

"Many people think that you have to be born an entrepreneur. I have always believed that entrepreneurship takes practice."

Kevin Harrington

Founder of Harrington Enterprises, Original Shark from Shark Tank

SEE DO REPEAT

**THE PRACTICE OF
ENTREPRENEURSHIP**

FOREWORD BY MICHAEL HOULIHAN & BONNIE HARVEY,
FOUNDERS OF BAREFOOT WINE, NEW YORK TIMES BESTSELLING AUTHORS

REBECCA J. WHITE, PHD

Copyright © 2021 by NOW SC Press

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law. For permission requests, write to the publisher, addressed “Attention: Permissions Coordinator,” via the website below.

Publish@nowscpress.com
www.PublishWithNOW.com
@nowscpress

Ordering Information:

Quantity sales. Special discounts are available on quantity purchases by corporations, associations, and others. For details, contact the publisher at the address above.

Orders by U.S. trade bookstores and wholesalers. Please contact: NOW SC Press: Tel: (813) 970-8470 or visit www.PublishWithNOW.com

Printed in the United States of America

First Printing 2021

ISBN:

Hard Cover - 978-1-7369388-6-7

Paper Back - 978-1-7369388-5-0

INTRODUCTION

Entrepreneurship is a way of life. Like yoga or meditation, entrepreneurship is not about perfection; it is about transformation and change through practice. A business founder may build and create a very successful business, but make no mistake, they never stop learning. Similarly, entrepreneurship is a journey. Have you ever noticed that when entrepreneurs talk about what they have done, they love to tell their “story?” It is usually one that involves hard work, challenge, failure, and perseverance. It is also one where they have learned a great deal, and most entrepreneurs love to share what they have learned.

Early in my working life, I struggled with finding my vocational path. I changed my college major many times, and after graduating worked in numerous businesses, from banking to an engineering firm. Later, I decided to go back for an MBA, thinking I would work in the corporate world. But life intervened, and I got married. We moved to a small town, and I found myself teaching at the small college I had attended as an undergraduate. After several years of teaching, and with two babies in tow, I decided to pursue my PhD. It was shortly after finishing that I was introduced to the field of entrepreneurship as an academic discipline.

I had taken a position at a state university in the Midwest. Knowing my background in a family business and my personal interest in business startups, my department chair invited me to create and offer a course in small business. The small class of only fifteen students soon turned into a thriving program which gained national status and ranking, and I became immersed in the world of entrepreneurship education.

I had found a way to apply my own entrepreneurial mindset to an academic career. Over the past three decades, I have had the opportunity to help build several such programs. I've been a part of the educational journey of thousands of students, participated in interesting research projects, and provided training and consulting services to firms ranging from small businesses to public companies. I have even taken time away from the academic community to start several of my own businesses.

During the past thirty years, the field of entrepreneurship education has exploded into what might even be thought of as a global movement, as courses in entrepreneurship have grown exponentially worldwide. Once a topic offered in a class or two on a handful of campuses, entrepreneurship is now one of the most popular college degrees available. It is a topic of a wide variety of community-based education programs on a regular basis. While most entrepreneurship courses and programs had their roots in business colleges, courses and even entire degree programs can now be found in most colleges across campus from the sciences and agriculture to the arts and medicine.

Participating in this development and growth of an academic discipline has given me a unique perspective on the field, and an opportunity to leave my own imprint. My colleagues and I have participated as scholars firsthand in advancing the field as it has moved from teaching about how to start and manage a small business to a discipline that bridges a wide variety of topics from business to design to psychology. Now entrepreneurship is not just about how to start a business, it is about starting a new venture in most any context. It is about a way of seeing and acting that is based in opportunities and possibilities. Students who study

entrepreneurship today are learning about a mindset. In most cases, they are also learning by doing. Experiential education, now popular in many business fields, has been a mainstay in entrepreneurship education for many years.

About twelve years ago, I began to develop some concerns about the direction of our discipline. Although the field had gained immense popularity and had begun to develop science around how to teach entrepreneurship, the content in the field remained quite fuzzy. The concept of an entrepreneurial mindset was not clearly defined. It was not clear how to assess learning nor what one should expect of an entrepreneurship graduate. If we are teaching mindset, does it still make sense to judge our graduates on whether they start a for-profit business, how many people they employ, and whether they can raise venture funds? While these are all great indicators of success, was it also a success when one of our students launched a new product or developed a new process in their corporate job or at their church? I decided to dig into mindset a bit more, with the goal of figuring out not only what we should be teaching but also how we can measure learning.

While the origins of the concept date back to the early twentieth-century work of Austrian economist Joseph Schumpeter and others, it was a mere twenty years ago that Professors Rita McGrath and Ian MacMillan, popularized the concept in their book, *The Entrepreneurial Mindset*. Since that time, many have tried to clarify this perspective and there are many theories and opinions about what it means to look at the world through an entrepreneurial lens.

My own contemplation on mindset began with the review of an essay written more than a hundred years ago by James Allen. Produced as an easy-to-read-and-digest self-help book, Allen's main thesis was about thought and the impact of thought on intention and behavior. He suggested that our thoughts will dictate our actions, so we need to be guardians of thought. Working from this basic premise, I began to dig into the work on mental maps. One analogy resonated with me. If you want to find a location in New York, you can't use a map of Chicago. The idea that our

actions are dictated by our thoughts and we form mental maps that guide our behavior, made a lot of sense to me. Learning how to shape mindset required an even deeper look at how mindset is developed and transformed.

My research on mindset led me to the work of Stanford Professor Carol S. Dweck, who popularized research on the concept of mindset and its role in human behavior.¹ Mindset is made of deep-seated beliefs that govern our lives, our choices, and our behavior every day. It is made up of all our assumptions about the world around us and about ourselves and others. Developing mindset begins at birth and changes over time. For some, mindset changes dramatically over their lives while others maintain a more fixed mindset throughout life. Changing mindset is transformational and challenging. It often occurs from interventions and life experiences but may also come from introspection and personal motivation.

The relationship between mindset and behavior is complex and multidimensional. Mindset drives behavior. However, changes in behavior can also impact mindset. In fact, changing mindset often begins with changes in behavior. Some call this “acting as if.” However, simply changing behavior is also not enough. We can’t *do* our way out of a thinking problem. As Einstein said, “We can’t solve a problem with the same thinking we used to create it.” Mindset is deeply personal, and changes must come from within.

As I began to apply what I was learning to my work as an educator, I quickly recognized each learner came to me with their own personal mindset, which they had been working on their entire lives. Some of them came with a mindset that was firmly established and perhaps even entrepreneurial; after all, they were attracted to the field for some reason. Others would come with varying degrees of an entrepreneurial mindset. This meant, for learning to be transformational, it must be customized and be experiential. I had to find solutions to three remaining questions: What is the mental map of an entrepreneur? How is it developed? And how can this process of learning be customized and experiential?

Answering these questions meant clarifying what made the mindset of an entrepreneur different from non-entrepreneurs.

It also meant I needed to dig into the science of teaching and learning. About this time, I was introduced to competency-based education (CBE) by my friend and colleague Dr. Kevin Moore. Kevin was a co-founder of a consulting company that combines the science of teaching and learning with technology to provide technology-based education programs for a wide variety of organizations. I quickly saw that the application of CBE in entrepreneurship may provide an answer to these questions.

Introduced by David McClelland in the early 1970s, competencies were recognized as significant predictors of employee performance and success and were traditionally more associated with training than education. However, in recent years more advanced education systems have come to value it as a framework for designing and implementing education that focuses on the desired performance capabilities of the learner within this broad definitional context.² Whereas traditional education tends to focus on what and how learners are taught, CBE is focused on whether or not learners can demonstrate application of learning to solve problems, communicate effectively, perform procedures, and make appropriate decisions within a given context. CBE was a fit because it not only addressed teaching, learning, and assessment, it is also based in a deep understanding of the abilities, skills, and behaviors of successful performers.

The starting point, for developing any competency education model, is to understand the underlying factors that lead to successful application. In this case, how do entrepreneurs think and act? To do this, it was important to study hundreds of entrepreneurs to see if competencies would emerge. I needed to collect hundreds of stories. To do this, I didn't want to depend upon the stories of the 1%—the superstar entrepreneur stories that are told repeatedly. I wanted to get the stories of the other 99%—the everyday entrepreneurs that make a difference but whose stories are not often shared on a wide scale. Because this is where most of my students and clients would be. This process of talking to entrepreneurs³ and figuring out what really differentiated them started with a very long list of competencies; however, through hundreds of interviews with everyday entrepreneurs, some very exciting findings began to emerge.

First, despite the uniqueness of their entrepreneurial endeavors, there was a common mindset driving their choices. Second, while they all depended upon a common set of abilities and skills to develop these competencies, when they didn't possess a necessary skill or ability, they sought it out in someone else who could help them. Third, and perhaps even more exciting to note, the more they developed their mindset, the more likely they would attract others who could fill in those gaps. The interviews began to tell a story of mindset, intention, and attraction. From this work, the three competencies began to emerge. These three competencies then provided a model for creating a learning path for the experience and practice of entrepreneurship, which I could share with my students and clients:

- the ability to recognize entrepreneurial opportunities (SEE)
- the willingness to act on them (DO)
- the resilience to execute past failure (REPEAT)



Having a model and a language was a start, but there was still the question of how to share the model and how to help others learn this practice. I already knew experiential education was the answer, but I needed to better understand the cognitive processes of learning. As I talked to these entrepreneurs and pieced together their stories, something simple yet profound began to crystalize in my data. The See, Do, Repeat model was not just a set of competencies and skills required for any entrepreneurial endeavor. They are also the customized, experiential pathway to gaining those skills and the entrepreneurial mindset.

To fully understand how this works, we must consider what is often referred to as competency structures or the architecture of a competency-based learning model. This architecture is built by first identifying the primary competencies required for a specific task or job. For each competency, skills and abilities are identified. The learner is then asked to provide some evidence of skill or ability in three ways—which are hierarchical from a learning perspective—knowledge, application, and mastery.

From birth, we have all learned by seeing, doing, and repeating. When we learned to walk, we saw our parents and siblings walking, so we tried it and we kept trying it until we got the hang of it. We fell, but we were determined and so we accomplished our goal. Walking was the competency we, and the grown-ups around us, wanted. Standing up, balancing, learning to put one foot in front of the other were the skills we learned. Repeated practice allowed us to gain mastery of walking. We saw, we did, and we repeated until we learned to walk.

Competency-based learning doesn't require mastery. That is why it is such a beautiful model for entrepreneurship education. Instead, it is a model that can be used as a reminder of what is important and where to focus our learning. A well-designed competency structure becomes a model for what to prioritize in learning to reach a specified outcome. Remember, entrepreneurship is practice, and like yoga or meditation, the goal is not mastery. The goal is showing up each day. It is unlikely any of us will fully master each of the three competencies in the See, Do, Repeat

model on any given day or with respect to any given endeavor. In fact, my research and experience has taught me mastery of all of these is not important. There are other ways, which I will share, to reach tremendous success without mastering all of these. What is important is having a focused practice.

The elegance of the See, Do, Repeat model for the practice of entrepreneurship is that it describes both what to know and how to learn it. While entrepreneurship is never easy or simple, having a focused way to develop your entrepreneurial practice can be extremely valuable. In fact, having a curated approach, which can be integrated into everyday life and work, may be the only way someone who is working 24/7 on an entrepreneurial venture can take the time to improve their practice.

To help you build this practice into your life as quickly and as effectively as possible, this book has been organized into three parts: Seeing (Opportunity Recognition), Doing (Taking Action), and Repeating (Executing Past Failure). Each part includes three chapters, each focusing on a required skill. At the beginning of each chapter, you will find some reflection questions—sort of a pre-test—to help you figure out where you are on the pathway of learning. At the end of each chapter, you will find a learning guide which is also divided into three stages of learning—See (Knowledge), Do (Application), and Repeat (Mastery)—to help you continue your own customized learning program. I encourage you to begin your practice now by turning to the next page.

CHAPTER 1

OPPORTUNITY

*There is a tide in the affairs of men.
Which taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea we are now afloat.*

—Julius Caesar, Act-IV, Scene III, Lines 218–224

Entrepreneurship is opportunity centered: it begins with an opportunity and exists only when there is an opportunity. Entrepreneurship is open to those who can see an opportunity, act on it, and execute past failure, the people who can *see*, *do*, and *repeat*. But because it is opportunity centered, the ability to recognize a feasible and impactful opportunity is vital to the entire process.

If you are reading this book, it is likely you either want to pursue an opportunity now or in the future or you are already doing so. In the first part of this book, we will examine entrepreneurial opportunities, define them, and discuss how we know whether they are both impactful and feasible. Later, we will talk about how to be successful in that pursuit. But for now, let's take a minute and assess your concept. How many of the following questions can you answer with a "yes?"

- Are you passionate about your opportunity?
- Does your opportunity provide significant value to your customers?
- Is this the right time to pursue your opportunity?
- Can you make money on this opportunity?
- Will others who invest time or other resources into my opportunity be rewarded?

How did you do? If you were able to answer “yes” to all five of these, you may have an entrepreneurial opportunity, but keep in mind there are still more questions to address before you decide for sure. If you couldn’t answer “yes” to all of these, don’t despair, that is where this book comes in. Every new venture, whether it is a business, a new product or service, a new organization, or not-for-profit group, starts with a thought. An idea that must be shaped and molded into feasible and impactful entrepreneurial opportunities. Let’s get started on yours.

OPPORTUNITY DEFINED

The word *opportunity* stems from Latin origin: *ob* (toward) and *portus* (port). The original term *op-port-tu* referred to the time, before ports were dredged, when the captain and crew had to wait for the tide to rise to go into the ports. Sailors used the phrase *ob portus* to denote the best combination of wind, current, and tide to sail to port. However, the only way to seize such weather conditions was if the vessel’s captain had already sighted the port of destination. Knowing the weather conditions without knowing the destination was useless. Therefore, a ship was in a state of *opportunitas* when its captain had decided where to go and knew how to get there.

I met Edouard “Ed” Carrie, a young student from Haiti, when I walked into my first class on the campus of the University of Tampa. Even after many years of teaching, I was nervous about meeting this new group of students. Arriving a few minutes before class to

review notes, I was standing at the podium when Ed approached. He reached out a hand to me and with great enthusiasm said, “Dr. White, we are so excited to have you here. We have been waiting for you!” Talk about pressure. I had just met one of the most motivated student entrepreneurs I had ever encountered. He had a tremendous passion for entrepreneurship, and he was anxious to learn from everyone and everything he experienced.

Over the course of the next year, Ed was a constant fixture in my office and an enthusiastic student in class. Ed was an entrepreneurial soul in search of an opportunity. He had the passion, the willingness to take action, and, with a father who led and owned a business, had the encouragement of his family to be an entrepreneur. Each time I saw Ed, he had a different idea. He wanted to pursue all the typical “student ideas” like having a T-shirt screen printing business. Exasperated with his constant ideas, one day I reminded Ed of one of my favorite lines for students in this search phase, “If you want to find an opportunity, look for a problem.” Like so many of the wonderful students I have the honor of working with, although Ed envisioned himself as an entrepreneur, he hadn’t experienced enough of life and hadn’t yet done the work to see a real problem.

It wasn’t until he went home for the holidays his senior year and experienced a life-changing event that he found what would ultimately lead to his entrepreneurial journey. On the afternoon of January 12, 2010, a magnitude 7.0 earthquake struck the island of Haiti. Sadly, this disaster was one more misfortune in a country that had suffered decades of political, economic, and social setbacks. Ed was home on the holiday break, and he emailed me to say he may be late coming back. Ultimately, he was able to come back and when he did, he returned with his entrepreneurial passion. During the next semester, his final one at the university, he designed a company that would ultimately become the first professionally managed company to collect trash, in a country that was overrun not only by debris from the earthquake but from decades without trash collection and disposal systems. The company not only provided a venue for

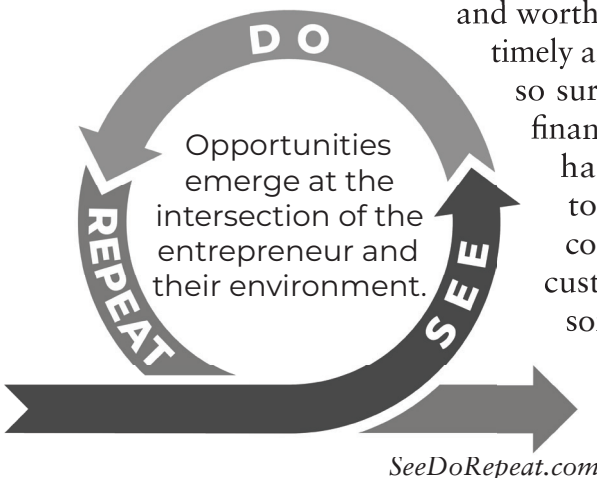
cleaning up much of the country, but it also provided an income to thousands of Haitians.

CRITERIA OF AN ENTREPRENEURIAL OPPORTUNITY

While every opportunity begins with an idea, an opportunity is much more than a conceptional combination of thoughts. It is a unique combination of the thinker (in this case the entrepreneur) and the environment (or economic marketplace). Entrepreneurial opportunities, the subject of this book, are those situations in which new goods, services, raw materials, and organizing methods can be introduced and sold at greater than their cost of production.⁴ Those worth pursuing are a complex mix of timing combined with personal experience and goals. An opportunity that might have worked well last year may very well not succeed today. Similarly, an opportunity that is right for me may not work for you. Opportunities emerge at the intersection of the entrepreneur and their environment.

There are four essential qualities of an entrepreneurial opportunity: It must be *interesting and attractive* for the entrepreneur, it must be *timely*, it must have *financial benefit* for all those who invest time, talent, or treasure, in the business and it must *add value* for the customer.

For Ed Carrie, the experience of a major weather event disaster in his home country helped him identify an entrepreneurial opportunity that he found interesting and worth pursuing. It was clearly timely and needed. But he wasn't so sure the concept would be financially beneficial or if he had the skill set needed to create a company that could add real value for the customer. He needed to do some more work to figure this out.



Ed's initial idea for his company was to recycle the concrete that had literally filled up the communities in Haiti after the earthquake. But interactions with another classmate led to a significant change in the plan. Ed had a classmate whose father owned a waste management company in the northeastern US. Ed was invited to intern with their company after graduation. During this work experience, Ed learned more about the industry, and with that knowledge (as well as a favorable agreement to acquire machinery needed), he returned to Haiti to start the company with a new business model.

Through his new strategy, Ed was able to provide value in several ways. First, his company provided an organized way to clean up a country, which had historically lacked trash removal and disposal systems. Second, thousands of unemployed Haitians were able to live on the money they could earn by collecting and bringing in plastics and paper they found around their homes and neighborhoods. He also found a way to monetize the business. At that time there was a significant market globally to sell recycled plastics. Ed had created an entrepreneurial opportunity. A business he found interesting and worthwhile, that provided value, was timely, and could generate revenue and make the effort financially worthwhile.

Like Ed, Lisa Druxman found her entrepreneurial opportunity after experiencing a major life-changing event. Lisa is the founder and CEO of Fit4Mom, the nation's leading company for pre- and postnatal health, wellness, and fitness programs for motherhood. Lisa was passionate about fitness and had spent time working in the fitness field when she learned she was pregnant with her first child. In search of a workout buddy in her hometown of San Diego, California, she soon learned there wasn't a strong community of women in a similar situation. To fill that need as well as her desire to work with more personal control over her time as a new mom, she started her company.

Lisa didn't start out to be an entrepreneur. She simply had a personal need. But she soon found out she was only one of thousands of women who had the same need. Her passion turned out to be an entrepreneurial opportunity. It was timely, filled a

market need, and could be financially viable through a franchising model. Today Lisa and Fit4Mom have created opportunities for women nationwide, with 300 franchises and 2,600 locations around the world.

For many entrepreneurs, like Ed and Lisa, the identification of an entrepreneurial opportunity will surface after experiencing a life-changing event. For others, the emergence will take many years.

Donna Salyers is the founder and CEO of a faux fur manufacturing and direct seller business in Covington, Kentucky. I met Donna when I was living and working in the Greater Cincinnati area. As a young woman, Donna loved to sew. One day she grew frustrated with the sewing column in the local newspaper and decided to write a letter to voice her disappointment about their content. The paper wrote back and invited her to be a contributing editor. As she tells it, they told her, “If you can do better, why don’t you write for us?” She saw this as an opportunity, took them up on the offer, and began her career in a sewing-related field.

The column led to writing a series of books on sewing. In the early 1980s, the Cincinnati communications company E. W. Scripps expanded from newspapers to cable TV, and Donna saw another opportunity and created and starred in a cable TV show about sewing.

Donna’s career as an expert in the sewing industry began to grow, and over time, she was invited to New York for an interview about sewing programs. It was winter and Donna decided she wanted a fur coat to wear to the city. However, as she was driving to the store to buy her coat, she heard a short story about the abuse of animals to produce fur coats. She decided she couldn’t contribute to that problem, so she would make her own fake fur coat. She did, and when she went to New York for her interview, her new coat got rave reviews. This led to the start of Donna Salyers Fabulous-Furs. With customers in forty-six countries and sold by Neiman Marcus, Saks Fifth Avenue, Nordstrom, Gorsuch, and other luxury boutiques and hotels throughout the country, Donna’s business is now one of the leading faux fur brands in the world.

While Donna's entrepreneurial opportunity was based on her passion, she didn't start her company as soon as she recognized her interest in sewing. Unlike Ed and Lisa, the timing wasn't quite right yet. She began by building her knowledge as well as her network, but along the way, she recognized the changes in the marketplace and took advantage of them. Moving from newspapers to cable TV was the first transition in her story. She also saw trends in the marketplace very early regarding animal rights.

When Donna first started her faux fur company, she was selling sewing kits for her coats. She would purchase the material, create packages of sized pre-cut material, and then sell them via mail orders and on the phone. One day she got a call from someone who represented the actress, Loretta Swit (if you are old enough, you may remember her as Major Margaret "Hot Lips" Houlihan on *M*A*S*H*). Loretta had heard about her coats and wanted to purchase one. Donna didn't respond that she sold kits, not coats. Donna said, "Yes" and that she would pass this along to the "ready-to-wear" department. Turns out, the ready-to-wear department was Donna and her sister in the basement making a coat for Loretta. Donna had gotten the message that there was a customer need for her products and Fabulous-Furs was born.

Donna's big entrepreneurial opportunity began with a passion for sewing and by pursuing that passion, over time the market and customers emerged. What made the difference for Donna was that she was astute enough to recognize *when* to pursue her business. Like the captain at the helm of the ship, when the conditions and the tide were high, she headed to port. Donna was able to bring together the needed elements of a business that would be interesting, timely, provide value to customers, and make money.

TAKING THE FIRST STEP TO ENTREPRENEURSHIP

The ability to recognize an opportunity, which is interesting, timely, financially viable, and adds value, is the starting point for the creation of any new venture. It is the first step in the See,

Do, Repeat practice of entrepreneurship, so getting this right is critical to everything else. The good news is that this is a skill that can be learned, practiced, and applied by anyone.

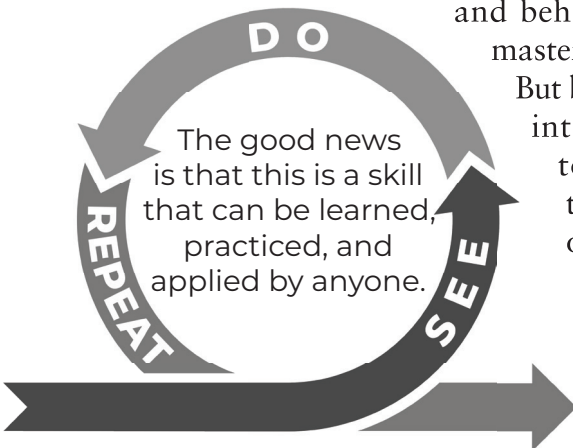
Ed, Donna, and Lisa are just three of thousands of similar entrepreneurial stories. From the builders of big corporations to the freelancer, the solo entrepreneur, employees working within a larger company (often known as intrapreneurship), to those in not-for-profit organizations, the requirements of an entrepreneurial opportunity are the same: to find a meaningful pursuit that is timely and provides value to the customer and to those invested in the venture.

The recognition of an entrepreneurial opportunity begins with the unique perspective, interests, and experiences of the entrepreneur. Like Donna's sewing interest, Ed's experience with the earthquake in Haiti, and Lisa's new experience of motherhood, the recognition of an opportunity comes from a passion or interest developed from experience. Sometimes that experience is a pleasant one (like a sewing hobby) or an unpleasant one (like a damaging earthquake). Either way, life provides us with many sources of inspiration for entrepreneurial opportunities.

But passion is not enough. The environment and the willingness of the entrepreneur, to learn and act on that learning, also dictates whether an idea is an entrepreneurial opportunity. In the next two chapters, we will examine ways to improve your odds of recognizing viable entrepreneurial opportunities. As with any

competency, there are skills, abilities, and behaviors that can help you master opportunity recognition.

But before we look more deeply into those, take some time to prepare by practicing the skills associated with opportunity recognition.



PRACTICE: OPPORTUNITIES

SEE

Opportunity recognition is about connections, but oftentimes we need to disconnect to connect. The ability to recognize opportunities begins with awareness. So many times, we live our lives on auto pilot and we miss much of what is going on in the world. Taking time to disconnect from our electronics and our own busy mind can give us the chance to begin to *see* differently. How many opportunities are right in front of you but go unnoticed because you are not paying attention? Consider driving to work using a different route this week or taking a walk in a different part of your neighborhood or city. What did you notice? Did you see something that you had never noticed? Were you surprised by anything? Now try talking to someone and really listening to them. Ask questions and get to know someone on a deeper level. Find out more about them. Did you learn something new? Maybe you found a new connection.

DO

Make a “bug list.” This is a list of as many things you can think of that bother you. What is frustrating? What makes your life or your work harder or more challenging? Now, look at the world. What bugs you about the greater world around you? Where do you see problems? Make the list as long as you can. How many did you write down? Now try to add more. Push harder. Maybe you are someone who never complains, so you aren’t bothered by many things. Or maybe you see lots of ways for improvement. Either way, can you push yourself and see if you can come up with twenty-five, fifty, or even more items on your bug list?

REPEAT

Review your bug list. Were you able to see lots of different and unique problems or were many of them a variation on the same problem? If so, try again and see if you can stretch your mind to find more. Now can you think back to what you saw on your walk or drive, or what you learned in your conversations when you were practicing more awareness? Can you begin to see connections which might lead to opportunities you never considered? Keep pushing. Try to see if you can find at least three to five new ideas you never considered that could have the potential to be an opportunity. Something *interesting* to you, *timely*, has *financial potential*, and could provide a potential *valuable solution* to the problem. Write down your ideas in a notebook or journal, so you can return to them later. Make it a practice to evaluate your opportunities this way.

SEE DO REPEAT

THE PRACTICE OF ENTREPRENEURSHIP

The practice of entrepreneurship is transformative to anyone who chooses to take the journey, and it can also be a pathway to changing the world! The goal of entrepreneurship, is not mastery of every aspect, the goal is to keep learning, to execute past failure, to reach your definition of success. After studying entrepreneurs and entrepreneurship for over thirty years, this book, *See, Do, Repeat: The Practice of Entrepreneurship* identifies a method to identify and carry out successful entrepreneurial ventures, highlighting that you must find opportunities, take action, execute and repeat!

"Entrepreneurship is as much a business challenge as it is a mental one. Dr. White's new book provides the data for the discipline required to achieve the extraordinary every day."

Jason Feifer, Editor in Chief Entrepreneur Magazine

"What I found most interesting was the tangible processes for learning how to ideate and discover opportunities. The book describes real, practical advice for today's entrepreneur."

Jeffrey Vinik, Owner, Tampa Bay Lightning

"The human aspect of this book involving mental preparedness, thought incubation, positive mentality, and gratitude harvest the fundamental skills of success."

Dr. Jacqueline Darna N.M.D

CEO & Medical Inventor of NoMo Bands, Top WBE CEO of 2021

"Dr. White's book captures the true essence of the entrepreneurial journey and unlocks the keys to true success along the way. I wish I had read this book earlier in my entrepreneurial career as well!!"

Nick Friedman, Co-Founder/Visionary, College H.U.N.K.S. Hauling Junk



ABOUT THE AUTHOR

Rebecca J. White is an experienced educator, entrepreneur, speaker, author, consultant, and distinguished board member with expertise and experience in the design, management, and leadership of innovation and talent development. Dr. White is currently the James W. Walter Distinguished Chair of Entrepreneurship, Professor of Entrepreneurship, and Director of the John P. Lowth Entrepreneurship Center at the University of Tampa.

She received her MBA and Ph.D. from Virginia Tech University. In addition to starting several business ventures of her own and launching nationally ranked academic centers, she grew up in a family business and has helped countless entrepreneurs launch and grow their companies. Her podcast, En Factor, and the companion blog, share inspirational stories of successful entrepreneurs, with a focus on opportunity recognition and resilience.

www.SeeDoRepeat.com



#SeeDoRepeat

🌐 www.PublishWithNOW.com

☎ 813.970.8470

✉ Publish@NOWSCPress.com



SCAN ME

