quality service to the target market before this organization will be willing to partner with you.

Be yourself don't over promise or over commit something you can't deliver. Have integrity. Be patient. Do not grow weary in your well-doing, and continue to focus on delivering the highest level of customer service you can provide. Your regimented plan should include a list with a minimum of 100 targeted potential

partners and/or business to business potential clients. Plan your work, and work your plan.

Seed, Time, and Harvest

"While the earth remaineth seedtime and harvest, and cold and heat, summer and winter, and day and night will not cease."

There is a cycle to marketing that mirrors the cycles in nature. First, is seed; this represents your initial offering, word of mouth about your organization, a news article, or a seedling of hope planted by your good works.

Second, is time; this represents your consistency, your hard work, your story of victories which were preceded by a plethora of defeats. Over time, trust will be developed when your target market learns about your narrative, which is the true reason for your work.

Last, is harvest; which represents the fruit of the seed and the investment of time. Your harvest will come, wait on it, be patient, get back up after defeat, and know that your harvest is coming.

Chapter 5: Finding Your Purpose in 15 Minutes

“I had realized that I needed a sense of purpose to insulate my emotional trauma in order to create shelter from the winds of poor circumstances. I needed fundamental beliefs in myself and my surroundings that centrally motivated and guided my life’s work” (Drakeford, 2010).

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About the Author

Introduction

There I sat with my head in my hands, calmly resting my temples on my thumbprints. For some reason, sitting in the unemployment office for the second time was not that bad anymore. I was not filled with depression and despair as I was before. My mind was not clouded with doubt, fear, and a sense of lost control as before. My circumstances mirrored one of my life's most painful experiences, and yet this time, I felt no pain. It was quite the contrary. My soul was bubbling with hope and limitless opportunity. I thought to myself "*I Have Limitless Opportunity. You are a Black man on the unemployment line. How can you see this jaded world as Limitless Opportunity?*"

For some reason, this time I did. Something had changed inside of me in those past two years. My search for 'self' had landed on solid ground. The quest for meaning was etching out a beautiful tapestry. My steps were ordered, and I felt that even *these* steps through the unemployment line again were drenched in meaning and purpose. This transformation over the past two years had given me eye surgery. I saw the same things now, but did not interpret them in the same light. This new passion, confidence

and my uniquely God given gifts became the unspoken answer to the multitude of questions that circled my mind.

In taking those two years to deeply self-examine my painful experiences, and process through my contributions to my environment, I found my Purpose in Life. I now embraced pain and circumstances with a newly healed heart and a positive outlook on my abilities. It still hurt, I could still feel the pain, but I did not feel as lonely and as hopeless as I did before. My colleague at Shaw University, Dr. William Thurston, would always say, “*Our purpose is birthed from our pain.*”

*Our
purpose is
birthed from
our pain*

I understood what he said because I was finally able to honestly analyze my painful experiences.

Reverend Dr. Martin Luther King, Jr. said, “*Our lives are all tied together in a single garment of destiny.*” More than ever, I felt like a valued part of that garment and was charged to play my role in healing and rebuilding the cracks and snares left on humanity.

Through this process, I developed a simple activity that helps all people by looking at life through the conceptual framework of a box (or set of proven principal parameters). I found this was more effective than the trend of living outside the box... which is code for...making it up as you go along. I had realized that I needed a sense of purpose to insulate my emotional trauma in order to create shelter from the winds of poor circumstances. I needed fundamental beliefs in myself and my surroundings that centrally motivated and guided my life's work. I concluded that I had a role to play in my own destiny and I loved it. I found there was no way this feeling could coexist with my former thoughts of victimization, racial inferiority-then superiority, and a general feeling of being lost on earth.

I gleaned that the process I was going through internally had mirrored the searches of other great people whose lives were

filled with meaning and sacrifice. I thought if I could encapsulate these lessons, I had learned in finding my own purpose in life. Then, I could effectively teach others in their self-navigation process to purpose. This activity would add value to others' lives. Through trial and error, contextual research, and personal observations of my teaching results with over 10,000 undergraduate students, graduate students, and adult learners; I was able to whittle down a **self-examination activity that takes only fifteen minutes to help people of all ages find their purpose in life.**

The following chapters chronicle the lessons found in my own search for purpose and my career as a college professor, organizational consultant, business coach, and nonprofit trainer. The activity in this book can be used for self-examination, team building, and community development. I hope you enjoy your journey as much as I still do. Feel free to drop me an email and let me know how you are using this new resource.

(admisssions@learnpurpose.org)

-With Love Derrick Rudolph Drakeford

Three Points of View

This book contains three different ways for participants to process the activity. These three points of view are just three different ways a participant can look at the activity. Pick which one fits best and operate from a point of view that is the most natural for you.

Faith Point of View

When I teach about ‘*Purpose*’, I have found most people will inevitably end up talking about God. For many of us, our internal definition of purpose is filtered through our learned and experienced faith beliefs. There is a group that sees God as the ‘strict puppet master’, pulling the strings of life connected to our circumstances. This group may also interpret individual purpose as pointless to determine that people do not have an essential role in the outcome.

However, I see God as all loving, forgiving, the essence of empathy and support, and therefore much of my understanding of *Purpose* is filtered through my lens of faith. My goal in writing this book is not to proselytize on what is the right or wrong view of faith. The intent is to spur the internal probing questions that when seriously contemplated give us all a framework in which to interpret *Purpose* for ourselves in our environments. It has value when applied in the context of real life and our impact on community. Our discussion in the activity only works when it is followed by acts that serve the community.

For people who are navigating fulfilled lives with a healthy, productive, and nonviolent expression of faith, I suggest you interpret the concepts in this activity through the paradigm of your faith. Many people are in the natural process of grappling with questions and concepts of faith. We all see ultra-religious people making moral mistakes and even the worst kinds of weapons for mass death in the name of their god. I understand where these critiques are coming from. Instead of throwing this activity out with the religious self-help material, it may be more effective if you interpret the activity through a nonreligious point of view, such as; utility or value added.

Utility Point of View

Utility basically means ‘use’ or usefulness. In the end, that is what purpose boils down to...Usefulness.

We look at the world through these eyes.

What is it good for? How can it be used to help people?

I suggest we look at our examination of Purpose in Life by asking ourselves the questions: What makes me uniquely useful and how can I perfect that talent? What is my internal gold (precious item) that opens doors for me and makes me uniquely important?

This activity will help to answer the following questions:

1. Why do some people recognize my talent and others do not?
2. How can I position myself to be where my talent is best used?

Value Added Point of View (Entrepreneurship)

Another healthy way to look at this activity is through the Value-Added Point of View.

This looks at what value a product or service adds to others lives, or in the case of businesses to the marketplace. For example, the genius of science and the brilliance of math brings together creations like “smart

phones”, which are made for the specific purpose of adding new services to the average phone, which now makes the device more valuable to the user. A mentor of mine, Dr. Kelly Hill says, *“Even the person who make fries at McDonalds adds value to those of us who consume the fries, but the person who knows how to build or fix the machine that fry the fries brings an added value. There are a finite number of people who can fix the machine versus frying the fries”*.

The person who knows how to build the machine brings an added value. W

This point of view makes *Value Added* the blossoms of the flower called purpose. Once individuals are steeped in purpose, they move toward their destiny with vigor and passion. It is harder for these purpose-identified people to get in trouble through senseless activity like violence, abuse, or negligence. It is only when we lose our confidence in our purpose and our innate abilities that we feel our lives and our talents add no value. This negative thinking causes us to make poor decisions.

Through the Value Added Point of View, our value can be quantified and strategically developed to make ourselves (and the product or service we provide) even more valuable. This is one of the main reasons to pursue college, trade school, and apprenticeship study. It is the ability to become even more proficient at our talent. This process allows our talent to become more valuable to people and to the marketplace. When I was teaching at Shaw University in Raleigh, North Carolina, I would have an overwhelming amount of the same inquiries from students in my classes. They would ask me “Mr. Drakeford, how can learning this make me money or get a job?”. This common question was rooted in the essential inquiry on purpose and how making money to support one’s family is foundational to surviving, providing, and thriving in the American market economy. The question is a good one because it forces us to answer the question; how does the development of my skills help me to make money, and effectively navigate the marketplace? This question becomes more perplexing in the midst of seeing rap stars and reality TV actors making a lot of money with little to no skill development.

Value and money are positively correlated, so even untalented reality TV stars add value to their faithful viewers (even if it makes the viewers themselves feel better about their own talents). Each of us has a role to play in adding value to other people’s lives, our communities, and the world. The role we play can be measured through the performance of a job, the sales of a product or service, or word of mouth recommendations for the quality of our work. The key is not to allow the circumstances, pressures, and cravings of money to sidetrack our forward progress towards adding value to others. The Value Added Point of View is a viable way for each of us to look at this activity in our search towards answering the questions:

“What value do I add to my community?”

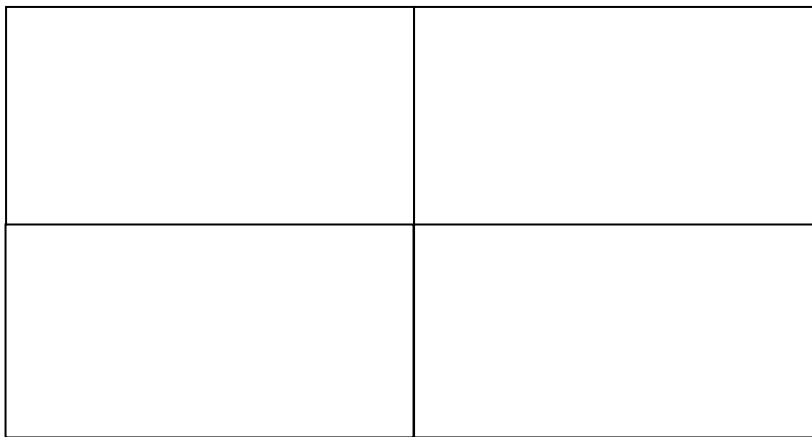
“What in the world am I here for?”

Activity: *Finding Your Purpose in 15 Minutes*

To find your purpose in fifteen minutes, it requires an honest and transparent self-examination of gifts, painful experiences and the environment. The following three questions help us to frame purpose in a way that is easy to understand and implement in everyday life. These questions force us to come to a definitive answer quicker than philosophical rhetoric.

We start the activity by drawing a four-quadrant box on a sheet of paper (as depicted below in Figure 1) this will serve as a conceptual framework to map out our purpose.

Figure 1



Question 1: Quadrant I

People- who are the people closest to your heart?


What is the community of choice that you most closely identify with and your heart feels compassion for? When you see this group in pain, you feel their pain, as if it were yours and your heart spurs to help this group of people. The pain this group feels may keep you up some nights. Examples of communities of choice are:

1. Handicapped people
2. Elderly people
3. Poor youth
4. Children
5. Homeless people
6. Orphans from third world countries
7. Animals/ pets
8. The environment, etc.

For this activity, we generally define this group as the *People* we are purposed to help.

List this group or groups in bullet format in Quadrant I as depicted below. As you can see, I have listed my *People*, or community of choice below. My first 'community of choice' is *Lost People*, which I define as individuals of all ages who have not yet identified their purpose in life, which prevents them from sustained fulfillment (for me, many times this represents young black men). The second group I have identified is Lost Organizations, which I define as organization's experiencing mission drift or questioning their long-term strategic plan and usefulness to the community or marketplace.

Figure 2



People <ul style="list-style-type: none">• Lost People• Lost Organizations	

Question 2: Quadrant III

What is the pain that you have experienced in your life that changed the way that you looked at the world forever?

By examining your own life experiences, determine the pain that you most identify with. What is the experience that was so powerful that you decided from this moment on, you will dedicate

...From this moment on, you will dedicate your life to alleviating or preventing that pain...

your life to alleviating or preventing that pain from occurring in other people's lives, especially the people you just identified in question #1. The pain this specific group experiences is something that you identify with because it is similar to some painful experience that happened so close to you that you could feel it. This pain may have tried to define you mentally and cause you

to wrestle with the most essential questions of life, fairness, and purpose. Such as the questions:

- What on Earth am I here for?
- What is my purpose?
- Why does my heartbeat?
- Why do I wake up with breath in the morning and others do not?

I felt lost again, I was worried, alone and longing for mentorship...

For me, that pain was being a *Lost Person* and feeling that I did not have a definitive future. As I think on my childhood, I realize that my parents' divorce was a defining painful experience that shaped the internal questions I would wrestle with for years. These questions came full circle when I found myself highly qualified and unable to obtain gainful employment. I felt lost again, I was worried, alone, and longing for mentorship in new ways that would enable me to use my gifts to find a path to success in the marketplace.

It was during my time on the faculty at Shaw University that I realized most, if not all of my students were also carrying scars from childhood pain that directly related to their ability to succeed and impact their community of choice. In the following chart (Figure 3), I list my painful experiences in quadrant III:

Figure 3

People <ul style="list-style-type: none"> • Lost People • Lost Organizations 	
Pain <ul style="list-style-type: none"> • Lost feeling from parents' divorce • Lost feeling from unemployment • Lost feeling from failed relationships 	

Pain's Healing Process- Making Peace

Depression is the result of pain that remains in the mind and emotions too long. It is essential to our purpose in life to process through our pain in order to come out on the other side healthy, functioning, and useful. If we do not properly navigate the healing process, we will become bitter, cynical, and generally not fun to be around. This process gives individuals the ability and confidence to help others in their own healing. This is where the pain starts to come full circle and becomes vital to the cyclical process of helping others. When we give, the giver receives so much more than the recipient. The mere act of giving positions the giver in a posture of a nurturer and allows the giver and the recipient to lower their emotional walls to become truly vulnerable. This ability to be vulnerable, open, and communicative is essential to building effective teams and relationships.

If we do not properly navigate the healing process, we will become bitter...

My friend, Marcus Tyrance, recently attended the Congressional Black Caucus Foundation's national conference. At one of the brain trust sessions, he heard George Frazier say, "*Employees should not feel bad if they are feeling used. We should feel bad if we are not being used because that means we have lost our usefulness*".

I believe Usefulness is the Fullness of Utility, the peak of ability. This is where talent and opportunity collide to create destiny. Through analyzing and moving past our pain, we become more useful to others.

Peace Process

The process to heal and transition out of paralyzing emotional pain is the transformation from pain to peace. Living at peace means operating in a state of mind where we are aware of our painful experiences, but no longer allow them to define us. For each of us, this process is different. For me, faith assists my healing process through prayer and forgiveness. In most cases, it is myself that I must forgive first before I can move on and

become productive again. When I pray, it helps me to realize God's immense size, omnipotence, and ability to carry my pain on his shoulders. The grace to embrace me with love after all the things I have done that I am not proud of, and the many times I misrepresented god, my family, and myself.

Others go through this process by meditation, conversation, writing rhymes, relaxation, or exercise. Professional counseling

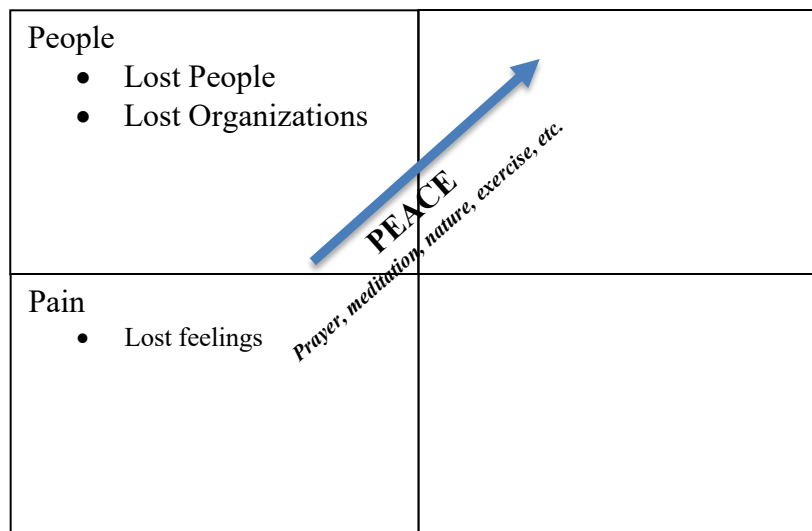
*...Remove this pain
from your mental
and emotional
plate.*

can offer the opportunity to talk out the pain to a qualified professional, who can suggest healthy coping strategies. The key is to begin the process to remove this pain from your mental and emotional plate. An empty plate is the prerequisite needed to replace this pain with a purposeful experience that fills our hearts with the promise and beauty of life.

Question 3: What is your Peace Process?

When doing this exercise with a class, I draw an arrow from Quadrant III to Quadrant II and write the word "Peace" (See Figure 4) on the line to symbolize the internal process of emotionally dumping my pain in order to become productive and impactful towards the community closest to my heart.

Figure 4



Question 4: Quadrant II Passion What is your gift and talent?

Now that we have examined our People our Pain and begun our healing process, we explore Passion. This is your unique talent, or gift set that allows you to effectively serve your community of choice. It intrigues me how the world has billions of people all

*things that come
easy to you but hard
to other people*

with a unique thumbprint. As unique as your thumbprint, your gifts reflect a similar imprint on the world. Your passion represents things that come easy to you but hard to other people. It is something you enjoy doing that can also be used to help the People (Community of Choice) alleviate or prevent the Pain (They go through and the Things that you identify with).

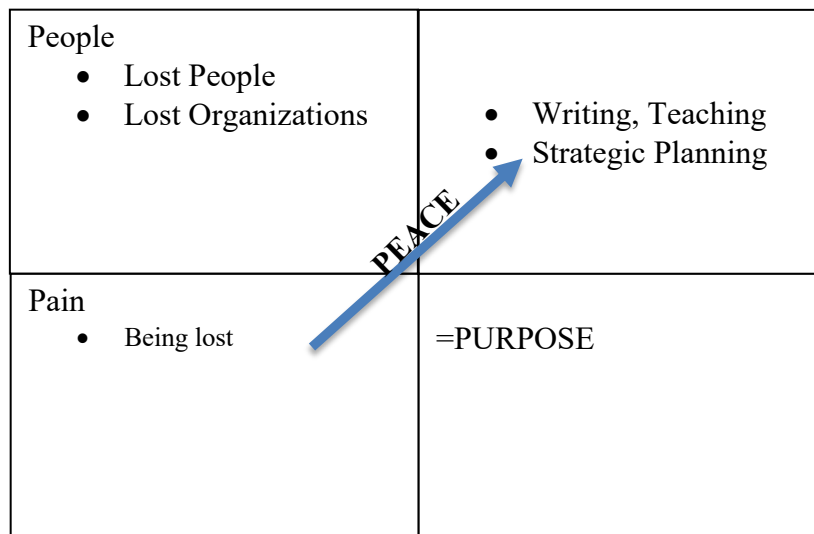
When I do this exercise with teens, undergraduates, or adults, “passion” is always the easiest question to examine. For some reason, every participant in my classes have at some point in time taken serious thought to the questions “What am I passionate about?” or “What is my Talent?” When we think about it this time, try not to regurgitate your prior self-examinations on passion, but instead place it in relations to your answers for People and Pain.

My passion is communication (See Figure 5). I use written and oral communication to help lost people (like myself), prevent the pain associated with feeling lost.

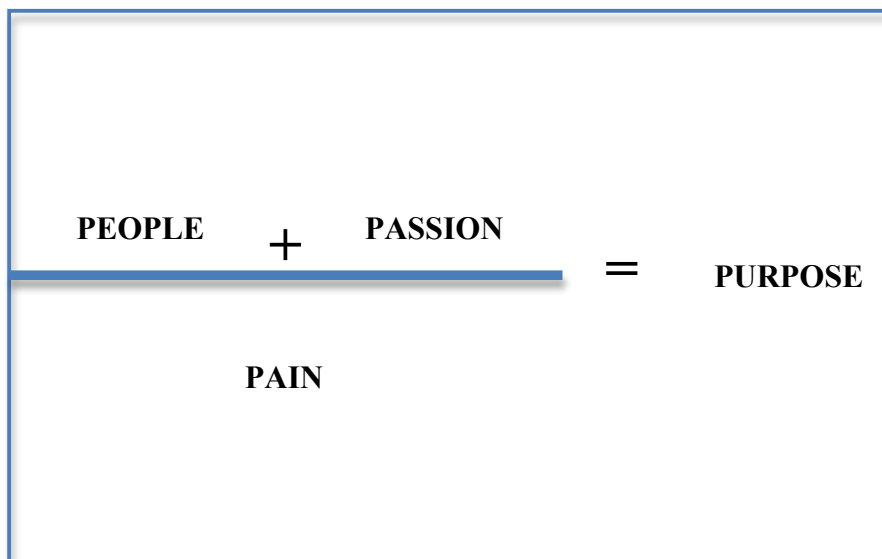
I practically do this through my for-profit company Drakeford, Scott, & Associates L.L.C., which provides educational technology, curriculum development, motivational speaking, board development, and grant writing. I also do this alongside other experts through a nonprofit educational institution called Purpose University, Inc. This is a nonprofit designed to walk individuals through the process of finding their purpose and starting a business or nonprofit in seven days. See www.learnpurpose.org

It took me a while, but I finally found a purposeful path to use my gifts to help the People I was created to help.

Figure 5



Use this equation to find your purpose in fifteen minutes :



*The line represents invisible yet continual Peace Process

Conclusion

As promised this activity was quick and relatively painless, but it offers us a framework in which to constantly review our purpose in life. As my father often says, “you may have multiple purposes in your lifetime as it progresses,” so don’t get stuck on your initial

analysis revisit these internal probing questions to make sure you are on the right path.

This activity also works for team building and mission development. I have found that when other people know your purpose, they will also learn how to work best with you. Cornel West says and I concur, “that at the end of our life the only meaningful accomplishments we will have is the quality of our relationships and the work we have accomplished together”.

To start your purpose-driven business or nonprofit, email us at admissions@learnpurpose.org

A Digital Solution

The Mobile Application Purpose University combines live coaching and self-paced courses designed to help students “find purpose” and “launch a purpose driven startup.” This Mobile App and Purpose-Driven curriculum provides educational solutions for colleges that are not interested in reinventing the wheel. The Mobile App also includes an Augmented Reality Welcome message from the App founder, Derrick Drakeford, Ph.D. To try the Mobile App and experience Augmented Reality download the App by searching for PurposeU in the App store or Google Play store. Select <Augmented Reality> then select <Welcome> and aim your phone camera at the Purpose University Crest displayed here:

Use the Mobile App to Experience augmented reality.



Chapter 6: Started from the Bottom

“By learning how to step out on faith and walk on the water, I created a new reality. This is what you are doing as you start your freelance business; you are creating waves in reality by learning how to walk by faith and not by sight” (Drakeford, 2012).

A Platform for Purpose PUR502

STARTING YOUR BUSINESS FROM THE UNEMPLOYMENT LINE

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Executive Summary

Hello, my name is Derrick R. Drakeford. I'm the founder and CEO of Drakeford, Scott, & Associates L.L.C. We have been in business now for fourteen years and specialize in resource development for nonprofits and small businesses. Our firm has a cadre of the best consultants in the country. I've had the pleasure and opportunity to teach at six colleges and conducted trainings across the country.

This was written with the thoughts of friends and family in mind who have always had tremendous talent, but have yet to jump out of the boat and take a leap of faith. Life is short; it's better to take an educated risk and follow your heart than to live with the regrets of not running after your dream.

This is an auto-ethnographic (Denzin, 2003; Hughes, 2008) analysis of my business experiences, challenges, and triumphs. Auto-ethnography is essentially the art of life-story telling elevated to an educational research process. I use my life-story to become self-reflexive, self-critical, and teach how my socialization and thinking manifested into starting a business from the unemployment line.

I hope you enjoy the story and see something that sparks the entrepreneurial fire to brew inside of you.

Thank you for your purchase.

Derrick

My Purpose-Driven Startup Story...The Beginning...

The idea to write this book was placed upon my heart strongly about a year ago. As the national economy began to rebound for most, but not for all, I found talented friends and former colleagues shut out from the doors of financial opportunity. Seeing this, I felt a pressing call to tell my story of how God made a way from a seemingly impossible situation in my life and created a business that helps His people and gives Him glory.

In the summer of 2003, I had been laid-off from a nonprofit organization in Raleigh, North Carolina. A few months before, I had been contemplating the idea of opening a consulting firm. My friend, Marcus Tyrance, told me he had obtained a tax identification number (EIN) he used for private contracts and personal business. At this point in my life, I had no knowledge of the practical steps for actually starting a business. I thought it would be too costly, and out of reach for people like myself, who did not have lawyers or an abundance of cash and investors. I did not know that I could obtain a tax identification number and open a bank account in the name of my business the same day.

Essentially that's the purpose of this book, **to dispel myths and miseducation on the practical steps for starting a freelance business with little to no capital.**

Hopefully, my story can inspire you to take an educated risk and start your freelance business.

The next day, after learning this information, I called the Internal Revenue Service and started a Sole-Proprietorship business. It took only 15 minutes and I was in business.

Drakeford & Associates Consulting was born. It was thrilling, encouraging, and motivating to find out how easy it was to start a business in the American market economy. At that time, I did not know that my safe and secure employment would soon be in jeopardy. My thrilling on day experience of starting a business would be put to the test of faith.

The economic effects from the 9-11 terrorist attacks in 2001 began to ripple through the non-profit sector. Donations were decreasing, fundraising was scarce, and in one month, three employees at my job were laid off. I was one of them. I found myself on the unemployment line scared, anxious, and stressed. My faith in God was being tested. I thought, how could a God that loved me allow me to be here with no work options and with my house in danger of foreclosure? My mental conversation was depressing. I would jump from being depressed, hopeless, and angry at the man [the system of structural racism that provides whites with economic privileges and non-whites with penalties] (Delgado, 2011). But I would also be hopeful at times and encouraged myself to use this Sole-Proprietorship business as a tool to drum up financial opportunities.

I began to learn how to work my professional network. For example, as a component of my former job I would meet with colleges, universities, and potential partners to develop business relationships. It just so happened that many of the people I met were impressed with the way I carried myself, and the abilities I displayed in my work.

Ms. Nan Coleman, the director of the Historically Minority Colleges and Universities Consortium (HMCUC) at North Carolina Central University hired me to do a small project for her organization. HMCUC became my first client and created a glimmer of hope

that began to drown out my internal thoughts of self-doubt, depression, and anger. Ms. Coleman saw in me what I was not yet able to see in myself. Her investment in my consulting firm was confirmation that I was on the right path. In a subsequent newspaper interview, she stated: *“He did a very good job on that report. The Consortium members where pleased with his work and the manner in which he handled himself and conducted the study”* (Chambers, 2006).

I remember discussing this event with my friend Daniel Datiles, who encouraged me to press on. After our conversation, together we pulled-up the for-sale sign from my house lawn and, on faith, I believed somehow all the bills would get paid. My faith was the substance of things hoped for and the evidence of things not yet seen. I then decided to meet with Rev. Dr. Scott at Shaw University to present him a consulting idea, which involved providing educational workshops for freshmen students at Shaw University.

I first met Dr. Scott a year earlier, when I visited him at the recommendation of Dr. Patricia Ramsey the Vice- President of Academic Affairs at Shaw University. As I entered his office and began dialogue, it was almost impossible not to observe the artifacts, pictures, awards and books that adorned the walls of his office. As he sat behind a mahogany wood desk, I



could see him scanning my eyes. I sat in his office and tried to focus on presenting an offering of educational workshops for his Freshmen Studies program.

I remember as I scanned his office, I saw a dog bowl with fresh water next to a small poodle dog that

looked either dead or fake, but it threw me off because it's chest would periodically expand as if it were breathing. Later, I would find out that Dr. Scott's fake dog breathed with the help of batteries. It was one of his methods of 'throwing people off their script' [our socialized and learned responses in discourse] in order to see peoples' authentic selves. Through the brightly lit stained-glass window, I could see shimmers of color reflecting off his military awards, and framed degrees from Vanderbilt University and Shaw University. My eyes stopped on a painting of the last supper. It was the traditional famous painting of the Anglo-Italian Jesus with the Italian-looking disciples. Oddly, this particular rendition seemed to have a cut-out picture of Dr. Scott's head placed over one of the apostle's faces.

I also noticed a newspaper cutout picture of a white preacher, giving a sermon to an all-white church. In this depiction, Jesus was sitting in the front row of the audience asleep from boredom. All of these odd items helped Dr. Scott to quickly evaluate people's reactions and thought processes. I was nervous and finally at the end of the conversation, Dr. Scott proposed that I prepare my briefing in the form of a power point presentation for him and his Freshmen Studies staff, in a few weeks.

I presented his staff with a presentation entitled 'Sowing Your Gifts' where I used the model of instructor-coaching introduced by Dr. Jawanza Kunjufu (1984) combined with the Apostle Paul's writings to the church in Corinth to model a higher level of teacher investment in student growth. Dr. Scott and his staff were impressed with the epistemology of "Sowing your Gifts". Shaw University became my second client and by the end of the summer, they offered me a position as an adjunct professor. I was 25 years old and a professor at Shaw

University. I was teaching college students while becoming a student of Dr. Scott's "liberation theology".

My house was saved; my income was restored; and I thought that would be the end of the story. I believed that I would teach at Shaw until I died, and the freelance business would have just been a temporary bridge to help me land this dream job. After a year of hard work, I added some innovations to the Freshmen Studies Program including a unified curriculum, teacher training institute, and an expanded community service initiative.

I was promoted from an adjunct professor to the Director of Freshmen Studies and Community Service. All this came with a raise and administration responsibilities. I was 'cushy'; I was comfortable; I had arrived. I had four Ph.D. professors working under my leadership and I only had a master's degree. I began to assume this was because of my unique talent and not God's grace and provision. The tipping point came when Dr. Scott scheduled me to present in front of the University President's cabinet. I worked long and hard on this presentation and added some new aspects that were sure to please this specific audience. I was so nervous; I could feel the tension in my body in the days leading up to the presentation. As always, I prayed quietly before I presented, and my confidence returned.

The presentation was a smash hit. The University President made a statement that fed my ego, but also began the silent employee infighting, process that would eventually land me back on the unemployment line. The President said, "*This is the best presentation I've seen since I've been at the University.*" I smiled and left thinking I had just secured my job for the next twenty years. But soon I realized that all of the other staff in the room, who had also presented to the

President during his tenure, saw me as the embodiment of a threat to their job security.

A week after this presentation, Dr. Scott was satisfied with the level of organization and effectiveness that the Freshmen Studies program experienced under my leadership. He appealed to the administration to move this program back into the academic affairs division where it belonged and out of the Chapel where he had been tasked to improve the program. This was the correct decision for the organizational structure of the program, but it also meant I would have a new boss, one who was potentially threatened by my presence. Two weeks after this move, my new boss decided to eliminate my position and offer me a lower position teaching twice as many classes and making half my salary.

I could not believe that all my hard work, innovations, and success was rewarded by my position being eliminated. This occurred less than a month after the President's accolades on my work. I was learning the hard way about organizational culture in the American workforce. It appeared easier to sabotage your competition than improve your own work outcomes. It was perplexing and painful that the more I produced the less secure my job became.

After doing my budget, I realized that the smaller adjunct position would not pay my bills and therefore, I returned to the unemployment line, but with a new level of confidence in my ability to run a business. Both of these experiences being laid-off made me lose confidence in working for others. I realized that the only true job security would come from working for myself.

In order to be successful working for myself, I had to make some mental shifts, which would be difficult

because I had always worked for others. I needed to wake up earlier and work later, for myself, in order to accomplish financial security. The unemployment insurance check, though small, was just enough for me to juggle expenses. I cut out unnecessary spending, like eating out and business lunches that never amounted to new clients. I began to go to the library and read books on business, consulting, sales, marketing, any and every resource available that might help me learn how to grow my business. Thinking back, I would hear my father's advice as I researched in the library. My Dad would always say "*The purpose of college is to learn how to learn. Once you learn how to teach yourself, you can do anything*". I learned the hard way that hiring a secretary and staff to make me look important did not increase my business profits, and only made my profit margins thinner due to the additional cost of human resources. I shifted to a freelance subcontract model, where I only hired consultants who were highly qualified. These consultants could complete specialized tasks better than me as opposed to hiring multiple full-time low wage staff that could only answer the phone and send poorly written emails that reflected poorly on my business. Because every industry is different, I suggest finding a business model that works best for you and your family. In order to do that, my experience has been to keep overhead as low as possible.

Otherwise, you will have to work hard just to keep the lights on every month. I realized through the internet and web-based freelance services, I could reduce my overhead and start-up costs to give me the time to develop real relationships built on trust. I felt when I had to 'get' this client in order to "keep the ship sailing," I approached the client conversations differently and ended up losing the business because the potential client could sense my desperation. Having six months of savings gave me time to reshape and recreate my business model multiple times in

order to find out what worked best for my particular industry. If you plan on leaving a job to start your business, I suggest that you save at least six months in living cost before taking an educated “leap of faith”.

On My Own...

For the first three months, I worked out of my home and was only able to obtain small clients who had faith in my abilities. Many clients were skeptical about hiring someone who worked out of their home. Now times have changed, and home-based businesses are more popular today. For my industry, it is still best for me to have offices outside of my home.

I remember speaking at an event in 2006 for the Durham Business and Professional Chain and meeting Mrs. Glyndola Beasley. She found my presentation informative and offered me office space in her suite in downtown Durham. This was a turning point for my business and helped me get my first wave of high paying clientele. Her faith in my abilities grew a partnership between our companies that continues to work today. It's important to get outside of your bubble and find mutually beneficial strategic partners.

Greener Pastures...

In 2008, the economy tanked and I found my business, like many others, hemorrhaging from a reduction in clients and cash flow. I had planned to expand the company into the Washington D.C. and Maryland markets by 2010. This shift in the economy, due to the recession, made me re-think my long-term plan to expand amidst the financial collapse. To move was a high risk, high reward business decision. I knew the time required to enter a new market and build new relationships would not be easy.

I sold my home in Durham and began to reduce expenses. For a month, I would drive to D.C. from

North Carolina, sleep in my car in D.C. then drive back to North Carolina and sleep in my Durham office. When it was in the budget, I would get a hotel. My now wife, Iris encouraged me to pursue the business. She could have discouraged my dreams and advised me to change my course and get a 9 to 5 job. Part of my success is due to her faith in my business and support of me pursuing my dreams.

Around that time, I was hired by the Maryland State General Assembly to write a grant for a youth afterschool program. The grant was awarded for \$1,100,000 and created 44 jobs to serve over 400 at risk youth in Prince George's County, Maryland. It was the first grant of its kind awarded to Prince George's County. Almost overnight my business increased, and I was able to establish my D.C. Metro office. Iris and I got married in 2010. As the chapter in my life centered on me was ending, a new chapter centered on family had begun. Thus, the following are reflections on the past fourteen years in business. I present a paradigm of thinking to encourage other freelance entrepreneurs like myself.

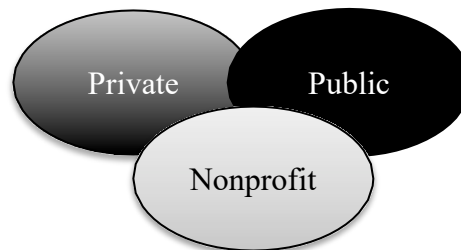
My Reflections...

American Government Systems

I taught American Governmental Systems in the Master's in Public Administration program at North Carolina Central University. The purpose of the course was to give students a general understanding of governmental systems and how they worked together and autonomously. I wanted to give students information that gave them a deeper understanding of the course content and spark ideas on how to enact the visions that had been planted in their hearts. The following is a concise version of a course lesson I

developed that helped me to frame the macro view of business formation in the United States.

Three Sectors



There are three overarching sectors in which all institutions or organizations are classified. These sectors are the Private Sector, The Public Sector, and the Nonprofit Sector. In order to effectively run your freelance business, it is important to understand the needs of each sector.

The Private Sector consists of sole proprietorships, Limited Liability Companies (LLC), Private Schools and a host of other types of businesses. The traditional driving force in this sector is 'profit.' Profit is the total sales of the product or service subtracted by the materials and human resource cost used to create the product or provide the service. Due to this traditional profit-driven model, as corporations grow and profit margins tighten, these **companies are morally challenged whether or not to choose profits over other factors such as safety, regard to human well-being, and regard to the environment.** As you start your business and it grows, be mindful not to make this traditional profit-driven model your dominant paradigm or you will also have to struggle with this moral dilemma. An alternative suggestion that I offer is to keep your business ownership team or family business small in size. Also, carefully weigh the pros and cons of taking your business public, where the

reality of stockholders and market pressures will impact the moral dilemmas of your company.

The Public Sector consists of elected officials, governmental departments and agencies, and governmental entities such as the police department, fire department, public schools, county government, etc. This sector provides services that are imperative to the safety and wellbeing of citizens. The strongest characteristic of the public sector is that it has the ability to change over time and even get better as newly elected officials hire managers and staff with community-minded ideologies. There is a greater level of accountability and checks and balances in this sector. This requires agencies to be transparent with their plans and to publicly hold meetings. As you grow your business, it will be important to get to know how public sector entities can help your business to find resources, networks, and partnerships. Get to know the public sector officials and employees that impact your business. You may also want to think about running for a public office or getting involved with how laws are shaped and interpreted in the area in which you live and work. My father, Dr. Robert Wayne Drakeford, Jr., was an “activist mayor” (Tuskegee, 1979) in my hometown of Carrboro, North Carolina.

The way in which my Dad looked at the world, and served *the least of these*, helped me to chart a life course based on service to the community. Public officials can also run businesses or nonprofits simultaneously and utilize public information and research that is available to all but, only sought out by a few to the advantage of their organization.

The Nonprofit Sector is comprised of organizations that provide charitable services to the community. There are a plethora of nonprofit classifications and each has a different set of restrictions. One restriction

you should be aware of is that most nonprofits cannot participate in political support of a candidate.

Additionally, the proceeds a nonprofit gains must be redistributed back into the organization to meet the needs of the mission. Hence, nonprofits are not get-rich quick schemes, but can provide an employee a good living while serving the community. Some nonprofit employee salaries exceed \$400,000 per year and some serve on a voluntary basis for \$0 a year. Businesses can receive tax advantages by donating a portion of their profit to nonprofit organizations. For this reason, many businesses start nonprofit partnering organizations or foundations to provide a tax shelter for their charitable work. I strongly advise every business to partner with an existing nonprofit that provides a service to meet the needs of individuals in the area in which you work. If there is not a nonprofit already providing this service, think about creating one with other like-minded members of the community. Churches are an example of a nonprofit organization that creates a sense of community and teaches values which can be passed down from generation to generation.

Generational Wealth

Generational wealth is created, maintained, and expanded through private and nonprofit corporations, which outlive their original founders. For example, businesses or shares of the business ownership can be passed down to the children of the founders. This process allows the children to expand the business or use the capital to create new businesses or nonprofit ventures. The reason communities of color have economic imbalance and poverty is that, for centuries, marginalized people were unable to create businesses and participate in the generational wealth building process. Now there are more opportunities to begin the process of generational wealth creation.

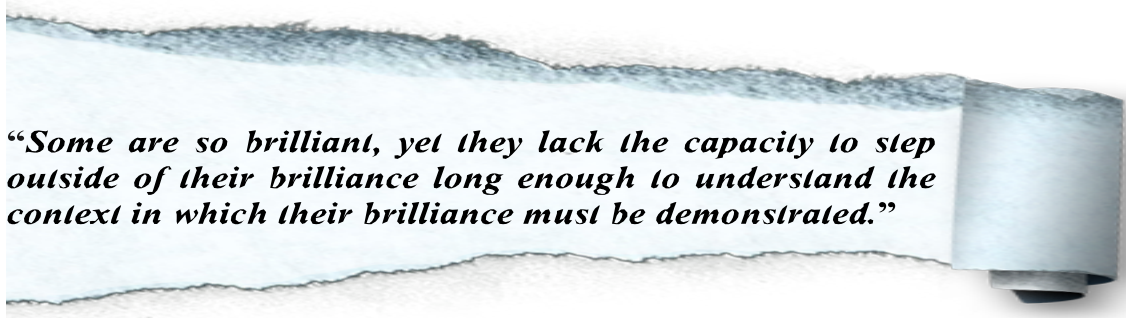
Understanding the Context

Before Shaw University, I thought that my freelance business was just an outlet to make money, so I said to myself “If I have a good job, why should I continue to grow the business?” I learned later that a business is a higher calling than just making money. It is an opportunity to create an institution around your gifts and talents that will allow you to make an impact in the world and transform lives for the better. At the time, I was just happy to have a job, and I began reading and asking my colleagues questions so that I could become a more effective thinker and teacher. I figured, “Once you get a good job, you should hold on to it even if your heart pulls you in other directions. Keep this good job until you die!”

Why take a risk?”

I remember asking my direct supervisor, Rev. Dr. Quincy Scott, Jr., about a challenge I faced in helping students to choose majors that best fit what they wanted to do in life. Dr. Scott never gave me direct answers. They were always cloaked quotes and vignettes that forced me to think through the issue completely. Now, I find myself also rarely giving direct answers; instead, using a similar methodology to force readers and my students to find their own truth rather than searching for the truth from outside sources.

Dr. Scott's response was so profound; I jotted it on my notepad. He said:



“Some are so brilliant, yet they lack the capacity to step outside of their brilliance long enough to understand the context in which their brilliance must be demonstrated.”

Years later after I left Shaw University and was running my business in downtown Durham, I came across this jotted quote and placed it on the wall next to my desk. This quote helped me to understand that God can use me in business just as well as he could use me as a volunteer, a college professor, or a nonprofit executive. I challenged myself to not be limited by my preconceived notions of what is possible or where I can serve. I began to transform my mind to a limitless perspective that is now able to visualize innovations and new answers to age-old problems. A great example is President Barack Obama who had a vision that no one in the world had seen before: A Black President of the United States. This vision was so clear in his “mind’s eye” that he moved forward without hesitation or doubt, and bent reality around his visualization. Another word for this visualization process is “faith.” Faith is the ability to visualize a better reality than the reality we encounter today. Even though, there is no evidence to support this vision.

When I was on the unemployment line reading The Art of War and angry at the world for the marginalized condition in which I was born, it took faith for me to channel this negative energy into a passion to create something new: my own business where I could use my brilliance to help people and organizations.

Just like me, you are brilliant and wonderfully created. Step outside of your brilliance and examine which sector provides a context for your brilliance to shine. If it's the public sector, get involved with local government. If your heart is drawn to the private sector, then get involved with a nonprofit that aligns with your purpose in life. If it is neither the public nor private sector, then maybe it is time for you to start something new. Your freelance business will be a light upon a hill that will shine for generations to come and provide a sound work ethic for your family.

PurposeU 1-Day Free Business Start-up Checklist

Step 1: Research

Complete PUR501. Think about your purpose in life and how to use your gifts and talents to help people and organizations. Ask yourself "what services and products can I provide that are second to none?". Create an innovative Business Name for your company.

Step 2: Become Legit with an Employer Identification Number (Tax ID). Complete PUR502.

Call the IRS at 1-800-829-4933 and they can walk you through the process of creating a Sole Proprietorship business and give you an EIN today over the phone.

Step 3: Get Bank Business Account

With this EIN you can now open a business checking account at any bank and begin accepting checks in the name of your business. Start thinking how you can get checks written to your business name instead of receiving personal checks.

Step 4: Market and Serve

Set up a free website by taking PUR502 www.learnpurpose.teachable.com. Get a professional looking headshot and begin to build your social media and

linked-in profiles. To build clients, create a free online website. A list of suggestions can be found at learnpurpose.org. Also, for FREE you can order business cards and create an online payment system. Then, create a brochure and competitive price sheet for your products and services. You may need to offer some free or discounted services initially to build up your client references and recommendations. Think “Seed, Time, and Harvest” as you grow your organic pipeline and sales cycle.

Business with Purpose

Struggle is made lighter when your business provides purpose. It helps me to sleep at night when I know the work my company does truly helps people and organizations. It is also easier to *sell* something that you believe in. I rarely use the terminology of sales because I think it has become an inherently one-sided term, in which the seller has gotten one over on the buyer. I see sales transactions like relationships. Ideally, it is my mission for the exchange to be equally beneficial to both parties. Then, we are both left with a good feeling about the transaction, and the client clearly knows before the purchase what ‘value add’ they are acquiring from the purchase. In business, your reputation and personal ethics is paramount to retaining good clients and cultivating new clients.

We live in a relationship world and most major purchases come from referrals where there is strong evidence of past performance. For example, before going on vacation, my wife meticulously reads the reviews for each hotel destination. Before we buy a new car seat, crib, or baby toy, she and I scour the web to find out what other people have said about this product. We live in a relationship world and it is important to approach each new relationship as an opportunity to create a positive exchange. Even if that exchange does not result in a sale; we must look at the wisdom,

experience, and knowledge we can gain from each personal interaction.

Positive Parenting

Confidence is the faith that you will win. I see confidence, as a series of positive and affirmative responses to casual and challenging circumstances and interactions. Where does confidence come from? Where do our mental conversation begin? Who writes the scripts of our psychology? Can they be edited and re-written?

I grew up in Carrboro North Carolina, the younger of two sons. After my parents divorced, my mother worked two and sometimes three jobs to support my brother and myself. This is the American work reality for many families. There is never enough time for parents to spend one-on-one time helping their children to grow in confidence and self-esteem. This is especially important for children who are not in the mainstream, popular, or defined as beautiful by popular culture and media outlets. This group of kids may get bullied for being overweight, possessing different social skills, the color of their skin, or the texture of their hair.

My esteem during my middle school years came from my mother telling me, "You're handsome" every day, or my father telling me "You're the smartest person in the room, in every room you enter" every time we talked. I was fortunate to have parents that believed in me and it was through their eyes that I found belief in myself. I understand that not every family is as encouraging as mine, and some parents insult and discourage their children. These actions, no matter what the root cause, can have a lasting effect on the healthy development of self-concept. It is important that you verbally affirm your children's abilities, gifts, and talents. When parents repeatedly encourage their

children, it becomes an internal monologue that allows them to withstand the insults, bullying and inevitable altercations with their peers. Our future generations of entrepreneurs are being molded right now in elementary and middle school. Even if you did not have the best childhood you can begin to reprogram your possibilities by replacing negative self-talk with positive self-talk. For me, it has been important to find out what God says about me through the Bible in order to rescript greater visualization. The Bible says: "I'm more than a conqueror", "I'm above and not beneath", "I'm a generous giver", and "I'm a royal priest."

Community

I can remember being a part of an all-Black parks and recreation basketball team organized by Dr. Henry Frierson. This team gave me a sense of community and confidence. One time, I went up for a dunk in a game and came up six inches too short and got hung on the rim and awkwardly fell to the court. My teammates clowned me for the rest of the year and would rewind the video tape back to see me fall over and over again. Even this harsh ribbing, out of love, helped me to create community.

When I went to Bethune-Cookman University in Daytona Beach, Florida, it was a new environment. I did not have the constant encouragement from my parents or community due to geography and infrequency of communication. It was at college that I needed to develop a new type of confidence that was not rooted in a spirit of arrogance or exclusiveness. It was in this isolation that faith became real to me. My belief in God gave me a renewed sense of confidence. This new confidence was not based solely on my natural talent and abilities. It was a product of understanding God's supernatural goodness and "His super on my natural." My confidence was built on my faith in the Lord and the concept that He would never allow me to fail,

unless the fall was ultimately for my own good in route to a pending success.

This is the philosophy upon which I began my business; this overriding shield of faith blocked all the arrows of self-doubt, outside criticism, and structural racism I faced. As you embark on your business venture, it will be essential to have a confidence and faith that encourages you to stay in the struggle when times get hard. I would be negligent to lead you to think that there will be no struggle on your road towards financial independence. There will be a great struggle, but remember it is a struggle with purpose.

Value Added Product(s) and/or Service

Why should a client buy your product or service over a competing business?

What do you offer that makes your business unique?

With the common use of the internet, it has made the once small local marketplace a global marketplace. Increasingly, we must be able to articulate not only the 'value' we offer but the 'value we add.' We must be concerned with the additional element(s) that makes the business special and worth the money exchanged. For my business, I always highlight my personal care for my clients and my commitment to customer service. I go out of my way to make sure the client is satisfied. This is a value-added service that aligns with my personality and individual talents. It is important that your value-added service be something that aligns with your uniqueness and abilities.

Whatever it is, just make sure you communicate these qualities in the introduction of your business or your elevator speech [your one minute naturally spoken business purpose statement used as a conversation starter]. Once you acquire clients, it is

important to make them realize they are unique and thank them for building your business.

Spirit of Thankfulness

A thank you goes a long way. Create a system of organizing and keeping track of your clients so you can periodically thank them and let them know about new products and services your business offers. Don't overdo it, If possible, find out what frequency and form of communication works best for each individual client and respond to their uniqueness. Depending on your type of business and the volume of clientele, I suggest finding time to spend 'face to face' communicating with longstanding clients and let them know that you appreciate them.

This mind-set of thankfulness allows you to look at every day as a gift. In the end, I view the business as belonging to God and not me. It is God who has allowed the business to grow and flourish. Just like a farmer does not control the rain, sun, or soil quality of his crop, a business owner never has total control. This mindset helps me to be thankful for every client and therefore, tithe back 10% to God what He has given to me.

Swagger Factor

Swagger is your essence, your individual vibrations that emanate from your smile. It's your natural unforced personality. I recently encountered a classmate in the business school at UNC-Chapel Hill. It was a learning experience to hear him describe contracts that he would at times foul up and yet continue to get business from the clients. It is important to note that he was a white male, and this may not have been possible for marginalized groups.

His confidence and security in describing his mistakes showed me that he had a personality that has been crafted and molded to be influential and

persuasive while authentically himself. Sometimes, the talent is the confidence, the unyielding faith that you will be successful. The innate ability to envision a sight that no one has witnessed before can result in a positive influence on the buyer. When you approach your vision with this type of confidence and swagger combined with the ability to actually do it well, you begin to bend reality around your vision.

Bending Reality

Have you ever seen a water bug skimming along a pond and creating waves that bend around the direction in which the water bug is scampering? Like a skipped



rock, the ripples created in the water by the positive movement resemble the ripples you create in reality through your positive actions. Your business is a new reality for you and others, and its presence creates ripples in the universe, which, if used correctly, can attract partners, and clients to your mission. I use this analogy of a water bug because the bug is essentially taking a leap of faith and walking on water. Growing up my father would describe a job as a lily pad and the employee as a frog. He would say *“it’s easy to jump from one lily pad⁹ to another* [meaning one job to another job] *but it is really hard to jump on a lily pad out of the water* [meaning getting a job without having one, which depicted my job search on the unemployment line]. In a way, this challenge of jumping out of the water wasn’t real to me. By learning how to step out on faith and walk on the water, I created a new reality. This is what you are doing as you start your freelance business;



⁹ <http://fineartamerica.com/> and <http://thechoicetheeffect.com>

you are creating waves in reality by learning how to walk by faith and not by sight.

Learn Balance-Your greatest strength is your greatest weakness

My greatest strength in business was that I was a people pleaser. I prided myself on customer service and making every client feel special, appreciated, and unique. This also became my greatest weakness because when a potential client said ‘No’ to what my company was offering, the feeling of rejection would be so heavy it would paralyze me and I would run over in my head a million times what I did wrong and how I could have approached this potential client differently. Though it is good to regularly evaluate your service offerings and pitch, it is counter-productive to overthink it. Some people will never become your client regardless of how polished and attractive the offering and it is important to learn quickly how to move on from a “No” to the next opportunity.

Even when you receive several “No’s” in a row, keep asking and stay in the game. My greatest weakness became ‘paralysis by analysis’. I would sit and re-think my rejection instead of moving on to the next opportunity. It took some time to better understand my personality and nature in business. Then, I had to retrain myself on how to respond to this weakness while maximizing it as a strength.

Get Your Paper

The world in which we live, though increasingly digitized, is rooted in the concept of paper and documentation. When we are born, we are assigned a sheet of paper, which proves and documents our birth. The same happens when we die, get married, get a job,

or start a new business. Money is complex and coded paper that is increasingly hard to counterfeit. A pop culture saying is, “Money makes the world go around”, but I believe paper makes the world go around. Every major faith in the world has a book or bound set of papers that articulate the concepts of their belief. In the Christian faith, it is the Bible. The Bible is described as the Word. Jesus is also described in the Bible as the Word. The Bible is described as a sword so sharp it can cut to the bone. Imagine... a book of paper can cut to the bone!

It is important to understand the value of paper in our world and how it allows you to enter doors once closed to opportunity. A high school diploma is a piece of paper signed by the officials of the school. A college degree is simply a piece of paper signed by the chairman of the board of trustees, the chancellor, and other school officials. All that hard work and years put into obtaining a degree and all you get is a piece of paper. However, this piece of paper also opens doors of opportunity for one’s career. The process of obtaining the degree shapes the way you think and expands your network. As you grow your business, realize that a higher education degree will help to legitimize you in this paper-led world so you can ‘get more paper’.

Organization, Record Keeping, and Taxes

In business, ‘getting your paper right’ also means filing the correct required documentation to allow your business to operate legally. This means getting a business license (where required), appropriate documentation, and maintaining internal revenue tax filings and requirements. You can’t get paper until these papers are in order and properly prepared. In many cases, this may require you to hire a tax professional, use tax software, or partner with an accountant to regularly review your quarterly taxable revenue. If these papers are not in order, you can find yourself

paying a fine or even serving jail time. It is a serious matter because our world operates by paper. So, remember first things first: get your paper right!

Study to Show Thyself Approved

Once you have decided on the business that fits you best and uses your unique gifts to create innovative products or services that help people, set your mind on becoming the best at what you do. This active research and learning epitomizes the phrase ‘get yo paper right’. Martin Luther King Jr. *spoke to a group of students at Barratt Junior High School in Philadelphia on October 26, 1967. King said:*

“Ralph Waldo Emerson, the great essayist, said in a lecture in 1871, *‘If a man can write a better book or preach a better sermon or make a better mousetrap than his neighbor, even if he builds his house in the woods, the world will make a beaten path to his door’*....King elaborated, *“If it falls your lot to be a street sweeper, sweep streets like Michelangelo painted pictures, sweep streets like Beethoven composed music. Sweep streets like Shakespeare wrote poetry. Sweep streets so well that all the hosts of heaven and earth will have to pause and say: Here lived a great street sweeper who swept his job well (King 1967).”*

Becoming the best at what you do takes time and requires you to teach yourself how to become better at what you do. The objective is to learn how to learn.

This required me to learn more about my industry and the challenges my clients face in order to provide offerings that helped solve problems. It also required that I regularly read news articles, keep up on current events, and find relevant research on my industry so that I could be the most knowledgeable consultant for my clients.

Flip the Mailbox

During my first days of business, while I was still struggling for answers and learning how businesses operated, I paid close attention to every business I invested in through bills, services, and consumer goods. My first year in business, I only made \$11,000. If another business could make me buy a product with my small income, then they must be doing something right. I started noticing that my mailbox trips were becoming more and more arduous with the fear of mounting 'papers' - bill after bill, past due notice after past due notice. A thought came to my mind '*Flip the Mailbox.*'

Instead of looking in the mailbox to find bills, figure out a way to get checks to come to the mailbox while you bill your clients. This concept was simple to say but harder to do.

Though it started with me thinking about how to get more checks into my mailbox, the results were a new line of ideas on how my company could reduce costs to clients by splitting payments into monthly billings and extending one-time service offerings into long-term partnerships.

Love Your Hood

I see service like the spirals in a tree's inner bark; it starts with family, then neighborhood, then nation, and then many nations. At Bethune-Cookman University, I graduated with a degree in Political Science. The Political Science Department's motto is '*Think Globally; Act Locally.*' This piece of paper I acquired in that degree came with a passion to help all people achieve first class citizenship.

Service to humanity starts at home with how effective I am serving my family and meeting their needs. Though this is never a process one can master, it is important to me to keep family as a priority in everything I do. Second to family is my neighborhood and making a positive impact in the lives of those who live and work near me. It is not good enough for me to think of my business as a tool for me to buy as many goods as I want, but a tool for community transformation. I want to leave a positive mark on every community in which I have lived. I want to, “Love my hood”. I do this by providing business services that are at an affordable rate and create opportunities for my clients to grow.

My thesis from the Master’s in Public Administration program at UNC-Chapel Hill was entitled “Critical Factors of Economic Boycotts”. My research found that the Montgomery Bus Boycott that lasted 381 days, achieved bus desegregation not solely by the moral conviction of white southerners. A major factor in this social justice victory was the subtraction of ten cents per day per person from every boycott member who previously invested in the inequitable bus system. It was the organized removal of capital that utilized capitalism to secure social justice. Hence, their collective actions proved that capitalism could also be used as a tool for social justice (Williams, 1989).

God Blesses Through Relationships

A man came to Jesus one day and tried to jam him up with a complex question. He asked, “Which of the commandments is the greatest?” This question tried to corner the respondent into a ranking of Biblical law and commandments. Instead of listing the commandments by priority, Jesus encompassed all of the commandments and Biblical law into two aspects of one concept. He said, “Love” ... “Love God with all your

heart, all your mind, and all your soul, and love your neighbor as yourself.”

This still blows my mind. The many pages of paper in the Bible, Judaic law, Levitical law, old testament, new covenant laws, parables, and all of the stories can be summed up in one word - “Love”. The two aspects of this one-word flow in two directions: The Vertical Love Relationship, which is our love toward God; and The Horizontal Love Relationships, which is our love toward our neighbors. Essentially, I’m commanded to love God and “Love my hood”.

This impacts the way I structure my business to love my clients as myself. This means I have to be honest with my clients and tell them when hiring my firm is not in their best interest for where their organization is currently situated. Instead of taking advantage of clients, I am advised to let clients go if it is not in their best interest. To do unto them, as I would want done to me. For example, recently a potential client wanted grant writing services, but lacked the capacity to execute the program. I had to inform him that without the Board of Directors, program descriptions, expected outcomes, and evaluation methods in-place; I would be doing him a disservice to write a grant. If funded without the capacity to deliver, they would be putting the cart before the horse.

As I look back on my business experiences, I realize that all my blessings, clients, and business successes have flowed to me through **relationships**. These relationships (or Horizontal Love Relationships) are the hands which God uses to bless me. This makes it even more important that I don’t burn bridges or essentially end relationships, which God initiated to bless me. However, I have also realized that some relationships are poisonous, draining and should receive less investment of my time and energy. These

plain concepts also make good business sense for people who are not faith oriented.

It Takes Time to Build Trust: Be Patient

I have found that it usually takes from six months to a year to trust others with my business. I have to observe them doing what they claim to do and see evidence of strong outcomes before I can take a chance on investing my time and resources. This works in the same way for others who are carefully observing me. I have found the same client who said “No” last year observed what I had just accomplished for another client and then said, “Yes” this year. If I had acted unseemly after their initial “No,” I could have severed a relationship and prevented today’s “Yes.” Keep this in mind as you face rejection and always keep the relationship as more important than the business transaction.

Mutually Beneficial Partnerships

I remember in the early days working with Mrs. Glyndola M. Beasley and Atty. Marcus Becton. We formed a comprehensive internship program called “The Collective.” The program rotated Duke University students through our organizations to provide first-hand community development experience. The program was highlighted in a News and Observer article entitled “Interns collect life lessons in activism” (Chambers, 2007). Together our three firms were able to accomplish more than we could separately.

I realized I had skills and abilities their businesses needed and they had resources that are essential for my business growth. It is important that every partner brings something to the table. My focus is to give and gain in equal proportion, so no one feels taken advantage of. Carefully negotiated contracts (or memorandums of understanding) help to keep the

relationships clear on each project and allows the contract to be the voice of reason when conflict arises. I suggest creating contracts for all partnerships that clearly articulate the role of each partner.

To increase partnership opportunities, I launched a networking event. I enjoy DJ'ing music, so I started an event called Black Wall Street Night. This event is a networking social that we do in cities throughout the country to bring together small business owners of all races who are interested in networking, building mutual beneficial relationships, and helping the local community (Chambers, 2006; Spectacular, 2008). This event allowed me to market my business, other businesses, and create a social atmosphere to initiate trust relationships. It was my work, but it felt more like fun.

The Balance of Work and Leisure

All work and no play can throw your life out of balance and create a life that is not enjoyable to live. Wiz Kalifa has a song entitled "Work Hard, Play Hard," which embodies this concept of stepping away from your hard work to retool your mind, body, and spirit by playing hard or relaxing hard. Dr. Steven Covey (Covey, 1989) described this as renewing the four dimensions of your nature

1. Physical: Exercise, Nutrition, Stress Management
2. Mental: Reading, Visualizing, Planning, and Writing
3. Social/Emotional: Friendship, Service, Empathy, Synergy, Intrinsic Security
4. Spiritual: Value Clarification and Commitment, Study, and Meditation

Conclusion

The purpose of this book is to dispel myths and mis-education on the practical steps for starting a business

with no capital. It was hard but possible for me to start my business from the unemployment line with no capital. Hopefully, my story inspires you to take an educated risk and start your freelance business.

This book should not be seen as the 'end all and be all' of knowledge on this topic. An entrepreneur must acquire multiple skills to become successful and stay relevant with changing market demands and ever-altering internal motivations. I hope you will find some practical concepts which when applied to your future or current corporation will make your work more meaningful. Thank you for taking the time to read this book. I look forward to hearing about your business success.

Chapter 7: PUR502 The 24-Hour Startup

“The speed of the curriculum matters because we have all in some ways been mis-educated when it comes to starting a business and seeing ourselves as business owners” (Drakeford, 2020)

PUR:502 The 24- Hour Business or Nonprofit Start-Up

Syllabus

Required Readings:

Finding Your Purpose in 15 Minutes, (read entire book)

Starting Your Business from the Unemployment Line (read entire book)

Inclusion the Art of Story-Listening (Chapter 9: Grounded Theory on the Process of Finding Purpose)

Suggested-Online Coaching (30-60 Minutes)

Step 1 Find Purpose

Learning Objectives:

() Develop a Personal Purpose Proposition statement

i.e. John uses art education to help children ages 8-12 cope through self expression

() Develop an entity mission statement

i.e. Artworks utilizes art education to help middle school students express themselves

() Complete post-course survey (www.learnpurpose.org)

Step 2 Your Vision

Reading -Inclusion the Art of Story-Listening (entire book)

[focus on how co-authors are developing their self-narratives and using vulnerability to connect with the reader. Allow your website Mission Statement to set up your backstory which describes why your new venture connects with your life-narrative and why this is your purpose in life]

Learning Objectives:

() Create a new or existing free gmail account for your new entity

() Build your free website using a template and add the 7 informational items to homepage

() Add your backstory and self-narrative that will connect to readers

() Publish your 1 page website and do a little happy dance!
Really do the dance. It helps to put on your favorite song

Step 3: Get Legal

Learning Objectives:

() Complete sf4 form online to obtain Employer Identification Number (EIN) at IRS.gov (sole proprietor or new nonprofit organization). For additional help call the IRS and file over the phone 1 800-829-4933

Step 4: Banking

Coaching (0-15 Minutes)

Learning objectives

() Open a business bank account
() Connect your new bank account to e-commerce
() Connect e-commerce weblink or embedded code to your new website as a booking, service offering, or product.

Step 5: Business Model

Learning Objectives

() Complete 1-page business model
() Update price points, products and services to website
() Sell or donate a minimum of 3 services or products and list 3 recommendations/quotes/pictures on your website
() Create an accountability calendar to plan and track consistent work hours, cold calls, interviews, and sales.
() Complete Purpose University Final Participation Certificate Exam Survey
() Sign-up for the Purpose University Graduates masterclass networking group on linked-in

Ongoing Learning Objectives

() Update website and create marketing tools to push traffic i.e. social media
() Cold Call, mass mail, email, or solicit to obtain least 100 direct asks through in-person meetings or live calls to potential targets
() Track these 100 direct asks, evaluate your win percentage and the feedback from "NO's". This will calculate your closure rate. A rate of above 3% is great for startups. Stay positive and

don't burn bridges if someone says no. After you gain more insight from these 100 direct asks and go back to your business model and make edits from you're the new information you have collected.

() If you can hire a local business coach at least once per month to serve as an accountability partner to provide great advice, networks, and follow-up homework. If you can't find one locally use the Purpose University Mobile app to book a coach online to fit your schedule.

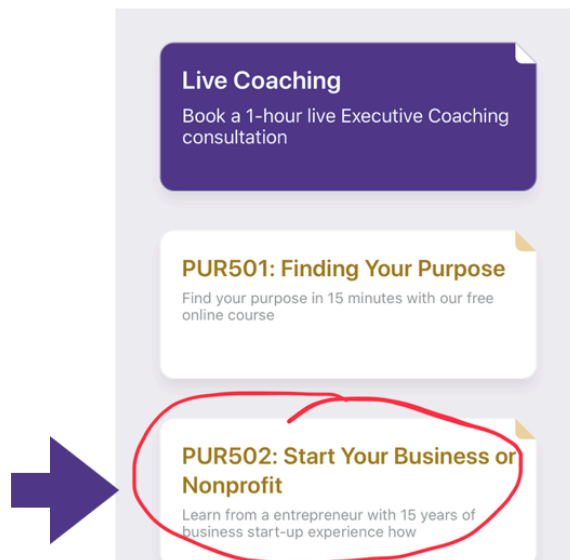
() Sign up for discounted CPA tax services at www.learnpurpose.org

Getting Started

You can get started launching your purpose-driven startup online at learnpurpose.teachable.com or on the Purpose University Mobile App. For the mobile app version, go to the App Store or Google Play store on your mobile phone and search “Purpose University.” You will see our purple trademark (depicted below) with a shield, lion, and open book.



After you download the mobile app, go to self-paced courses and select your desired e-course.

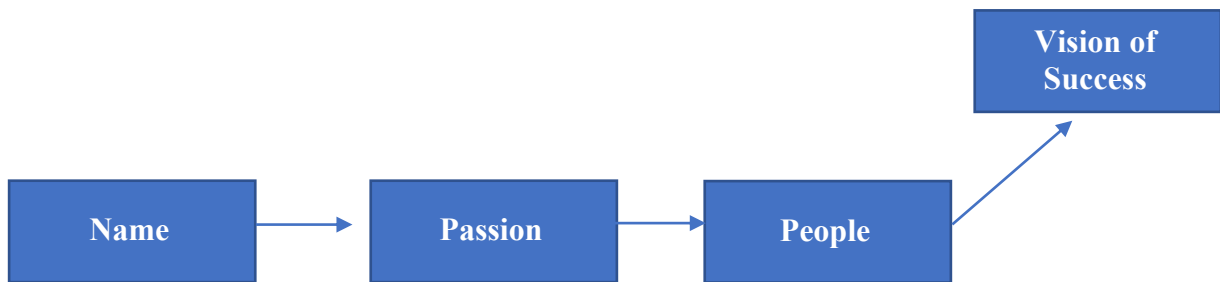


Step 1 Find Purpose

After you have completed PUR501, you should have a solid Purpose Proposition sentence that reads something like this:

(My name) **uses** (my passion/talent) **to help** (people group) **to achieve** (a higher vision of success and/or prevent or alleviate pain you identify with)

Purpose Proposition



Coaching

Students new to this type of thinking may help to book a one-on-one coaching session with a [trained and certified Purpose University coach](#) to discuss your purpose proposition statement. If your school or institution has a license, please contact your school's coach. If you are not affiliated with a licensed school, then book a session with a coach through the Purpose University Mobile App.

Step 1 Learning Objectives:

- () Develop a Personal Purpose Proposition statement
i.e. John uses art education to help children ages 8-12 cope through self-expression
- () Develop an entity mission statement
i.e. Artworks utilizes art education to help middle school students express themselves

Step 2 Your Vision

Reading -Inclusion the Art of Story-Listening (entire book)
[focus on how co-authors are developing their self-narratives and using vulnerability to connect with the reader. Allow your website Mission Statement to set up your backstory, which describes why your new venture connects with your life-narrative and why this is your purpose in life]

Step 2 Learning Objectives:

- () Create a new or existing free Gmail account for your new entity
- () Build your free website using a template and add the 7 informational items below to the homepage
- () Add your backstory and self-narrative that will connect to readers
- () Publish your 1 page website and do a little happy dance!
Really do the dance it helps to put on your favorite song

Your Website

Your website shows the world your vision and your vision is rooted in your story. It is important to capture the story of "why" you are doing this and "why" it is so meaningful to your life. Use the techniques and examples of autoethnography (life stories) found in the course book Inclusion: [The Art of Story-Listening](#)

Develop the vulnerability to be honest with the world about your story and people will believe in your vision and support your cause. Anyone can build a website. You are building the narrative to your dream and spilling your life's pain on a website for the world to see. It takes courage. As you read the autoethnographies (life stories) found in the book, it will help you to find your angle of honesty to comfortably communicate how your purpose was birthed out of pain.

Reduce Business Start-Up Cost

The key to staying in business is keeping your overhead cost low to \$0 until you grow. We suggest you begin with a free website. You can get one at learnpurpose.org.

Remember to choose a free subdomain for your website. Basically, a subdomain starts with the title of your website (without spaces) and ends with "thewebsitecompany.com". This is the URL at which people will find your website and access it.

If you want a more professional online presence, try registering your own domain name to use for your website, or connecting a domain you already have to this new free website. If your business costs you nothing, then you will never go out of business, unless you give up on doing your purpose in life.

What to Put on Your Website

Don't get overwhelmed. You got this! We suggest removing all, but one of the pages on the starter website and include these seven items of information on your one-page website:

1. **Name of Company/ Nonprofit**
2. **Purpose Proposition Statement or Mission Statement**
3. **My Story (Why you are doing this and how it connects to your personal story)**
4. **Product or Service Overview**
5. **Quotes/Reviews from 3 clients or customers (this initially may require some donated services)**
6. **Contact Information**
7. **Purchasing link for product or service (see learnpurpose.org)**

Step 3: Get Legal

Now, that you've completed step one Finding Your Purpose and you've also completed step two Your Website. Now, it's on to step three. It's about to get real. The good thing is you got this, step three is getting legal. It's getting your Employer Identification Number (EIN). This is a number that the government assigns to your new business or nonprofit and allows everyone in the world to be able to know that you're out there, you're legal, you're an entity. This EIN also allows you to open a bank account locally to reinvest in your community or at any bank in the nation. Congratulations! You got this.

Name

The name of your purpose-driven startup communicates your brand and mission to the world. If your startup will not be named after yourself, then before you file for your Sole-Proprietorship Employer Identification Number (EIN) we suggest doing a quick name search with the Secretary of State's Office in your state. For example: the [North Carolina Secretary of State's Office](#)¹⁰; or the [California Secretary of State](#)¹¹

How To Start a Purpose-Driven Non-profit

After you obtain your EIN for a new nonprofit then file your state Articles of Incorporation.

Each state is different, you want to contact your Secretary of State and file your Nonprofit Articles of Incorporation. (There will be a fee associated with your State Articles of Incorporation filing and your IRS filing of form 1023.)

For Example:

- a) Complete North Carolina Articles of incorporation¹² (non-profit organizations)

¹⁰https://www.sosnc.gov/online_services/search/by_title/_Business_Registration

¹¹ <https://businesssearch.sos.ca.gov/>

¹²https://www.sosnc.gov/forms/by_title/_Business_Registration_Professional_Corporations

- b) Complete California Article of Incorporation¹³ (domestic nonprofits)

After you complete your state Articles of Incorporation, please take the e-course **PUR602**¹⁴ to file your federal form 1023-EZ to obtain nonprofit status.

Step 3 Learning Objectives:

() Complete sf4 form online to obtain Employer Identification Number (EIN) at IRS.gov (sole proprietor or new nonprofit organization). For additional help, call the IRS and file over the phone 1 800-829-4933

¹³ <https://www.sos.ca.gov/business-programs/business-entities/filing-tips/filing-tips-corp/additional-provisions-np/>

¹⁴ <https://learnpurpose.teachable.com/p/pur602>

Step 4: Banking

So, by now you've found your purpose, you started your website and you've even got your Tax ID. The next step is to open your bank account. There's plenty of places you can bank. You can bank local. You can bank national. The key is that by opening your bank account, you allow people to go online and purchase your services or products. The bank account is important if you want to have a legal business. So, we're going to walk you through the steps of opening your own bank account. You can actually do it online in less than a half hour. You got this!

4a.) Open a sole proprietorship (personal) or business bank account.

You can open an account anywhere. We suggest, that as your business grows you should open an account at a local bank that reinvests in your community. Until then you can use our e-commerce banking partner link. You can find the link at learnpurpose.org to open an online bank account with no annual fees.

4b.) E-commerce - connect your bank account to a payment system (see a list at learnpurpose.org) then connect the payment system to your website. The easiest way to get started selling a service is to set up an account with an online calendar booking site and create a calendar to charge customers for segments of your time.



Step 4 Learning objectives

- () Open a business bank account
- () Connect your new bank account to e-commerce
- () Connect e-commerce weblink or embedded code to your new website as a booking link, service offering, or product.

Step 5: Purpose Canvas Lean Business Model

Congratulations! Welcome to step five of Starting Your Business or Nonprofit. Here we're going to talk about what's called a Lean Business Plan. It's really an accelerated one-page business plan.

You can check off of items on this form below. You can also download it directly from the PUR502 e-course. The great thing is that as you've been going through steps one through four, you've completed some of this information already. For example, now you have your purpose, check that off. Now you have your website. Check that off. You also have your EIN, you're legal and you have your bank account. You should have your ecommerce system setup as well. Congratulations!

Finding Purpose People + Passion = Purpose Pain	Website Weebly.com	Company Overview What are the most unique attributes of the company? What are your objectives?		Market Opportunity What is on the horizon for your industry? What trends do you see?		Management Plan Overview What is your approach to managing this business?
Getting Legal	Business Bank Account	Products What products do you provide?	Market Slice Who are your existing and/or potential customers?	Key Personnel What key job roles are needed to manage your company?	Revenue Generating (Monthly) How many products and/or service units will you sell?	
E-Commerce Website	Services What services are you offering?	Target Market Slice Strategy What are the needs of your existing and/or potential customers? And how will you satisfy them?				
Operating Expenses (Monthly) What monthly expenses do you incur each month (i.e., lease, payroll, marketing, etc.)?				Net Cashflow (Monthly) How much cash will you receive as profit from this venture each month?		

Additional items you want to add to your website are your company overview and your story. What are you selling, what's the product, what's the service, what's the background, what makes you unique? Be specific about your service and product offerings.

Are you selling books? Are you selling materials? What services are you're providing as well, and what's the price points for each item.

Next is your **Market Opportunity**. This is an external scan of the environment, to see what are the opportunities for your new product or service. Then, you're going to look even deeper at the **Market Slice**. Look specifically at who are your customers, what's the slice of the market that aligns with your purpose-driven startup? How can you serve them even better to a higher level of service? And then what's the Target Market Slice?

Within your target market, what are their specific needs and who else in your environment is providing these services? It may mean that you'll need a Partner. You can look at key partners and then maybe some external partners that work with your target market to provide a higher level of service to them.

Then, you want to look at **Key Personnel**. Your personnel starts with you, and your gifts. They make room for you. Conditionally, you want to look at your Management Plan. What's my plan for my organization? And as it grows, how do you add people into that plan?

At the bottom of your sheet, there is a quick **Revenue, Expense, and Cashflow Assessment**. You want to look at what are your revenue expectations monthly? How much do you plan to make? Then you're going to subtract that from what are your monthly expenses. How much does it cost for you to provide the product or service, especially if you need to hire other people to help you do it? When you calculate your revenue and subtract it from your expenses, it gives you your **Net Cash Flow** for the month and it gives you some numbers to manipulate and work with. For

example, you may want to figure out how you can increase your revenue while maintaining your highest level of service. Or decreasing the cost for you to offer that service in order to increase your overall profits.

This is your lean business model. Write it down, and put in your information, congratulations, you're in business. It will change, it will grow, so be flexible.

Step 5 Learning Objectives

- ☐ Complete 1-page business model
- ☐ Update price points, products and services to website
- ☐ Sell or donate a minimum of 3 services or products and list 3 recommendations/quotes/pictures on your website
- ☐ Create an accountability calendar to plan and track consistent work hours, cold calls, interviews, and sales.
- ☐ Complete Purpose University Final Participation Certificate Exam Survey
- ☐ Sign-up for the Purpose University Graduates masterclass networking group on LinkedIn

Ongoing Learning Objectives

- ☐ Update website and create marketing tools to push traffic i.e. social media
- ☐ Cold Calls, mass mailings, emails, or solicit to obtain at least 100 direct asks through in-person meetings or live calls to potential targets
- ☐ Track these 100 direct asks, evaluate your win percentage and the feedback from "NO's". This will calculate your closure rate. A rate of above 3% is great for startups. Stay positive and don't burn bridges if someone says no. After you gain more insight from these 100 direct asks, go back to your business model and make edits from the new information you have collected.
- ☐ If you can, hire a local business coach at least once per month to serve as an accountability partner to provide great advice, networks, and follow-up homework. If you can't find one locally, use the Purpose University Mobile app to book a coach online to fit your schedule.

Chapter 8: A Panoramic View on Education in America

“First, there was a Teachers’ Institute at the county-seat; and there distinguished guests of the superintendent taught the teachers fractions and spelling and other mysteries,—white teachers in the morning, Negroes at night, There came a day when all the teachers left the Institute and began the hunt for schools. I see now the white, hot roads lazily rise and fall and wind before me under the burning July sun; I feel the deep weariness of heart and limb as ten, eight, six miles stretch relentlessly ahead; I feel my heart sink heavily as I hear again and again, “Got a teacher? Yes.” So I walked on and on—horses were too expensive.

I secured a school. The schoolhouse was a log hut, where Colonel Wheeler used to shelter his corn. It sat in a lot behind a rail fence and thorn bushes, near the sweetest of springs. There was an entrance where a door once was, and within, a massive rickety fireplace; great chinks between the logs served as windows. Furniture was scarce. A pale blackboard crouched in the corner. My desk was made of three boards, reinforced at critical points, and my chair, borrowed from the landlady, had to be returned every night. Seats for the children—these puzzled me much. I was haunted by a New England vision of neat little desks and chairs, but, alas! the reality was rough plank benches without backs, and at times without legs. They had the one virtue of making naps dangerous,—possibly fatal, for the floor was not to be trusted. It was a hot morning late in July when the school opened. I trembled when I heard the patter of little feet down the dusty road, and saw the growing row of dark solemn faces and bright eager eyes facing me.

W.E.B. DuBois -from Souls of Black Folk (DuBois 1903 p.50)

In grade school I was always taught the 1954 Brown v. Board of Education decision to desegregate public schools in America was one of the greatest achievements for Black teachers and students. On the contrary, 38,000 Black teachers and administrators were fired the first year after the decision. Additionally, there was a 66% decline in Black students majoring in education, and over 37,717 teaching candidates were eliminated due to new teacher certification requirements (Green, 2004). Today less than 6% of teachers are Black and over 40% of students are students of color.

Through Brown v. Board the local independent Black school system in the South was destroyed. Though underfunded it had many beneficial aspects such as the; a) positive identity development, b) sense of collective community identification, and c) culturally relevant interpretation of standardized textbooks (Ladson-Billings, 1995). In the article, "The Paradox of the Promised Unfulfilled: Brown v. Board of Education and the continued pursuit of excellence in education" (2004) researcher Paul Green found,

Desegregation also meant that African American teachers and administrators lost significant positions of authority to White teachers and administrators who maintained control over the curriculum. (p.268)

Though the 1950s mark the beginning of students of color entering the public schools in the American it is important to understand the history of schooling in America through a panoramic view. To better understand, the historic struggles in American education before integration we look at the American schools of 1890. This historical view helps to deracialize the contemporary struggle for curriculum reform and situates this struggle as a common theme throughout the history of education in America rather than a relatively new phenomenon.

The Struggle

This struggle for the American curriculum is literally as old as the curriculum itself. When I began my doctoral studies in

education at the University of North Carolina, I was introduced to the book The Struggle for the American Curriculum by Herbert Kliebard. Kliebard and other educational researchers depict the schooling process in America as a struggle between pluralist groups, social classes and interest groups. For example, educational researcher Carl Kaestle at the University of Wisconsin-Madison writes in Class Struggles,

“School systems exemplify democratic evolution, said the traditionalist. No responded the radical revisionists, school systems illustrate the bureaucratic imposition of social control on the working class. Recently some historians have emphasized that public school systems are the result of contests between conflicting class and interest groups.” (Kaestle, 1984)

As Kaestle describes traditionalist, revisionist, liberals and conservatives have always seen the curriculum as a battleground to advance each group’s ideas. This struggle for American education has been going on since its inception, beginning with a switch in pedagogical approaches from individual locally trusted teachers to the standardization of education through curriculum textbooks.

From Teacher to Textbooks

Kliebard describes the initial movement from community schools to nationalization as the introduction of textbooks that would serve as a standardized common voice for education in America. Kliebard writes,

“At the heart of America’s educational system in the nineteenth century was a teacher. It was the teacher, ill-trained, harassed, and underpaid, often immature who was expected to embody the standard virtues and community values and at the same time to mete out discipline to the unruly and dull-witted” (p 1.)

Though there were definitely elements of student oppression in early American schools, such as the depictions of students as

“unruly and dull-witted.” These schools were largely teacher-centered and allowed teachers to communicate the important local histories, values, and cultural norms of the community. These educational structures were similar to the tribal education found in West-Africa where the *Griot* was the historian of the tribe and would educate children on the traditions and deeply meaningful customs of the village. History finds it was the introduction of the standardized textbooks which moved the influence from the teacher to the textbook. Kliebard writes,

“Perhaps the most profound standardizing influence on the curriculum of the nineteenth-century schools was the widespread use of popular textbooks such as the McGuffey reading series and the famous blueback spellers. Insofar as poorly educated teachers had to rely on such textbooks as the standard for what to teach, these books contributed to a growing nationalization of the curriculum” (p.2)

This transition in American schools from locally controlled educational content to nationalized standard content began the process of not only dumbing down the curiosity and wonder of the students, it also marks the dumbing down of the teacher. In this new era, it was no longer the *Griot* (the community historian and teacher) who educated the student. It became the curriculum, which in most cases, teachers did not have the authority to select. This same process of “textbooking” in American schools which tied teachers’ hands, also began the draining of creativity, enjoyment, and interest in the learning process for students. Kliebard writes,

“Accounts of school life in the nineteenth and early twentieth centuries attest to the fact that with few exceptions, schools were joyless and dreary places” (p.6)

It is important for contemporary educators to be aware of overdependence on curriculum textbooks which make the learning process joyless and dreary places. There is also a need for new and innovative curriculum that leaves less of a standardized imprint on students and provides room for teachers

to share important historical narratives and personal autoethnographies, which add color, depth, and life to the classroom. If a teacher's class can be covered in the textbook, what is the need for the student to attend the class. The student can get every lesson from reading the textbook. The teacher then becomes a public reader of textbooks and adds no joy to the classroom. It is no wonder why the profession of teaching is in decline and the experience in classrooms has become increasingly dreadful.

The beauty in the Purpose University Curriculum© is that it is presented differently by each teacher's personal narrative and yet has the consistency of thought through critical inquiry by using the same set of purposeful critical questions. It allows space for teachers to share transformational narratives and embed culturally significant lessons layered on top of common critical inquiry. It is the teacher's story that is the missing spark from the classroom. It is the teacher's personal narrative which has brought the teacher to the profession of teaching that makes the educational process authentic and meaningful. It is the why I teach that may be the most important lesson for the student rather than the memorization of facts on page 42.

By sharing the 'why' with students, the teacher subconsciously gives students freedom to wonder about their own 'why' and spark curiosity and dialogue on purpose and meaningful work. While on the contrary, the teacher who only teaches straight from the book, shares no personal narrative, and stares at the clock is transmitting a message of mandatory education in a joyless and dreadful place.

This snapshot of the historical roots of the American classroom speak to the concept of Sankofa, which means looking back to look ahead. If the past tense of education in American can be summarized in the word "struggle", I believe the future of education will be summarized by the word "purpose". Though I could be wrong, I reserve the right to interpret the future of education as others have interpreted history. As Kliebard writes,

“Writing history of course is never simply a matter of setting down facts and events in some kind of chronological order. It inevitably entails interpretation” (preface x.)

Like Kliebard’s historical interpretation of struggle for position, influence, and agenda over the American curriculum, I envision a future of education that is a diverse, interdisciplinary, and as purpose driven as the individualities of each human’s DNA strands. If the future of education is *purpose* and the past of education is *struggle*, then what is the present of education? ...It just is

Is

I remember working on one of my initial drafts of my dissertation. I worked tirelessly, or so I thought, on making my writing clear, academic and methodological. I remember printing out a copy of it and turning it into one of my committee members’ mailboxes. A few days later, I got a message back from this committee member saying, “It is what it is”. I thought, “What the hell does that mean?” I’d worked my butt off on that paper, and in retrospect my esteem and self-worth were somewhat tied to his interpretation of my work. “It is what it is?” I didn’t understand.

I went to my wife and asked her what she thought the professor was saying when he said, “it is what it is” and my wife said, “I don’t know, but it’s not good.” After an in-person discussion and a more full explanation, it turned out my wife was not too far from the truth. My professor was saying in its current state it’s not that good, but you must see it for what it truly “is” then deal with it. In many ways, he meant I needed to accept my work for the state it was in as opposed to fantasizing that it was groundbreaking. He proceeded to give me 136 edits and revisions to make it better. I put each comment into an excel file and began to chip away at making what it “is” even better.

In many ways, this is the present state of the educational system in America, “It is what it is”. It historically has been a struggle and even today you see competing factions from ultra-conservative to ultra-progressive playing tug of war over the

curriculum. Yet, you also see many colleges beginning to embrace concepts like ‘purpose’, ‘meaning’ and ‘fulfilment’ in serious ways pointing to the future of education. We are not there yet. When I talk to college presidents about ‘purpose,’ I still hear many respond saying, ‘Our students don’t need purpose, they need a job.’ Since, we are not there yet it is important we accept our fractured educational system as it is as we begin to repair the cracks in system so that it can become nimble and flexible enough to help students become the masters of their own purpose-driven education. It is time to chip away at making the system better by taking an honest look at where we truly are with regard to issues like student agency, identity formation, and the tracking model of education. What my research is finding is that purpose-centered education that leads to purpose-driven entrepreneurship is changing the ways students see themselves and their possibilities in a real way. The future of education will move more and more away from the textbook and focus more on the authenticity of teachers rather than their ability to recite facts. The teachers of the future will be paid more because they will also be self-employed and the teachers of the future will be teaching because they want to not because they have to. The teachers of the future who will attract the most students and impact the most lives will not be because of their mental capacity to research, but the capacity of their emotional intelligence to lead and teach through transparency and vulnerability. The effective teachers of today and tomorrow will be authentic, vulnerable and real.

Real

To give an example of ‘real’ by recalling one of my teaching exploits would be the fakest most pretentious thing I could possibly do. Also, I don’t believe I’ve got it all together yet. However, to better communicate my interpretation of the future of education I will use an example found in the voices of 217 women who have experienced and conquered internal shame in a study by Dr. Brené Brown entitled "Shame Resilience Theory: A Grounded Theory Study on Women and Shame." She found that the women in her study who showed true courage and connection were rooted in vulnerability and authenticity. Dr Brown writes,

I want to separate courage and bravery for you for a minute. Courage, the original definition of courage, when it first came into the English language -- it's from the Latin word *cor*, meaning heart -- and the original definition was to tell the story of who you are with your whole heart. And so, these folks had, very simply, the courage to be imperfect. They had the compassion to be kind to themselves first and then to others, because, as it turns out, we can't practice compassion with other people if we can't treat ourselves kindly. And the last was they had connection, and -- this was the hard part -- as a result of authenticity, they were willing to let go of who they thought they should be in order to be who they were, which you have to absolutely do for connection. The other thing that they had in common was this: They fully embraced vulnerability. They believed that what made them vulnerable made them beautiful. They didn't talk about vulnerability being comfortable, nor did they really talk about it being excruciating -- as I had heard it earlier in the shame interviewing. They just talked about it being necessary. They talked about the willingness to say, "I love you" first, the willingness to do something where there are no guarantees.

Here Dr. Brown clearly explains the courage required for teachers to become authentic and vulnerable with their students around the topic of 'purpose'. It may not be advantageous or suggested to be vulnerable with students about every deep secret topic in your life, but it is important for teachers to be able to articulate their painful story of purpose which allows the teacher to become vulnerable with the student and create the atmosphere for the student to become vulnerable with themselves, through thought and critical reflection.

This type of vulnerability is only possible when teachers view their work like the African *Griot's* saw their work: sacred. Educator Bell Hooks writes,

That the learning process comes easiest to those of us who teach who also believe that there is an aspect of our vocation that is sacred (1994, p. 13).

I was first introduced to this honest narrative modeling method of education by 1845 book Narrative of a Life by Frederick Douglass, An American Slave. I was assigned this book to read in high school by Mr. Williams, the one and only Black male teacher I had throughout my entire K-12 experience. I read it cover to cover, and Douglass's vulnerable and courageous life story changed my life. Here I was not valuing the education I was being given and Fredrick Douglass grew up in an American where it was illegal for him to learn how to read. He ended up having to trade his food for the daily lessons white students were receiving in order for him to teach himself how to read. Douglass writes,

I was most successful making friends of all the little white boys whom I met in the streets. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent to errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used to also carry bread with me enough of which was always in the house, and to which I was welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who in return, would give me that more valuable bread of knowledge. (p.57)

Douglass's slave narrative spoke to me like no other book had ever spoken to me before. It was real, it was honest, it was powerful. I began to realize a similar shift in the 1990s media as, "Reality TV" became more and more popular. I noticed that the TV viewers in America were like me as a reader, they yearned for the real. Now as reality TV is more than three decades old viewers examine for just how 'real', Reality TV truly is. Younger

viewers have a keener sense of discernment for the real and the fake. Young students have grown up in an error where political correctness, meant cloaking and hiding your true self. Thusly, it has become more and more rare for people to be authentic. So rare that when it happens now people perk up and pay attention. Students pay attention when teachers give real life examples and make the boring textbook jump to life. In addition to capturing the attention of students, being authentic brings a humanizing quality to the classroom. This prepares the classroom for two-way dialogue, which is the beginning of critical thinking. Students have learned how to 'grade game' the system, by giving teachers the answer they know the teacher wants to hear. This 'gaming' for the best grade prevents students from critically thinking through complex problems. The future of education will center on 'purpose' and involve two-way dialogue and story sharing to catalyze critical thinking and collaborative community problem solving. Educational researcher bell hooks, terms this type of teaching engaged pedagogy. She writes,

engaged pedagogy requires that instructors face their deep-seated fears about loss of control of the classroom.

Transformative pedagogy demands that, "the prevailing pedagogical model [which is] authoritarian hierarchical in a coercive and often dominating way...and...one where the voice of the professor is the 'privileged transmitter of knowledge', be directly converted. For a vast majority of instructors, this is frightening. (Lanier 2001 p. 85)

Though this style will be initially frightening for some teachers, after practicing story sharing over and over, it will become natural and organic. The schools of the future will employ only real and authentic teachers. The Purpose University Curriculum© becomes a foundational tool for this teaching and coaching approach. The following five underlying themes in the Purpose University Curriculum© underpin this new approach:

1. **All people have unique skills and abilities.**
 - Coaches help individuals cultivate their unique gifts and talents.
 - Coaches use the Purpose University 5-Step Startup Process© to help individuals build a purpose-driven enterprise or nonprofit organization.
2. **Education should be free.**
 - The rising cost of education and the increasing flexibility of online courses are changing the educational landscape.
 - Through the Purpose University Curriculum© coaches provide an opportunity for students to move in the direction of their destiny, at an affordable price.
3. **Education should be centered around the student.**
 - Coaches should work to make the content relevant to the student's culture, history, and identity.
 - Coaches should not force students to conform to a certain ideal.
4. **Education should be Inner-Directed.**
 - Coaches should help students to make their own choices independent of outside influences.
 - Coaches help students by teaching students to ask themselves, "Is this truly my decision or are external pressures making this decision for me?"
5. **Start with Purpose.**
 - Coaches have launched purpose-driven entities and lead by example.
 - Allow the purpose of your organization to become the most important factor in its success.

Chapter 9: Coaching Purpose: Learning to Die

The prevailing paradigms of the academy and the professor must be overturned for transformational pedagogy to take root. These traditional frames: that of the instructor as the single, all-knowing and all-approving purveyor of knowledge in his or her class; of the professor as exclusively in control of the classroom and "enthralled by the exercise of power and authority within their mini-kingdom of the instructor as bodiless, spiritless, and without passion; and of the instructor as exclusively responsible for the dynamic of the classroom; must be rethought, re-envisioned, and ultimately retired.

-bell hooks (Lanier, 2001 p.7)

Day 1 Training: Philosophical Underpinnings and Theory

Agenda

- Introduction
- Background on the Purpose University Curriculum
- Simple Overview
- Learning to Die
- Why Teach PU Curriculum?
- Deficit Vs. Asset
- Identity and Entity
- Coaching Model
- PU Added Value Courses
- Day 1 Homework

Introduction

The last thing we all need is another training book, training course, or certificate course for the newest and coolest teaching pedagogy that will be here today and out of style tomorrow. This curriculum is more about helping teachers to transform their lifestyles to align with their inner values in life, and thereby cultivating the courage to allow students to do the same. This curriculum is not designed for teachers to continue to live and work as 'business as usual' and implement a few tweaks here and there to become a more effective teaching. To be truly impactful, a coach using the Purpose University Curriculum may require a meaningful change in paradigm and lifestyle to bend towards purpose. It's important that you complete the Day-1 homework (e-courses PUR501 and PUR502) before you go to the Day-2 training. Let's get right into it.

Background on the Purpose University Curriculum

Welcome to the Purpose U curriculum faculty Day-1 training. You're going to enjoy it. The real keys to you being successful using this curriculum are two lessons 1) Getting rid of our faculty and teacher identity and ego (learning to die), and 2) becoming

vulnerable with students to allow them to also be vulnerable with themselves and move to a place of purpose.

This pedagogy like most meaningful insight came from deep self-reflection on my personal life story and two major problems that I've had in my life. The first was the problem of... finding purpose. What is my purpose in life? The second was the problem of me finding finances. How can I use this purpose and talent to provide for myself? The first problem may have been highlighted by my family dynamics. I come from a divorced family and some would say 'broken' home. It took me a while to realize that there was nothing broken about my home, and families come in a variety of compositions.

But when I was a child, I thought as a child and spoke as child. I would think, "was I even born in love?" ... "Should I be on my dad's side or on my mom's side? Was the divorce my fault? I was lost.

I didn't know my purpose in life. And that's one of the real problems that has pushed my research and my work with students through the Purpose University Curriculum®. I begin to address the problem of finding purpose through my book Finding Your Purpose in 15 Minutes. I then add a second dimension to this curriculum through engaging videos in the self-paced course PUR:501 Finding Purpose. Lastly, the Purpose University Mobile app adds a third dimension of Augmented Reality to engage students through a three-dimensional hologram coach.

The second problem in my life narrative was finding finances. I did everything they told me I should do. I stayed away from crime I went to college and earned a degree in political science from Bethune-Cookman College with honors, I got a Master's in Public Administration from UNC Chapel Hill. Got a great job. Then the economy turned downward, and I found myself on the unemployment line without work options. My problem was finding finances.

At that time, I was on the unemployment line, my fiancé' left me. I was depressed, I had to put my house up for foreclosure. It was from this dark place where I began to take ownership of my lens of the world and my choices. I choose to start my purpose-driven business.

As a coach you also, want to be open and tell your students your personal story. This allows you to teach from a different place. A place of authenticity and empathy, where you share your pain with each student to become vulnerable. This act of courage does some amazing things to change the atmosphere and the learning environment so students can trust you and move to a place of true learning.

Simple Overview

Overall the Purpose University Curriculum is very simple. It is not that deep. It has 10 core components. It is the delivery of the curriculum that can initially be uncomfortable, for some. It requires teachers to be vulnerable, and getting on the level of the student.

Outline of the core curriculum includes 10 components of PUR501 and PUR502 courses:

1. People; the people closest to your heart.
2. Pain; the pain that you've gone through that relates to these people?
3. Peace; your internal peace process (coping)
4. Passion; what's your gift?
5. Purpose formula
6. Step 1: Purpose Proposition Statement
7. Step 2: Website – Vision¹⁵
8. Step 3: Get Legal
9. Step 4: E-commerce

¹⁵ Students begin to look at themselves through this purpose lens, which improves grades, improves drive, and improves enjoyment because students can see the vision of their purpose in life.

10. Step 5: Lean business plan

Learning to Die

Let's discuss Cornell West's concept of 'Learning to Die'. First, it is not a morbid idea or referring to literally dying, but the death of entrenched thinking that prevents people from doing their purpose. This is very important to understand if teaching the Purpose University Curriculum. Cornell West speaking to a group of students at Harvard Law school states,

The Greek actually said the unexamined life is not a life for the human being. How the human being... We are new featherless, two legged linguistically conscious creatures born between urine and feces emerging from the funk, the stank to watch, souls, history, society and Socrates wrestling with that night's side philosophy that says it's a preparation for a meditation on what, death. What did he say because education is what? Learning how to die. That's what you come to Harvard for. So if you don't learn how to die at Harvard, you're wasting somebody's money cause, death is a setting loose like giving up and you need to set lose certain assumptions. The presuppositions, you need to give up certain prejudices and projections you've been educated. It's a perennial process of dying. Why? Because there's no rebirth without death. There's no education, there's no elevation, there's no acculturation of self and soul without something dying, fading, away like that kind of dogma in your head when you showed up for fundamentals, my paternalism, provincialism its got to go its too narrow, too truncated, too circumscribed too immature¹⁶.

As Dr Cornell West says, the first step, to transformational rebirth of the mind is, death. The same concept is essential in the Purpose University Curriculum as a coach who teaches through example we must learn how to die. I had to learn how to let go of some the paradigms in which I looked at myself. We (teachers) have to lose certain assumptions and presumptions, give up

¹⁶ Source: <https://youtu.be/VFddhyHcKFo> 161

prejudice. With the keen understanding that education is this cyclical process of death, rebirth, and change.

This becomes even more difficult for us teachers because our identities are often situated as the 'knower'. Our positionality is traditionally one in power, right? You have power over your student's grade, right? This creates an unlevel educational process and it makes it hard for teachers to be vulnerable because when we're vulnerable, we appear to give up power. Instead of this traditional hierarchal view of power, we want to look at education through the lens of 'problem posing' (Friere, 1968). In order to teach the Purpose University Curriculum effectively, coaches must die to our egos.

We have to acknowledge personal growth areas and become vulnerable to share personal pain with each student. In my book Inclusion: The Art of Story-Listening, I write,

Unfortunately, there's prejudice in the classroom, the boardroom and the courtroom. It happens when we create a space where other voices and ideas are not heard, validated and eagerly anticipated. That's very important. We have to eagerly anticipate the voices of our students. It happens when arrogant professors (of whom I am chief) believe that we're the only authority on a subject and we assume the false role of expert and charge. This attitude of arrogance strips away the agency and individual authority of each student's privilege to intellectually disagree. For me, it's a daily struggle to forego my storytelling teaching and professing to enter a space where we can all become story-listeners.

Use these thick and rich narrative stories and auto-ethnographic stories to help students understand the multiple perspectives of complex problems, when problem posing. In order for us to teach this curriculum effectively, we have to initially die to ego. The second way that we have to die is that we have to learn how to die to our professor identity.

Yeah... you know, what I'm talking about. I was fortunate and I became a college professor at age 21 I didn't know much at all, but I would wear these old looking blazers with patches over the elbows. I would walk around, and I would just embody the identity of a professor. I would be like.... "I'm a professor...I'm Intelligent," I had to learn that this identity was essentially oppressive to students. Paulo Freire in his book, the Pedagogy of the Oppressed, digs into this concept and helped me to understand that I don't have the answers, but the students do.

The way that education is traditionally taught in America, is the use of the 'banking model' of education, and the banking model of education does not work. It's basically a concept where the student is an empty jar and the best teacher is the teacher who can fill up that jar with the most facts and figures. Fill up the jar with, "What's the Pythagorean theorem?", fill up the jar with, "What's the capital of California?" Fill it up, fill it up, that makes you the better teacher.

But in reality, this banking model creates a student that is better at 'grade gaming', and rote memory rather than critical thinking. This prevents students from critically thinking through the pressing problems of their generation. Freire writes,

In the **banking concept of education**, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, (a characteristic of the ideology of oppression), negates education and knowledge as processes of inquiry. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute, he- justifies his own existence. The students, alienated like the slave accept their ignorance as justifying the teachers existence—but, unlike the slave, they never discover that they educate the teacher. (Freire, p.72)
problem-posing education, breaks with the vertical patterns characteristic of banking education (Freire, p.80)

Freire suggest *problem posing* education breaks the vertical

pattern and the characteristic of the banking model. This is an essential concept to understand if you are going to help students to critically think through the problem that is most meaningful to their purpose in life.

We don't give the student the answer. Instead, we pose problems, we pose questions, and allow the student to critically think around those questions. Then they will derive a purposeful answer, with little coaching.

So first we need to die to ego. It's not easy. I'm still working on this, I haven't gotten it all together. Second, we have to die to the professor identity and third, is the death of the consumer identity. We want teachers to move to a place where they own their purpose in life. That means that you need to start a business or a nonprofit to have full control of your purpose in life. Start today. Use the curriculum. We have found, when teachers don't start a business or nonprofit and they are trying to teach this curriculum, they subconsciously don't give the student permission to start their own business or nonprofit. They subconsciously say, "Be like me, and play it safe".

When I became a professor at Shaw University I was 25 years old and I had a great mentor, Rev Dr. Quincy Scott Jr. He taught me that giving students the answers robs them of the critical thinking process. It is the critical thinking process that makes information stick to our brains and memory because they have been derived through a process of logic rather than memorization.

We want to create a context for each student to be brilliant, to do their purpose in life. For me, when I was on the unemployment line, I was reading the book, The Art of War, and I was angry at the world for my marginalized condition which I was born. It took faith for me personally to channel that negative energy into a passion to create something new. My own business, a purpose-driven business. Every single student is brilliant, and they also have this opportunity if you present it to them. This curriculum just makes it easier to do.

Deficit Model versus Asset model

Deficit versus Asset models reflect how teachers look at students differently. Sometimes it's through a deficit lens and sometimes it's through an asset lens. For example, in the academic article, *The five-paragraph essay and the deficit model of education*, the research team expounds on how deficit models impact a specific writing assignments. The authors write,

When students are considered lacking—lacking organization, lacking ideas to write about, lacking understanding—writing in an arbitrary formula merely sustains the deficit perception. Students learn that writing means following a set of instructions, filling in the blanks. Such writing mirrors working-class life, which requires little individual thinking and creativity combined with lots of monotony and following orders
(Brannon et al, 2008 p.18)

When students are considered lacking or at a deficit, we as teachers subconsciously adjust our teaching to fit our perception of the student. We think that they lack organization, they lack ideas to write about, and they lack understanding. They write in an arbitrary formula.

By giving students a constricted five paragraph essay formula, students learn that writing means following a set of instructions, filling in the blanks, such activities mirror, working class life. It requires no critical thinking, no creativity, and a lot of monotonous task. The deficit model is something that's so subconscious that many of us, myself included, use it without even knowing it. We look at two different students and we see one as a deficit. We approach the student with a deficit, the student doesn't perform the way we want, and this becomes a self-fulfilling prophesy.

So how, how do I improve when it's subconscious?

How do I change my teaching style if I've taught this way for years and years?

In the book Inclusion: The Art of Story-Listening, I introduce auto-ethnography and story-listening as a potential solution to overcoming the subconscious deficit model. I write,

The Art of Story-listening is a mindset that subconsciously tells you when you meet someone new or different, “I wonder what his or her story is?” or, “ I wonder what the story is behind this person.” It is a mental eagerness to learn, not born of gossip or nosiness, but an eagerness to story-listen, which is born of love. (Drakeford, 2018 p.17)

In the first 30 seconds when you first meet a new person or student think to yourself, “I wonder what his or her story is?”, try this today. Think it quickly before your subconscious begins to give you a stereotype for this person.

Overtime you will develop a subconscious that creates enough curiosity that it can overcome the deficit model. One of my mentors and a member on my dissertation committee is professor George Noblit. I have been able to glean a lot from his research on my own internal weaknesses and subconscious oppression in teaching.

In 2013 professor Noblit was the discussant of a forum at the American Educational Studies Association national conference. The forum was entitled *Lifting the Hood of the Big White Bus; Critical Perspectives on Mentoring for Youth of Color*. It discussed an evaluation of a Mentoring program in Chapel Hill. This program has great statistically results. They work with young African American students by matching them up with middle- and upper-class mentors, oftentimes White mentors, and on paper the outcomes looked great. The students were going to top colleges, Harvard, Yale, Princeton. But as the research team dug deeper into the pedagogy and methodology of the program and talked to the graduates of the program many students would say that the real pedagogy the mentors would teach consciously or

subconsciously was, “be White like me”. The mentors would say, listen, “if you want to be successful, be like me”.

The training for the mentors included loading up the white mentors in a white activity bus and driving to the ‘hood’ or lower-class neighborhoods where the students lived. One of the researchers recalls driving down a dead end road, and the large white bus making an awkward five-point turn to drive out of the neighborhood as the facilitator on the bus would point to the black students playing outside and say, “that’s one of our kids” as the white middle-class mentors peered out the windows of the white activity bus like tourists on safari.

When I first saw these research results, I was infuriated, I was mad, I thought, “How could these white mentors tell these young black kids to be like me?” They don’t have the advantages and the privileges of white people in this society, I was frustrated.

However, as I critically thought more on my own teaching style, I had to admit it cut me deep when I realized that even though I’m not white, many times, I’ve taught or mentored in this same style of, “Be like me.” I presented myself as, “I’ve got all the answers”, “I’m right”. I would even project future’s on to my students according to my observations of their gifts, instead of asking them their interpretations of their own gifts, their passion, and their pain.

So, this is the challenge in the Purpose University Curriculum© it is to die to the; 1) ego, 2) professor identity, and 3) consumer identity. I had to learn to die to the philosophy or pedagogy of, “Be like me”

Identity and Entity

In my educational journey there have been times when I chose to believe I was learning disabled and spent class time chilling. There have also been times when I identified as academically gifted and my performance in class and grades were excellent. I began to realize that identity determined life trajectory and outside influencers could impact the ways in which people

constructed identity. In the book Where do we go from here: Chaos or Community Dr. Martin Luther King, Jr. writes,

For years the Negro has been taught that he is nobody, that his color is a sign of his biological depravity, that his being has been stamped with an indelible imprint of inferiority, the whole history has been soiled with the filth of worthlessness. All too few people realize how slavery was based on the premise that the Negro was a thing to be used, not a person to be respected.

King expounds,

Being a Negro in America is not a comfortable existence. It means being a part of the company of the bruised, the battered, the scarred and the defeated. Being a Negro in America means trying to smile when you want to cry. It means trying to hold on to physical life amid psychological death. It means the pain of watching your children grow up with clouds of inferiority in their mental skies.

When King describes, “psychological death” and “clouds of inferiority”, he is speaking to the power of identity. During my doctoral studies at the University of North Carolina at Chapel Hill. I was introduced to an article entitled Identity as an analytic lens for research in education by Dr. James Gee. In the article Gee breakdowns how identity can be analyzed in four ways 1) Nature 2) Institution 3) Discourse and 4) Affinity.

TABLE 1 Four Ways to View Identity			
Process		Power	Source of power
1. Nature-identity: a state	developed from	forces	in nature
2. Institution-identity: a position	authorized by	authorities	within institutions
3. Discourse-identity: an individual trait	recognized in	the discourse/ dialogue	of/with “rational” individuals
4. Affinity-identity: experiences	shared in	the practice	of “affinity groups”

As depicted in the table above, the research found four different ways that people conceptualize how identity is constructed. Nature, Institution, Discourse, and Affinity become four analytical lenses which are powerful influencers on how people construct identity.

The first is called Nature-identity. In this analytical lens the power to influence identity is derived from forces in nature, for example, “I’m male”, “I’m female”, “I’m black”, “I’m white”. “I’m able”, “I’m disabled”. That’s how I was born. Part of our identity is derived from nature and we don’t have power over it. The power is really in nature.

The second lens is called Institution-identity (position). This influence on identity as adults often comes from our job title, as students it often comes from how institutions like schools, business, hospitals, and government agencies (like the police) view each person. As King described, for many African American males, the police department may view us as “biologically depraved”, “inferior” and “worthless.” This is not all police officers. Things are gradually improving, but some may still retain these provincial views King describes and have yet to learn to let them die. In these cases, some interactions with African American male will become a self-fulfilling prophesies or the “Pygmalion effect.” But these negative view also have an unseen impact which finds if one police officer looks at a young African-American male as a thug, what the research says is the African-American male response psychologically is, “well, maybe I am a thug”, “maybe this is my identity”. The same powerful Institution-identity is true in school. If the school looks at the student as “truant”, the student then begins to conceptualize and craft their identity through the lens in which the school looks at the student. This same powerful Institution-identity is also true for businesses. When I walk into a business, how does the business view me, and treat me? This impacts the ways in which I construct my identity. Later we will see how through the power of the Purpose University Curriculum© students can begin to unpack and reconstruct their identities through the purpose-

driven lens of their new business or nonprofit. The Institution-identity can be transformed through the creation of a sole-proprietorship business or 501(c)3 nonprofit organization.

I have been able to witness in 1-day the self-esteem, identity, and life trajectory shift for students who find their purpose and launch a purpose-driven business in the same day. I remember an African American male student who had a flat tire on the day we were hosting a free Hyperlaunch in Greenville, North Carolina over 90 minutes away from Durham, North Carolina. He was so determined to start his business he fixed the tire made the 90-minute drive and launched his business in 3-hours at the Hyperlaunch. He later told me he felt like a new man on the drive back to Durham. He was feeling his new outlook so strong he put on the song *Beamer, Benz, or Bentley* in his car while driving. He went on to make his first sale in less than 48 hours after the Hyperlaunch. He is an example of the unlimited potential within all of us, when we re-construct our mental lens. Institution-Identity can help re-construct our identities around purposeful work.

The third analytical lens is called Discourse-identity. This comes from discussion, and how we hear people talk about us. This reflects how people describe you and how they see your gifts and identity influences the way that you see your gifts and identity. If you're from a family full of love, where your parents constantly say, "You can do anything you put your mind to" it impacts the way you construct identity. You truly believe you can be anything, you hear, "You're intelligent", "You're beautiful", "You're talented", all these craft your identity. Conversely, the same goes if you come from a low-resource and high stress family with less psychological space for positive discourse, when you come home to silence. If there is a parent there, they say, "You're not going to be nothing", or say "You're going to be a failure, just like your daddy". They say, "You should have never been born", or "You're a problem"

These powerful words craft identity through discourse. The fourth Analytical lens is called Affinity-identity. These are groups

which people join, which are shared interest and experiences. For example, a club, a college, a church, a fraternity, star trek fans, or the ACLU. When we join these groups, there's something about this group that we say, "I identify with this group," and "It reaffirms my identity". Traditionally affinity was the only way most people could begin to reconstruct identity and reaffirm identity unless you started a business, church, school, or nonprofit.

Purpose-Driven Startups Reaffirm Identity

The power of the Purpose University Curriculum© is that it not only works with students to develop a purpose-driven identity, but when a student launches a business or nonprofit, it reaffirms that identity and gives them a lens in which they can say, "This is who I am...this is what I do", "I am, not who other people say that I am."

We have designed a curriculum that teaches people how to launch a purpose-driven sole-proprietorship business with a free website, free bank account, on free online e-commerce forever. With zero overhead this means you don't go out of business unless you stop trying to do your purpose in life. A recent research study (Forbes, 2018) surveyed 1,500 business executives and, over 3000 workers. It found that increasingly by the end of 2019 over 50% of the workforce will be gig, freelance, and contractual-based workers. The research found that in the new gig economy the majority of Americans will need to launch a sole-proprietorship business or a nonprofit.

My hope is that this curriculum helps people get ahead of that wave through a purpose-driven lens. Go ahead. Start your business today as opposed to 10 years from now so that you have 10 years of history when you would be just starting. Also, you can't teach what you have not done.

Coaching versus Teaching

I have learned a great deal from reading the work of Dr. Jawanza Kunjufu. His comparison of instructing, teaching, and coaching is informational.

Kunjufu says there are three different types of teachers in every classroom. First, is the 1) Instructor; the instructor just teaches the content. That's it. They say, "I got mine, you get yours". I had many professors of this type. That's all they teach, "just the content" no narrative, no soul. The second type of teacher is an actual 2) Teacher; a teacher has structure and accounts for learning styles of each different student and adds music into a lesson for one type of learner and color, video and different elements into a lesson to account for different learning styles, for left and right brain learners. Then the third type is the 3) Coach; the coach not only does what the instructor does by teaching content, and does what the teacher does by accounting for learning styles, but the coach also gets on the level of the student and says, "I've been here and I believe you can do it", "Let's do it together"

In this curriculum, only coaches are effective. You have to have been, where you are taking students, and believe they can get there also. You need to start a business or nonprofit. Before the Day 2 training, take PUR:501 and PUR:502 and launch your purpose-driven startup.

It is essential that you go through these courses before the day two training. Write down your answers, especially for question number three, which is what is your pain? What's the deepest pain that you've gone through? It's very important that you begin to write that down. Write your auto-ethnography on paper, because it's going to be difficult to say. It's going to be difficult to share, but the more that you write it, the more that you share it, you become more vulnerable and that will allow you to get to that place where you can share it with students to be vulnerable and earn their trust.

Please be prepared to share how your, 'Pain' relates to your 'People' tomorrow verbally with everyone in the group. That's very important for us to move to the certificate level. If you're not comfortable sharing your pain in public or if students, this curriculum is not for you and that's fine, but for teachers who

want to stretch and become vulnerable and get on the level of the student, you've got to be able to share your pain.

This vulnerability makes you human. It humanizes you. As, Freire says, everything we do in education either humanizes the student and lifts them up or dehumanizes the student. I want you to think about that as you think about; “Am I willing to be vulnerable with my students?” Even though its essential for the coach or the “example in charge” to share your vulnerable story. It is not mandatory for students to share their stories. In fact it is important that you always say, “Share, if you are comfortable”. In a class of 30 students I usually call on 3 self-aware students, who get it, and can easily make a connection with their pain the people they want to help. These students can teach the class better than the coach. If there are no student volunteers the coach is the example of vulnerability and may need to revisit the pain-people connection multiple times to help students understand, so be prepared by practicing sharing your narrative.

Be prepared to launch Day 2 training.

If you have not already started a business or nonprofit to do your purpose in life, be prepared to do that on Day 2. We're going to launch your purpose-driven startup tomorrow.

Day 2: Let's Make it Happen

Audience

This course is for faculty who will become licensed to teach the PurposeU Curriculum© at an institution which currently holds a license to offer the PurposeU(c) Curriculum. If your institution doesn't have an annual license, please contact our office at (919) 484-1925 or email admissions@learnpurpose.org

Expectations

As a result of PUR1001 The Purpose U Curriculum Certificate Course, the behavior we want Faculty to adopt is a vulnerable teaching style which uses problem posing and critical pedagogy instead of the traditional banking model of education. Citations:

Freire, P. (1970). *Pedagogy of the oppressed*.; Drakeford, D. (2018) Inclusion: The Art of Story-Listening.

Review of Purpose Activity

At day 2 of the training, we begin with a group discussion of the faculty experiences with the PUR501 and PUR502 e-courses. We want to allot time for each person to share their experience, their feelings and thoughts as they moved through the curriculum.

Auto-ethnography of People, Pain, Peace, Passion and Purpose

During this time of the training, we share our auto-ethnographies and walk others through our four answers from the Purpose Activity and how they connect to our new business or nonprofit.

Purpose U Curriculum Teaching Tips

The Power of Vulnerability

Let's discuss power, and power in the classroom, and what are our traditional ways that we look at power. What are some new ways that we can look at power through vulnerability?

Is your classroom a place that's vulnerable enough for you to cry?

There's two ways that we traditionally look at power in the classroom and I want you to think about it as you teach and use the PurposeU Curriculum. The traditional way that we traditionally look at power, is through hierarchy. I have your grade in my hand. I've gotten my degree, my PhD, my master's.

I'm the professor. I'm better, smarter, quicker, richer, healthier than you.

Through this type of leadership, whether we know it or not, we dominate and intimidate. It's just how the leadership is set up. It prevents the students from critically thinking and they really just give you the answer that you want. Students 'grade game' and think, "What is the answer, the teacher wants?" They think,

“Yeah, that's what I'm going to give the teacher, instead of critically thinking or disagreeing with the teacher.”

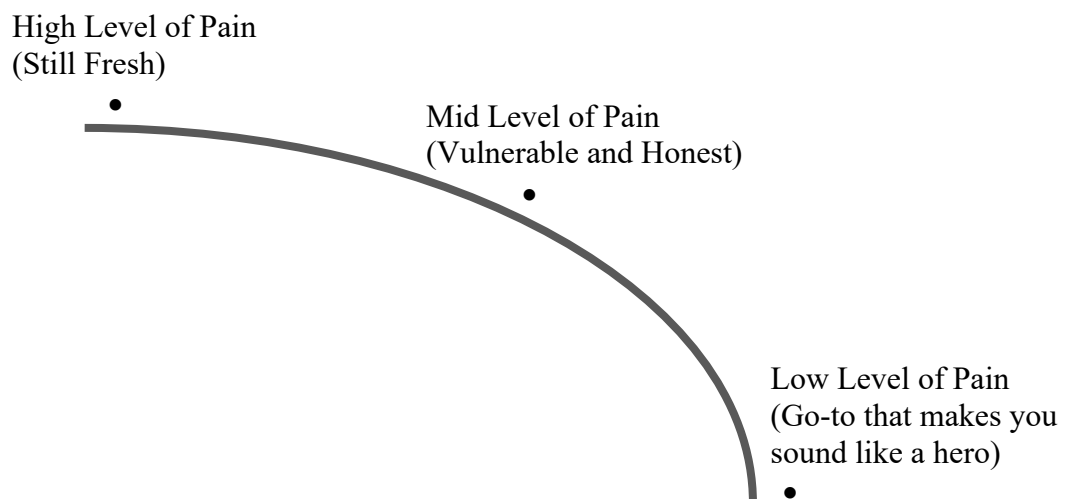
An alternative form of powerful leadership, is when you're vulnerable and you allow yourself to stretch and become even more human in the classroom. This garners respect, and this creates an atmosphere where your students can now become vulnerable and think about what's my pain? What's my passion? What drives me? What's the most meaningful thing in my life? Why am I not doing my purpose?

Aren't these thoughts and questions more powerful than 'grade gaming'?

Think about these forms of power and how you use power in the classroom, and how the purpose university curriculum can help you as a teacher and the student become even more vulnerable and take chances on critically thinking through community problems.

The Arc of Honesty

Figure 3: The Arc of Honesty



The Arc of Honesty is about being vulnerable in your class and with your classroom. I've had teacher after teacher, especially us old school teachers come to me and say, "Drakeford, I don't want to be vulnerable with my students. I don't want them in my business. I don't want them to know any of my information. Can I do this curriculum without being vulnerable?" The short answer is "no, you cannot". Because unless you become vulnerable, it doesn't create the atmosphere for the student to critically think and be vulnerable as well.

What will help is a construct I call the **Arc of Honesty**. This is for teachers, like myself, who have different levels of pain. Thus, we have different levels of pain that we are comfortable sharing. There should be information you are not comfortable sharing. But there are also some powerful purposeful stories that will help your students.

There are high level pains that we go through and some narratives and stories that we go through that the pain is so fresh. We're still dealing with it. We haven't gotten over with it. The trauma is so real that if we share it, it may be difficult. We may cry through the entire thing, we may end up stopping, we may feel embarrassed, we may feel vulnerable, we may further hurt ourselves.

In these cases, you don't want to use the highest level, your deepest pain. In these cases, you want to still be vulnerable, but go to another story of pain, a mid level narrative of pain that you can handle. In this mid-level narrative of pain it still needs to relate to the people that you're called to help. This helps your example to still be relative and honest.

What our research has found is that there is often similarities between the high-level pain story and the mid-level pain story because we are uniquely vulnerable in the same area. What we want to try to stay away from is the very low, low level of pain. This is the surface level story, or what I call our "Go- To". We go

here every time because we think it makes us look humble, but really it makes us look like a hero.

We don't want that. We want as much as possible for you to stretch, to get to this middle level, and if you can handle it, the high level of pain. This is your teaching tip: Be vulnerable. Think about it. Write out your story, over and over. Add more detail each time you write it. You got this.

Celebrations

An important element of the Purpose University Curriculum© is frequent celebrations, to encourage students from step to step! The goal is to have your students celebrate small micro-victories throughout the startup process. Students are nervous. Some have been told, “You can't do that”, “You can't start a business”, “You won't be anything.”

Some have a lot of baggage that they need to overcome in order to start a business. At the end of each step of the process, as the instructor, teacher, and coach you have to be a cheerleader. You've got to celebrate each and every small victory. Plan for at least 2 celebrations per student through small victories after Step 1 and Step 2 of PUR502.

Celebration 1

Starting with Step 1, the student has done their purpose activity. They've navigated through those difficult questions and you want to help them to establish a Purpose Proposition statement in one sentence. It should look a little something like this.

(my name or the name of my business) uses (passion, gift, talent, product or service). To help these (people or cause), achieve this positive (vision).

What's the vision for your student's company or nonprofit? Get the student to write it, and then once they complete that, you want to celebrate that. That's awesome! That's called a Purpose Proposition Statement, that statement will go on the front of their

website. Even if it's a high five, plan to celebrate this with every student.

Celebration 2

The second planned celebration is at the end of Step 2. Step 2 is helping the student build out their vision by building a free website. We talk through this process in the e-course (PUR502). There are many companies that help you to host a website for free. The main goal is we want to make sure the student has these seven informational items on their website home page:

1. Name of Company/ Nonprofit
2. Purpose Proposition Statement or Mission Statement
3. My Story (Why you are doing this and how it connects to your personal story)
4. Product or Service Overview
5. Quotes from 3 clients or customers (this initially may require some donated services)
6. Contact Information
7. Purchasing link for product or service (see learnpurpose.org)

After the student hits the publish button to launch their website, go crazy, and we all celebrate! When we do Hyperlaunches with multiple students, launching their businesses and websites at the same time, as soon as the student launches their website, we want to celebrate them. We pause every student and we have that one student who just launched their website play their favorite song on Youtube dance.

We want that student to dance and celebrate publishing their website, sometime the facilitator needs to join in and dance with the student. Then the endorphins start flowing as they start dancing and the student thinks, "Yeah, I can do this". They get excited. You get excited and this positive energy motivates other students to get their websites launched. This is important because the step after Step 2 is Step 3 getting your employer identification number (EIN). This can be a nervous step, because it's dealing with the government, and its official.

Before we get to Step 3, we want those endorphins pumping and self-confidence running high. We need, some dancing. We need students excited to get ready to do their purpose in life. Remember, celebrate each step. Be excited. Your students will be excited as well.

Anti-dialogical teaching vs. Dialogical teaching

There are many 'nuances' of the curriculum that I'm highlighting in smaller digestible professional development tips. This tip discusses Anti-dialogical vs. Dialogical teaching.

The book, Pedagogy of the Oppressed by Paulo Freire helped me to realize that the "problem" in the classroom was often "me as the teacher" and not the student's inability to be exactly what I preconceived them to be, even if I had a positive preconception.

Freire writes,

The important thing, from the point of view of libertarian education, is for the people to come to feel like masters of their thinking by discussing the thinking and views of the world explicitly or implicitly manifest in their own suggestions and those of their comrades. Because this view of education starts with the conviction that it cannot present its own program but must search for this program dialogically with the people it serves". p 224

In our research we looked at 48 college entrepreneurship programs and found most taught from a 'deficit model', meaning the instructors did not dialogue with students to help them find their own purposeful solutions and innovations through entrepreneurship, rather it predisposed a set of 'programmed' solutions, which often don't fit with poor, diverse, and rural students who are not seen as traditional CEOs. In these cases most students dropped out all-together.

I know how this feels because I was that student lost, unemployed, and racially unemployable in many companies in the south. As you know, the African-American unemployment

rate is double that of whites nationally and all students will not find traditional employment. For some youth who have a lack of employment opportunities entrepreneurship is the only legal option to wealth creation, and if they are discouraged from that option, they may be forced to get money by any means necessary.

Our work developing the Purpose University Curriculum is an effort to transform oppressive educators (of which I've been). This oppressive view of education starts with the conviction that it has its own "program". That's what we (teachers) have been doing for years, right? When we design a curriculum, we're really creating a "program" and we're saying students, "This is the best thing since sliced bread", but instead of creating our own inflexible and immovable program, we should encourage students to search for their own program of growth dialogically.

I want teachers to realize the traditional way that we teach is "anti-dialogical. In this method, there's no dialogue. It's just me, the sage on the stage talking and talking and talking.

In most classes we (teachers) don't believe we have enough time to engage students in dialogue to ask the students.... "Who are the people you care about? What's the problems in this community you want to change? How does your pain connect to these people? How do you heal from the pain you've gone through and what's your unique talent? What's your gift to change this community to change the world?"

True purpose coaches want to hear from students. We want some dialogue. That's the kind of teacher that we need teaching the Purpose University curriculum. It's called "dialogical teaching" and in this type of teaching we need student feedback.

Why?

Because the student's minds matter and they get that feeling when you ask them for their opinion, their thoughts, their critical thinking and ideas. We want the students to be the masters of their thinking. To dare to know.

Final note, I have not been the best at this all my life. There were many times that I was well intentioned, and I would say, “This young man he's an artist” or this young person “they are scientist”, but really I was saying, “I know better than you what your purpose is”. I've got to stop that, and this curriculum begins to help us all as teachers to do that.

Temporary Learning vs. Institutional Growth

At the Purpose University lab, we're studying the latest research and technology to help faculty go to the next level. For instance, How do we solve “cramming” or “temporary learning”?

I received my Ph.D. at UNC Chapel Hill and in the process of educational research, I got the opportunity to interview a great college president Dr. Cleon Thompson. He was the president of Shaw University, the president of North Carolina A&T State University, and for over a decade, the president of Winston-Salem State University. He was also Vice President for the entire UNC General Administration college system. There is one thing that he told me in our in-depth interviews that we've worked to solve in the Purpose University Curriculum©. Dr. Thompson said,

“College is broken and the reason the college is broken is because students participate in temporary learning. They learn just enough to get out of your class”.

He is right, students ‘grade game’ and learn just enough to get their grade. They cram, they quickly study, they perform rote memorization to get the information in their heads for the test only, then they leave your class, and two weeks later they forget everything.

Our challenge as teachers is how do we string knowledge together from class to class, and make learning relevant to the student. Through our research this is what we figured out. If we help students to build an institution around their purpose in life (a business or nonprofit), and we give it a website, a concept, an idea, a theme. By building an institution around their purpose in

life, now each class becomes institutional growth and the student is not just studying to get an A to get out of your class, they're studying the build something meaningful.

They are building onto purpose step after step after step and class after class. In the Purpose University Curriculum, we show students quickly, in less than 24 hours, how to start a business for free, how to get a website for free, a bank account for free. From then on, each one of their courses, instead of being temporary learning, is institutional growth.

Launching from the Mobile App



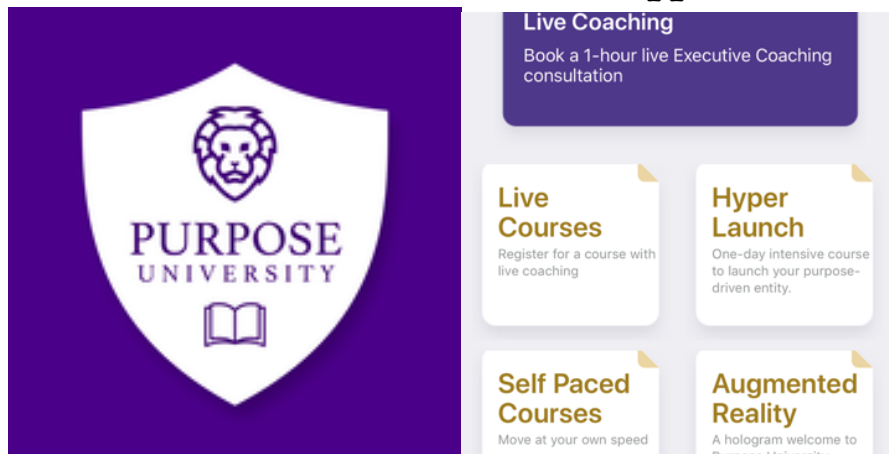
- Students can start a Business or Nonprofit from Mobile App, Tablet, or Computer
- Self-Paced Courses include Video and Step by Step Guide
- Coaches can help students with Purpose Proposition Statement and Lean Business Plans

In-person Hyperlaunches (1-day Startup Workshops)

The goal here is not to complete all five steps in 90 minutes but, to teach the framework to position students to complete the 5 Steps in 24 hours of reading and hard work.



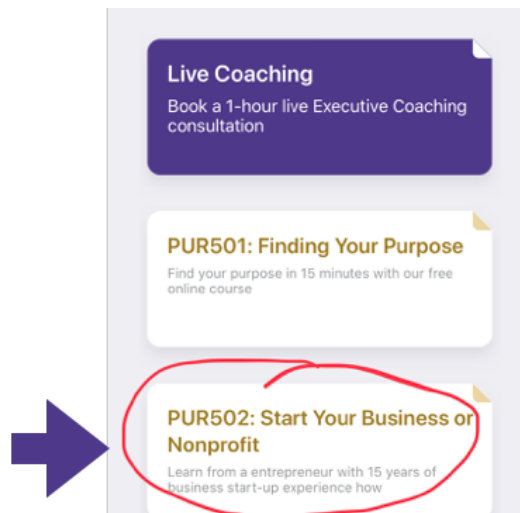
Download the Mobile App



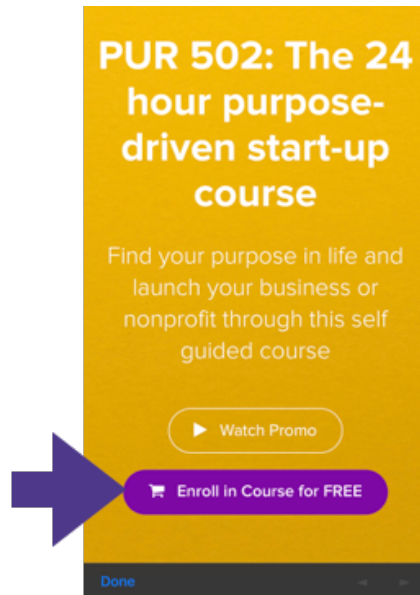
Select Self-Paced Courses



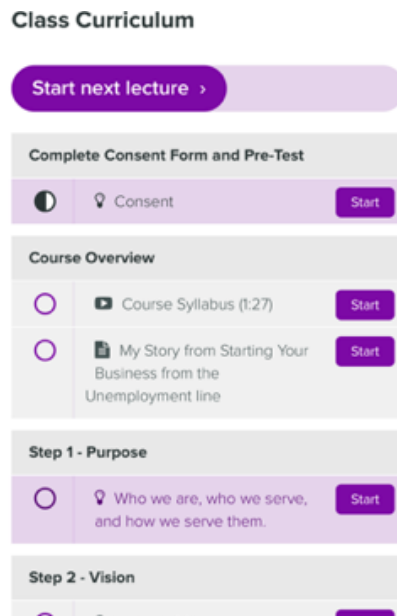
After completing PUR501 Finding Purpose, as a group or individually then select PUR502: Start Your Business or Nonprofit.



Select Course (if your institution has a license for the Purpose University Curriculum © enter your institution's coupon code for your students to obtain course for free)



Navigate through the curriculum and launch start-up



Lean Business Plan Coaching Tips

- Help the student to set small achievable Goals
- Think Incrementally (Dog Walking Business into a Veterinarian Clinic)
- Don't focus on profit (Social Entrepreneurship)
- External Scan (Partners, Potential Clients)
- Internal Scan (Assets, Skills, Needed Education)
- Plan trial, tests, and giveaways (Get 3 recommendations)
- Plan organizational growth and goal set (Excel Sheets)

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PurposeU © Certificate Requirements:

- 1) Finding their purpose and articulating it in a 1 sentence purpose-proposition statement
- 2) Launch your own purpose-driven sole-proprietorship business or nonprofit organization (or modifying your existing one to reflect your purpose (if it does not already)
- 3) Teaching with vulnerability: able to share your personal pain with students and how it relates to your purpose and the people you want to help
- 4) Becoming familiar with the literature: 1) Finding Your Purpose in 15 Minutes, 2) Starting Your Business From the Unemployment Line, 3) Fundraising for Nonprofits, 4) P5 The Five Secrets to Successful Grant and Bid Proposals, and 5) Inclusion: the Art of Story Listening.

*To become certified you are required to do at least 1 in-person group training after you have completed this course. This 30-60 minute one-on-one coaching session and exam with the PurposeU team assures a quality student experience with the use of the PurposeU curriculum.

Certificate Contract on Next Page

Purpose U Coaching Certificate Agreement

THIS COACHING CERTIFICATE AGREEMENT (“Agreement”) by and among [____], (“Licensee”), the undersigned faculty member (“Certified Coach”), and Drakeford, Scott, & Associates, LLC, a North Carolina limited liability company with its affiliate Purpose University (together, “DSA” and “Licensor”) is effective as of date signed and shall remain in effect one year from signed. This Agreement does not become a binding contract until signed by both parties. Use of this Agreement will be in compliance with state laws.

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CERTIFIED COACH

By: _____
Name: _____

Date: _____

DRAKEFORD, SCOTT, & ASSOCIATES, LLC

By: _____
Name: Derrick Drakeford, Ph.D.
Title: Chief Executive Officer

Date: _____

Chapter 9: Conclusion.....I mean...A New Beginning

To *reach* an end we must take our minds off from it and attend to the act which is next to be performed prior to it in time. We must make that the end (Dewey, 1990, p.23).

When the frost of winter comes and we see limbs falling from trees it is easy to think that the tree is dying, while in fact the tree is growing and preparing for Spring. Likewise, the *Purpose Lifestyle* is a challenge to the underexamined life. This is not the end it's a new beginning. My hope is that some preconceived notions died or fell off from your thought pattern as a result of reading this book and something new and beautiful will grow in its place.

Purpose can be learned, lived, and taught through a renewed lens of lifestyle. It is in the balanced *Purpose Lifestyle* where all the multiple dimensions and layers of the human experience are in harmony moving towards purpose. This positive forward motion bends reality in your direction. There was a time in American history when the average American worked one job their entire lifetime. They could depend on a pension, a gold watch and a retirement party after 30 or 40 years of service. Those days are over and for many corporations, if they have a bad fiscal quarter, they have no problem firing grandpa and an entire office of people, with families, who have worked tirelessly for the company for decades.

Even though the world of work in America has drastically changed the classroom and curriculum has not. Today, we still train students for 1 job per lifetime according to educational track, major and future careers that may not exist in 5 years. Who is preparing students for the jobs that have yet to be invented? Research finds, the average American will have over 8 different jobs in their lifetime. Though we may have over 8 jobs in our lifetime, our purposes in life remain relatively constant. It makes good sense that we begin to build a track record in our area of purpose by launching a purpose-driven business or nonprofit. If you are not doing your purpose, drop everything and run to do it now. As Dr. Martin Luther King, Jr. 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*

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