A Black, Dyslexic, Gifted and Male Entrepreneur:
The Unheard Voice

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Abstract

Scholarship addressing entrepreneurs who identified themselves as gifted and dyslexia continues to come from a singular perspective and lacks diverse or inclusive views. Researchers examining the experiences of entrepreneurs who are gifted, and dyslexia must include the sociocultural perspectives of Black males and understand the process of how becoming an entrepreneur is based in the individual's gifted identity. To truly give voice to entrepreneurs from underserved and underrepresented communities, qualitative (i.e., autobiographical) and conceptual research are necessary that focus on new venture creation and development, characteristics, and behaviors. Therefore, this autobiographical article of a Black, dyslexic, gifted male will give voice to the biographical process of becoming an entrepreneur.

Keywords: *black males, entrepreneur, dyslexia, gifted*

An individual's biography unfolds over the course of a lifetime, collating all the experiences that become the path to one's unique, personal, and individualized story. The autobiographical retelling of one's experiences gathers the various elements leading to the recognition of one's unique, personal collection of identities (Haley, 1965). The particular methodology used to retell my story is one of reflective autobiography. The various childhood experiences specifically related to education and learning to read accumulate to create the basis of my later adult work. No single autobiographical moment can be targeted as being exclusively formative, but the sum of all those pedagogical moments have evolved over time to make me the person I am today. I am a Black gifted male with dyslexia. I am also an entrepreneur, bringing my particular autobiographical and sociocultural experiences to my work. Becoming an

entrepreneur has been a process filled with challenges and being dyslexic has helped me succeed, but my early education had failed me (Logan 2009; pg. 1-2). A visual look at me will reveal that I am male, and I am Black. What you will not see is that I am also gifted, I have many talents, and I am dyslexic.

My early years in school were marked by significant disconnects between what was expected of me and what I could process. My first memories are of frustrated teachers responding with increased irritation at the fact that I was not learning to read like the other students my age. I was subjected to initial encouragement which inevitably devolved into criticism, discipline, annoyance, and shaming. My response was one of confusion, anger, and self-loathing. I desperately needed a way out of being held accountable for the shameful consequences of having dyslexia. Through these years of being condemned and berated for what I could not do, somewhere there was a spark in me that could not be extinguished.

No matter how many horrendous reports I received from school, or how many detentions I was forced to sit through, the commitment of my mother always found its way to team up with my own inner spark, and I eventually survived the school system. When I left high school, I still could only read at an elementary level. In those twelve years, no one provided me with an effective educational approach to reading that was suitable for my learning needs. Instead, I learned to become a survivor, taking the artifacts of my daily traumas as boy with dyslexia into protective custody so that, over time, I might find a way to give voice to those experiences as a way of helping others with a similar destiny. Becoming an entrepreneur has been one of the tools I used to heal the trauma of my life as a dyslexic, Black boy in an educational system unequipped to teach me.

Dyslexia is a specific language disability that is neurobiological in nature, but has nothing to do with a person's intelligence, creativity, motivation or productivity (Wolf, 2007). It is also important to understand that those traits differ between individuals with dyslexia and each person has their own unique strengths and weaknesses. These strengths may include problem solving, creative skills, big picture thinking, interactive skills, and entrepreneurial ability (Beetham & Okhai, 2017; pg. 58). These traits are not necessarily causal, or caused by the dyslexia, but those with neurodiverse, dyslexic brains are often recognized as having significant strengths and skills in areas other than language processing and production (Ehri & Snowling, 2004).

In a dated, but relevant article, scholars Everett, Steffert, & Smythe (1999) examined the connection between dyslexia and creative talent, and one of their results was an alternative explanation for the creative talents found in the present study is that the dyslexic develops creative skills because of the need to be flexible in their way of dealing with a world which emphasizes literacy skills (pg. 5). That flexibility can result in coping strategies that assist entrepreneurs to overcome personal challenges while they are making adjustments in their thinking and planning, which defines their identity and could lead to success in their new venture creation (Farmer, Yao, & Kung-Mcintyre, 2011).

Within a sociocultural perspective, each dyslexic entrepreneur will demonstrate different cultural capitals that also impact their identity in both the business and educational communities (Yosso, 2005). For instance, these capitals may include aspirational, navigational, resistant, and social capital.

- *Aspirational capital* is viewed as "the ability to maintain hopes and dreams of college for the future, even in the face of real and perceived barriers." (pg. 77)
- *Navigational capital* refers to "skills of maneuvering through institutions." (pg. 80)
- *Resistant capital* is "knowledge and skills fostered through oppositional behavior(s) that challenges inequality." (pg. 80)
- *Social capital* is viewed as understanding the "networks of people and community resources." (pg. 79)

One notable statement made by Farmer, Yao, and Kung-Mcintyre is that a person's identity and capitals can have potentially powerful effects on entrepreneurial activity (pg. 266). An entrepreneur's identity is also shaped by specific traumatic experiences that results in their devotion and persistence (Miller & Breton-Miller, 2017). A traumatic experience may be a result of negative learning outcomes due to inappropriate instruction that does not address dyslexia.

Therefore, Miller and Breton-Miller (2017) emphasized how these personal challenges or traumatic events can force entrepreneurs to adapt to their situations and environments. Many students with dyslexia find the process of early education traumatic. It is an assault on the individual's sense of self that failure is the only constant, and the resulting shame penetrates all other activities of the school years. The tragedy is that it does not end with the graduation. Another possible traumatic experience for those with dyslexia is the challenge of entering the workforce and gaining employment commensurate with their skills, interests, and abilities. A dyslexic individual may be met with obstacles related to their reading and writing abilities, preventing them from seeking a desired career, which Miller & Breton-Miller (2017) describe as absence of common career alternatives.

Those with dyslexia can be affected in the labor market both when searching for a job, and ultimately on the job itself. When considering the intersectionality of race/gender and dyslexia, the conversation in the business and educational communities needs to be more diverse (Doyle, 2020). Therefore, this autobiographical article, *A Black, Dyslexic, Gifted and Male Entrepreneur: The Unheard Voice* will give voice to the biographical process of an entrepreneur, based on the sociocultural experiences afforded me through my years in education as a Black male with dyslexia. No one's life story is the same, and this story will be told within the framework of lived experiences informed by the specific sociocultural framework of my biography.

Voiceless No More

In the business and education communities, the timely conversation on dyslexia is expanding its once singular, predominately White view. The voices of Black entrepreneurs, especially those with dyslexia, are beginning to be heard for their creativity, development, and innovation of entrepreneurial activities. As a community, it is time to keep listening, keep supporting, and keep learning from these voices in honor of varied sociocultural perspectives. It is important to note, that this article is autobiographical and grounded in a sociocultural perspective of a gifted Black male with dyslexia, so it cannot be generalized, but it is possible that other entrepreneurs may relate to both the literature and to my experiences.

Review of Literature

There is a gap in the literature on the success or survival of the creativity, development, and innovation of entrepreneurial activities of Black male entrepreneurs (Lough, 2015; Peters & Brijlal, 2011). There are various elements that make up the identity of entrepreneurs, but for the purpose of this theoretical paper, the review of literature will be organized around these themes:

Social Cultural Perspective of Entrepreneurs

Within the contexts of the business and education communities, how Black entrepreneurs are perceived is critical because their authentic experiences may influence their attitudes and expectations towards their creativity, development, and innovation of activities related to those communities (Bogan & Darity, 2008; Cochran, 1965; Cummings, 2019) These experiences can impact an entrepreneurs' decision to create or join groups that share unique characteristics, which separates them apart from other groups of people (Wingfield &Taylor, 2016).

While considering the social, cultural perspectives of entrepreneurs, particularly those from diverse and ethnic backgrounds regardless of gender, it may be relevant to understand how they define their culture (Masovic, 2018). Entrepreneurs may represent a different social culture in terms of their values, norms, and innovative ideas compared to their peers or what is accepted by society (Frederick & Foley, 2008). In references to one's identity, it is important to understand the attitudes of entrepreneurs and how they may view culture: beliefs, time, work and leisure, achievement, change, and job.

For instance, attitudes towards personal achievement and change may not only be a result of one's experiences relating to school or academic hardship that led them to become entrepreneurs, but also from their devotion and persistence overcoming those barriers (Dimic & Orlov, 2014). Logan (2009) emphasized that adults with dyslexia who have navigated difficult situations and overcame them usually develop coping strategies that could be useful in their entrepreneurial endeavors. Therefore, both the business and education communities may want to consider understanding Black dyslexic entrepreneurs as a social phenomenon, whose behaviors have been formed by a convergence of personal motivations and socio-cultural influences (Kollinger & Minniti, 2006).

Symbolic Interaction Perspective

At the forefront of thinking about my innovative undertakings, I came to the realization that the formation of my personality has been shaped through my social interactions (Chang, 2013). In a dated, but very relevant publication, Mead (1934) emphasized that individual identities are shaped from their social interactions with others through sociocultural experiences. Mead also indicated that people engage in the process of self-reflection about who one is and how one sees themselves based on their social exchanges. Further, through social exchanges, our identities are not only constantly forming, but also becoming constructed by people from different cultural capital, class, and power structures (Freire, 1970).

To reemphasize, Mead (1934) alleged that our interactions are social behaviors made up of different types of communication that affect our reactions, which cause a change in behavior. Further, the central assumptions are: (1) meaning is important, (2) humans must have a sense of self to create meaning, and (3) society influences individuals. Reflecting on my own my journey,

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I thought about how experiences shaped my personality, gave me a sense of meaning, and became fundamental to a symbolic interaction perspective.

Consequently, my identity as an entrepreneur has been shaped by three mutually reinforcing aspects of identities: race, dyslexia, and giftedness (Ireland & Webb, 2007; Shepherd & Haynie, 2009; Tajfel & Turner, 1986). As a Black man, I have experienced race as a formative factor since early childhood. Not only was I dyslexic, but I was a Black boy. As much as my teachers tried to say I was treated equally, the statistics say otherwise. I understand now, many years later, that Black boys are disproportionally identified as having behavior problems. Since neither girls nor white boys are identified with behavior problems at the same rate, it is clear race and gender played a role in my not being properly identified as having a specific language processing disability. Instead, I was simply seen as a bad Black boy. My giftedness was not perceived in school since my unaddressed dyslexia made it appear as if I was unable to learn. Despite being seen through such an inaccurate lens, my personality, motivation, and sense of self continued to grow. In spite of the consistent resistance and lack of recognition throughout my academic journey, my experiences have been an ongoing process where I am continuously being molded into what I am becoming (Cross & Markus, 1994; Markus & Nurius, 1986).

Theory of Entrepreneurship

Viewing entrepreneurship from an historical perspective would allow the business and education communities to understand how theorists positioned the culture of entrepreneurship. Reflecting on my own entrepreneurial activity, I connected with the ideas of Joseph Schumpeter (1934) and Peter Drucker (1964). Schumpeter defined the entrepreneur as one who is a visionary and creatively destructs by disrupting the norm and disseminating new products. Drucker described an entrepreneur as a person who not only recognizes, but also maximizes opportunities, which are relevant to my own experiences. In addition to these theorists, there are five stages of social entrepreneurship (Tanabe, 2020) that are essential in understanding one's process (See table 1).

Table 1: The Five Stages of Social Entrepreneurship				
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**
Defining systemic problem	**Individualizing Enterprise**	**Organizing Enterprise**	**Socializing Enterprise**	**Achieving Systemic Change**
Stating a problem derived from the overall social system, e.g., the root cause of inequality, human insecurity, or a crisis of global sustainability	An activity solely by the founder or cofounders of a social enterprise.	An activity by a team of the social enterprise utilizing theory of change	An activity by multistakeholders in society who strive to solve the systemic problem collectively	Realizing a fundamental change at the level of the social system, which prevents or alleviates the systemic problem per se.

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> (Tanabe, 2020). The Five Stages of Social Entrepreneurship. What is a broadly applicable framework?

       This table is critical in my development and outlines how I evolved to see myself as social entrepreneur and innovator (Bornstein, 2004). Further, a social entrepreneur's development is shaped through a sociologist perspective. From a sociologist's view, my entrepreneurial activity had emerged under a specific social culture that was a result of the educational community overlooking my voice and my experiences as a gifted Black male entrepreneur with dyslexia. When considering the psychologist's view on entrepreneurship, it is an intersection of theorists Schumpeter (1934), and McClelland (1961) that shaped my thinking and progression of entrepreneurial activity.

Innovation Theory of Schumpter

       Theorist Schumpeter was regarded as a trailblazer who emphasized that entrepreneurs are individuals that disrupt the fabric and flow of society norms and are innovators in their own creative activities. Scholars Qin et al. (2020) explained how creativity is regularly the beginning stage of an opportunity, an entrepreneur's identity, development, and innovation. These individuals bring new products, service, resources, and perspectives to the different markets (i.e., business & education).

       According to Schumpeter's theory, an innovator is more than an architect of their creation(s). An innovator will go through an innovation process of becoming an entrepreneur that can become a profitable business opportunity in an untapped market. Throughout their process, entrepreneurs can be motivated by a variety of possible factors: power, internal energy, will, mindset, risk taking, and having the aptitude to endure social opposition. That which motivates an entrepreneur is as personal as motivation itself, which drives the individual and unique entrepreneurial process. The entrepreneurial process is not easily replicated because it is formed by highly individualistic, motivational, and socio-cultural life experiences.

       Within a sociocultural perspective, my motivation is personal, intrinsic, and authentic. I always knew I was motivated to learn but was treated as if I was not motivated because I did not learn through the demand and decree of others. My intrinsic motivation became my strengths when the defining moment occurred in the office of my future college professor. This professor appropriately diagnosed me with dyslexia as I was going into my senior year of high school. He informed me that the education system had denied me the fundamental right to read, ignored my creativity, and tried to force me into learning patterns that were not natural to me. I eventually graduated from high school reading at an elementary level.

       This professor welcomed me into the university, honored my experiences and gifts instead of demanding specific behaviors from me, saw my potential, and recognized how determined and motivated I was. He saw the drive in my eyes and knew I was ready to soar once I was given the right opportunity. He became my first genuine reading teacher. He provided me the appropriate academic tools I needed to navigate the world of learning and eventually earn three academic degrees. His ability to honor my motivations as an individual and a learner became a profoundly pivotal moment in my process of becoming a scholar and entrepreneur (Vesper, 1979).

Need for Achievement Theory

In both the business and education communities, achievement orientation is a critical aspect of an entrepreneur and individuals with high achievement are not necessarily motivated by money, but rather the sense of goal setting and accomplishing those tasks, which stimulate their entrepreneurial activities (McClelland, 1961). Furthermore, McClelland noted three types of desires which are a result of a persons lived experiences. These needs are for achievement, power, and affiliation. McClelland's scholarship is parallel to the Renzulli's work (2012, 1986) in reference to how each theorist described characteristics of an individual who is an entrepreneur and exhibited traits of giftedness.

McClelland (1961) asserted that high achievers demonstrate five specific traits: responsibility for problem solving, setting goals, reaching goals through one's own effort, the need for and use of feedback, and a preference for moderate levels of risk-taking. Renzulli described giftedness in general terms, including specific characteristics such as task commitment. A gifted person might also be someone who exhibits perseverance, endurance, hard work, motivation, dedicated practice and self-confidence in a person's ability to carry out a specific task – entrepreneurial activity. Therefore, the achievement need of an entrepreneur must be far greater than their need for affiliation (Whiting, 2009).

Motivational Factors

Building on scholars Schumpeter and McClelland, it is critical to discuss motivational factors that can be fundamental to entrepreneurs and ones that are part of my identity and decision to embark on a new venture (Barba-Sanchez & Atienza-Sahuquillo, 2012). BarbaSanchez and Atienza-Sahuquillo (2012) emphasized how motivation symbolizes a commitment to a particular venture, which can be beneficial in the future. These five factors include passion, self-reliance, sense of accomplishment, personal growth and sense of control (Staff, 2015). My biography is directly impacted by these five factors. Passion was born out of each single autobiographical trauma throughout my early education wherein, I was denied effective access to learning. I became self-reliant as a survival mechanism, since no one seemed to have insight into my needs. I have an intense personal sense of accomplishment when I do succeed with the task at hand. My personal growth is a beacon for me, guiding each subsequent life decision. And finally, once I was successfully taught to read, I ended years of being controlled by criticism, shame, and inept educational assaults, and I began to control my own narrative.

Scholars Cardon et al., (2009) bring attention to passion being associated with various progressive affects (i.e., enthusiasm, personal drive, emotional attachment, & happiness) that transpire as part of the process of overcoming challenges and becoming an entrepreneur. For self-reliance, entrepreneurs have a level of self-awareness that allows them to not only recognize their own strengths and limitations, but also it becomes their drive to accomplish a task, which is also exhibiting a sense of control (Whiting 2009).

In Collins, Hanges, and Locke's (2004) analysis, they highlighted how an entrepreneur's sense of accomplishment predict their activity choice and performance. Regardless if an entrepreneur is in the business or education community, one has to self-reflect and grow, and not take things personally, which is not always easy. Embarking on an entrepreneurial journey, one will encounter setbacks and hardships, which will test their faith and have them questioning their

ability. However, in order to grow, an entrepreneur must have the desire to become a better version of self each day and possess a unique combination of grit and flexibility (Jain, Apple & Ellis, 2015).

Theoretical Framework

Tanabe's (2020) five stages of social entrepreneurship is relevant to my thought process, and before discussing my entrepreneurial activity I will contextualize each of them within a sociocultural perspective. In the first stage, as a gifted Black male with dyslexia my experiences are what motivated me to address a systemic problem which is a root cause of many inequities in the academic system. These specific issues are that Black boys with dyslexia in the Pre-K thru 12 educational system are seldom given attention in curriculum and instruction, and texts reflecting characters of color with dyslexia that are authentic and realistic are too limited. Black boys in particular are considered a marginalized group, their learning is framed from a deficit perspective (Jackson & Moore, 2006), and their voices are silenced, which all gives them little to no opportunities to express their creativity (Ford, Coleman, & Davis, 2014).

In the second stage, a social entrepreneur is someone who devotes countless energy to their new venture. The personal experiences of these individuals are what keeps them self motivated, inspired, and lays the groundwork for their innovation development. Furthermore, the innovative ideas and ventures frequently result from the entrepreneur's education, professional career, and interests (Guclu, Dees, & Anderson, 2002). Tanabe asserted that the personal characteristics of a social entrepreneur is someone with a strong sense of self and advocates their idea with poise. Ultimately, for me, it is about gaining a competitive advantage by taking a risk with creating something innovative that business and educational competitors have not produced yet.

In the third and fourth stages, a social entrepreneur uses Theory of Change (ToC) as a tool to strategically map out specific steps needed that will lead to positive and successful outcomes (Bacq, 2017). Bacq listed several fundamental questions when using ToC, which include:

1. "What is the specific problem you are trying to solve?
2. Who is your key audience?
3. What is your entry point to reaching that audience?
4. What steps are needed bring about change?
5. What are the measurable effects of your work?
6. What are the wider benefits of your work?
7. What is the long-term change you see as your goal?" (pg. 2-3).

After answering these questions, a social entrepreneur will not only share their ToC and ideas with affiliates and external stakeholders, but also cultivate partnerships with similar likeminded people in order to solve their systemic problem(s) and make change (Kickul & Lyons, 2016; Logan & Martin, 2012; Rath & Kloosterman, 2000). In the final stage, a social entrepreneur must inspire and enact new ways of thinking about addressing systemic problems, creating formal structures, and continue developing relationships, which all can lead to transformative change (Gugelev & Stern, 2015; Senge et al. 2007).

Entrepreneurial Activity

My entrepreneurial identity has been shaped by various social cultural interactions, personal failures, professional rejections, and intrinsic factors, which all have allowed me to become innovative and creative in the development of a much-needed educational resource (Shane, 2012; Lewrick et al., 2010). Simply said, my biography has made me the man I am today, forging my identity in a painful fire of traumas. Although it was born of difficult circumstances, my motivation and creative thinking have been the foundation of not only my entrepreneurial activity, but also moved me from defining a problem (i.e., dissertation) to achieving systematic change. The section that follows *Intersection of Community, Dyslexia, and Entrepreneur* is autobiographical and written from a sociocultural perspective of a gifted Black male with dyslexia.

Intersection of Community, Dyslexia, and Entrepreneur

I recently read *Our Dyslexia Heroes Are Too White: Addressing Representation in Business* with Marcia Brissett-Bailey on Forbes.com by Nancy Doyle (2020). In this particular article, Doyle focuses on raising awareness on intersectionality and how necessary it is to look at dyslexia through a sociocultural lens. Thus, it was refreshing to read such a relevant and intelligent discussion of critical themes for the business and education communities and entrepreneurs. The themes were finding community, our dyslexia heroes, and disrupting the norm, and all these themes are central to my entrepreneurial identity as a gifted Black male with dyslexia.

Finding Community is a central theme of the news article, and one that is not always inclusive of those from underserved and underrepresented communities. Brissett-Bailey (2018) stated "They did not relate to me and my experiences, or the barriers to learning and support I was experiencing and that the conversation is being dominated by a singular perspective". For me, those two statements are 100% true based on my experiences. I searched for a sense of being welcomed among an academy of learners that was not very diverse.

I longed for the experience of inclusivity, reaching out to include the perspective of others in relation to dyslexia, despite not having my perspective included by others. Particularly due to this longing for connectedness, I continue to encourage collegial relationships based on the inclusivity of the intersection of race, dyslexia, and giftedness. Despite the challenges, it is important to me to work to lay the foundation of strong, insightful, collegial relationships. There are so many more Black male dyslexic students that need to be seen, heard, and understood, and I choose to help widen the professional perspective I experience among fellow academics to increase understanding, and decrease marginalization of those who are Black, gifted, and dyslexic. Thus, my work reaches in one direction toward the young students who are so in need of being recognized, heard, and honored. In the other direction, I reach toward my fellow professionals to lay better frameworks for all people who are marginalized by the academic system.

Within the contexts of this dyslexia community and academy, a White perspective has prevailed to date. Brissett-Bailey (2018) goes on to state that the "The neurodiversity community as a whole could do with reflecting honestly on why we have allowed the conversation to be so White and male dominated for so long?" As a result of this white-leaning tendency, finding a

place and having a voice in this dyslexia community is very difficult for people of color and diverse backgrounds whose experiences should and must be honored.

  Our Dyslexia Heroes are from the predominately White culture. (Logan, 2009). Brissett Bailey (2018) stated "The lack of representation in the dyslexia community is erasing the successes of Black dyslexics thereby narrowing the chances of success even further." As a father, author, and scholar, I know that textbooks representing characters as culturally responsive, authentic, and realistic are necessary so all students with dyslexia, especially Blacks, can see themselves as heroes and have something to connect with (Robinson, 2020). We live in a world that is a melting pot of creative students, and we need to expand the cultural perspectives on dyslexia so it is not only written from a White, elitist perspective, or from a western ideology, but can include a wide range of social, ethnic, and gender perspectives.

  Brissett-Bailey (2018) goes on to say "Overlooking Black dyslexic talent, in my view, has the potential to create a great disservice to progress and innovation." Within contexts of the academic system, students with dyslexia, especially from underserved and underrepresented communities, are constantly being overlooked and not identified properly. In fact, Black boys are three to five more times likely to be identified as having an emotional behavioral disorder than their peers, which overlooks their learning needs as well as their talents, creativity, and innovative ideas (Robinson, 2017). As my biography unfolded on a daily basis, my talent was overlooked and unseen, while my identity as behaviorally disordered was cemented through constant repetition.

  Disrupting the Norm is needed under these circumstances. Again, Brissett-Baily (2018) has a needed perspective as "the narrative and the storytellers need to change so that we can create a collaborative, supportive, and transparent approach to working together" (Dole, 2020; par. 18). I wanted to experience collaboration in my daily work, I aimed to be supportive of my colleagues, and I was learning that communication built the foundation for transparency. While these experiences were my personal growth factors, I wanted to find ways of expressing my individualized experience with others. I noticed that merely wanting to open a dialogue with my colleagues about the role of Blacks in the dyslexic community caused disruption to the norm. Throughout the process of completing my Ph.D., I had a difficult time locating literature that included the voices and first-person narratives about how Blacks have understood their positions within the special education system (Connor, 2008).

  In addition, within the contexts of the dyslexia community, disrupting the norm can be an uncomfortable process, but one that is necessary to take. To allow others from underserved and underrepresented communities to feel welcomed, the business and education communities must approach the conversation about teaching all learners to read from a sociocultural perspective that is not framed solely from a White perspective, make bold changes, implement innovative programs, become an ally that creates safe places for people to engage in critical and curial conversations about race and literacy and ask disruptive questions.

New Venture Creation

  In response to pernicious and persistent educational inequities in reading outcomes for Black boys in the academic system and the fact that realistic and authentic stories in African American children's literature continue to be limited in scope (The Cooperative Children's Book Center, 2018), I recognized and maximized on an opportunity in the business and educational

communities. I knew I had to make my biography accessible in its essence, if not in its detail. I sought out ways other Black, dyslexic men had shared their experiences through literature. There was not much to be found. The Cooperative Children's Book Center's Multicultural Statistics report highlighted that, out of approximately 3,700 books examined, only 340 were of African or African American content/characters and only 100 were by African American author(s) and/or illustrators, suggesting books considered as having diverse content potentially lack realistic and authentic content. This small share of African American authorship or illustrators highlights why representation in graphic novels matters in terms of culturally responsive illustrations for African American boys with reading disabilities.

Therefore, Doctor Dyslexia Dude (Robinson, 2018; Robinson, 2020) was created, which is an authentic and realistic nonfiction graphic novel based on the real-life adventures the main character, author, faced through his educational journey as Black male with dyslexia. Powerful illustrations (see Figure 1) help give readers insight into amplified emotions of anger, suspense, enthusiasm, surprise, anxiety, and hope. A struggling reader may connect to the main character's frustration, situational anxiety, attitudes, and energy exhibited in the story all stemming from not knowing how to read. Readers may even feel as if their own emotional buildup, moments of self criticism, low self-esteem, and lack of motivation matches that of our hero, thus seeing our hero succeed gives readers hope and encourages readers to persevere.

Figure 1. Doctor Dyslexia Dude by Dr. Shawn Robinson

Robinson (2018, 2020) was used as a platform to highlight the importance of inclusion and to increase the cultural perspectives on dyslexia. It recognizes the importance of meeting students at the intersection of race, creativity, and learning (see Figure 2).

Similar to the body of work authored by Octavia E. Butler, Doctor Dyslexia Dude adds to the lexicon for our central audiences who are the underserved and underrepresented communities, and fans of graphic novels. It is important that we continue to create a body of work that is accessible to all in the business and educational communities.

Figure 2. Doctor Dyslexia Dude by Dr. Shawn Robinson

Conclusion

My experiences as a Black, dyslexic, gifted and male entrepreneur are the components that give me my voice. It is important to re-emphasize that this article is a personal, autobiographical narrative, grounded in a sociocultural perspective, and cannot be generalized. However, it is likely that other entrepreneurs can relate to the literature covered in the paper and to my experiences. Within the contexts of both the business and education communities, we must understand how entrepreneurs' identities have been shaped, especially those living at the intersection of race and dyslexia.

Recognizing the other's perspectives and experiences will allow practitioners, scholars, and those in the business sector to consider the various elements (i.e., motivational factors & the five stages of social entrepreneurship) that are the foundation of their creativity, development, innovation, and scale. In addition, as Doyle (2020) described, the business and education communities must do a better job in raising awareness of the intersectionality of race and dyslexia, and why it is necessary to look at dyslexia through a sociocultural lens. There are other scholars and entrepreneurs who are looking to find a welcoming community. They are heroes in their own respected fields, but maybe most importantly, they are dyslexics who are willing to disrupt the norm to change the narrative.

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