

TOWARDS UNIFIED THEORY OF ENTREPRENEURSHIP: A NEURODIVERSE

PROMISE OF THE SPIKY PROFILE

ABSTRACT

Neurodiversity, encompassing conditions such as ADHD, Dyslexia, OCD, and others, intersects with entrepreneurship in ways that influence entrepreneurial intentions, behaviors, and outcomes. This conceptual paper theorizes a common core to entrepreneurship and proposes a “*Unified Theory of Entrepreneurial Agency*” by exploring the “spiky profile” within neurodiversity. Inspired by the 2021 Entrepreneurship Theory and Practice journal paper by Prof. JS McMullen, Prof. Katrina M. Brownell, and Prof. Joel Adams, we propose that the spiky profile is a common construct across all entrepreneurship types. Drawing on a comprehensive literature review, we examine the role of the spiky profile in driving entrepreneurial activities. Utilizing socio-material entanglement as a theoretical lens, we explore how neurodiverse entrepreneurs leverage coping mechanisms to convert spiky profiles into essential skills and capabilities. We propose that the concept of a “spiky profile” can become a robust central tenet that explains the different stages of entrepreneurship.

Keywords:

Neurodiversity; Socio Materiality Theory (SMT); Entrepreneurship; Spiky; Entrepreneurial Orientation

INTRODUCTION

“Neurodiversity may be every bit as crucial for the human race as biodiversity is for life in general. Who can say what form of wiring will prove best at any given moment?” **(Blume, 1998)**

The convergence of neurodiversity and entrepreneurship seeks to understand how individual variations in neurobiology influence entrepreneurial intentions, behaviors, and outcomes (Antshel Kevin, 2018; Doyle & McDowall, 2023; Lerner, 2024; Lerner et al., 2018; Phan & Wright, 2018; Stephan, 2018; Wiklund et al., 2018). Recent studies have shown that neurological diversity conditions such as ADHD, Dyslexia, and OCD influence tendencies toward entrepreneurial actions (Antshel Kevin, 2018; Gunia et al., 2021; Moore et al., 2021; Wiklund et al., 2017). Multiple findings have demonstrated that individuals with ADHD are more likely to initiate entrepreneurial actions (Antshel Kevin, 2018; Dimic & Orlov, 2014; Greidanus & Liao, 2021; Hatak et al., 2021; D.A. Lerner et al., 2019; Moore et al., 2021; Rajah et al., 2021; Tucker et al., 2021; Verheul et al., 2015; Wiklund et al., 2017; Yu et al., 2021). Individuals with ADHD, for instance, can exhibit elevated levels of divergent thinking and risk tolerance, traits that align with entrepreneurial opportunity recognition (White & Shah, 2011). Amongst the three dimensions (Inattention, Hyperactivity, and Impulsivity) of ADHD (Lanivich et al., 2024), Hyperactivity and Impulsivity are positively related to entrepreneurial intentions. Similarly, (Logan, 2009) authors have found that entrepreneurship is much greater among individuals with Dyslexia than among corporate managers. Though the relationship between neurodiverse conditions and entrepreneurial intention is positive, the relationship between entrepreneurial persistence and performance is either negative (Greidanus & Liao, 2021; Gunia et al., 2021; Stappers & Andries, 2022) or non-existent (Lanivich et al., 2024; Moore et al., 2021). Some scholars have found that the coping mechanism can help neurodiverse entrepreneurs reduce the negative impact of neurological conditions on entrepreneurial persistence

and success(Lerner et al., 2018; Logan, 2009; Pavey et al., 2020; Ruffner, 2023). There is a fragmentation in entrepreneurship theory, and scholars have expressed the desirability of identifying a core (McMullen et al., 2021). We propose that the concept of “spiky profile,” borrowed from neurodiversity, can be at the heart of a potential unified framework, which can help us deepen the understanding of Entrepreneurial Intention (EI), behavior, and outcomes (Stephan, 2018 Wiklund et al., 2018).

A spiky profile refers to neurodiverse individuals with a higher intelligence range and abilities. A “spiky” profile refers to a pattern of strengths and weaknesses that are highly pronounced and distinct within an individual’s skill set or abilities. (Doyle, 2020; Kirby & Smith, 2021; Thompson, 2023). Individuals with spiky profiles demonstrate intelligence ability beyond two standard deviations from the average intelligence. (Doyle, 2024). The “spiky profile” means that some regions of proficiency or talent are notably elevated (represented by “peaks” in the profile). At the same time, other areas may exhibit significant challenges or deficits (characterized by “valleys” or “dips”).

The scholarship in entrepreneurship is fragmented, and there is a call for a unified framework. (Lanivich et al., 2024). The fragmentation poses significant obstacles in deciphering the conditions conducive to fostering successful entrepreneurial ventures. (Antshel Kevin, 2018). We propose that the concept of “spiky profile,” borrowed from neurodiversity, can be at the heart of a potential unified framework, which can help us deepen the understanding of entrepreneurial intention, behavior, and outcomes. The spiky profile can become a robust central tenet to explain different stages of entrepreneurship.

Using Socio-Material Theory (SMT)(Gaskin et al., 2014; Orlikowski, 2007; Orlikowski & Scott, 2008), we posit that “neurodiverse” entrepreneurs can convert spiky profiles into solid entrepreneurial skills and capabilities through coping and play an essential role in opportunity identification, formation, and uncertainty reduction(Garud et al., 2018; Nambisan & Zahra, 2016).

Socio-material entanglement facilitates the integration of local resources through bricolage, enabling neurodiverse individuals to develop unique entrepreneurial lenses and identify novel opportunities (Hill, 2022). The chemistry between the spiky profile, coping mechanisms, and socio-material entanglement underscores the dynamic nature of entrepreneurial behavior and outcomes. Integration of skills (Mamabolo & Myres, 2020), resources (Zahra, 2008), and networks (Stuart & Sorenson, 2007) amplify the impact of the spiky profile, facilitating opportunity exploitation, persistence, and growth across various entrepreneurial stages. Skills and capabilities are created when the intelligence and abilities of spiky profiles get entangled with resources. When the spiky profile combines with capabilities and resources, it helps exploit entrepreneurial opportunity, persistence, and performance. When the spiky profile combines with capabilities, resources, and network, it can lead to scaling up, persistence, performance, and better outcomes. Spiky profile transforms intelligence and abilities through four coping mechanisms: a. Natural promotive mechanism b. Natural protective mechanism c. The deliberate promotive mechanism, and d. Deliberate protective mechanism (Doyle & McDowall, 2023; Lanivich et al., 2024; Moore et al., 2021). Out of the four, the first promotive mechanism has the highest potential to contribute to entrepreneurship theory. Coping strategies enable entrepreneurs to manage stress, overcome obstacles, and adapt to changing environments effectively (Patzelt & Shepherd, 2011; Uy et al., 2013). When neurodiverse individuals with spiky profiles cope well, they may demonstrate heightened creativity, better tenacity, and novel problem-solving abilities, leveraging their cognitive strengths to identify business opportunities (Stephan, 2018; Wiklund et al., 2017). Some neurodiverse entrepreneurs may exhibit exceptional proficiency in specific domains, such as strategic planning or product development (Moore et al., 2021; Wiklund et al., 2024). Moreover, when spiky-profile individuals cope well, they may develop entrepreneurial resilience and adaptability when facing challenges. By leveraging their cognitive strengths and adaptive strategies, neurodiverse entrepreneurs can navigate uncertainties and anxieties (Wiklund et al., 2024).

We provide insights into different stages of the entrepreneurial journey by integrating the concept of the spiky profile with coping mechanisms. By exploring the promise of a spiky profile in developing entrepreneurship theory, we seek to deepen our understanding of the dynamic interplay between Neurodiversity, Socio-Materiality, and Entrepreneurial Behavior. The spiky profile-aided theory also emphasizes the importance of context-specific interventions and support mechanisms tailored to individuals' cognitive profiles. Spiky profile-based coping offers insights into how neurodiverse entrepreneurs may wade through different stages of entrepreneurship. Our contributions aim to stimulate further inquiry between coping mechanisms and the spiky profile, especially exploring how individuals leverage their strengths and mitigate challenges in the entrepreneurial journey, thus paving the way for better entrepreneurship theory.

The article is structured as follows. First, we cover the literature on neurodiversity and entrepreneurship with particular emphasis on Dyslexia, ADHD, and OCD. Then we illustrate that the spiky profile is not only found among neurodiverse entrepreneurs (which is biological) but in other fields of entrepreneurship such as Physical (Resource Constrained Environment), Social (immigrants, veterans), and Psychological (dealing with rejections or losses). In the subsequent section, we talk about how socio-material entanglement can help in better coping, which can be helpful to neurodiverse entrepreneurs beyond the entrepreneurial intention stage. The following section highlights how a spiky profile can combine with resources, capabilities, and opportunities to create successful entrepreneurial outcomes. Furthermore, the last section discusses the conclusion, limitations, and future research directions.

LITERATURE REVIEW: NEURODIVERGENCE AND ENTREPRENEURSHIP

As entrepreneurship expands, scholarly efforts have been made to understand how neurodiversity (i.e., brain-related) differences relate to entrepreneurship factors (Lanivich et al., 2024; Moore et al., 2021; Phan & Wright, 2018). In particular, two neurodiverse conditions, Attention Deficit

Hyperactivity Disorder (ADHD) (Antshel Kevin, 2018; Lerner et al., 2018; Stephan, 2018; Wiklund et al., 2018) and Dyslexia (Kirby & Smith, 2021; Logan, 2009; Odegard & Dye, 2024; Pavey et al., 2020; Powers et al., 2020; Sepulveda & Nicolson, 2020; Wiklund et al., 2024), constitutes the bulk of literature. Neurodiversity literature suggests that linkages exist between ADHD, Dyslexia, Entrepreneurial Intentions (EI), and Entrepreneurial Actions (EA)(Nicolaou et al., 2021). ADHD is one of the most common childhood behavioral conditions, with symptoms encompassing inattentiveness, Impulsivity, and Hyperactivity (Barkley, 2003). In adulthood, these symptoms often present barriers to career success, leading to lower job performance, increased risk of injury, and higher unemployment rates (Samosh et al., 2024; Schein et al., 2022). However, current research has begun to disclose the positive aspects of ADHD symptoms in entrepreneurship and self-employment (Antshel Kevin, 2018; Freeman et al., 2024; Verheul et al., 2016).

Neurodivergence, encompassing conditions such as ADHD, Dyslexia, and Obsessive Compulsive Disorder (OCD), has emerged as a focal point in understanding entrepreneurial behavior and success(Ampe & Rammant, 2023; Patton, 2022; Pavey et al., 2020; Webb, 2005). This literature consists of empirical and conceptual studies exploring the relationship between neurodivergence dimensions and various stages of the entrepreneurship lifecycle, from intentions to actions and persistence. Wiklund (2017) examined the influence of ADHD symptoms on entrepreneurial intentions. It highlighted that while ADHD symptoms are often associated with adverse outcomes in other domains, they can manifest as advantageous traits in entrepreneurship. Specifically, Impulsivity, characterized by sensation-seeking tendencies, positively influenced entrepreneurial intentions. However, urgency, typically associated with ADHD, hurts entrepreneurial intentions. Similarly, research by Antshel (2018) and Lerner (2019) corroborated these findings, emphasizing the positive association between ADHD and entrepreneurial intentions. Stappers and Andries (2022) investigate the link between ADHD symptoms and pre-entry entrepreneurial behavior. Applying the

Person-Environment Fit Theory, the study found a positive relationship between two symptoms of ADHD, namely hyperactivity/Impulsivity and inattentiveness, and Entrepreneurial Intentions (EI). Prior research has highlighted the importance of EI for the post-launch of the enterprise (Bennett & Chatterji, 2019; Chen et al., 2018). Hyperactivity/impulsivity symptoms positively affected pre-entry entrepreneurial behavior through entrepreneurial intentions (Stappers & Andries, 2022). Individuals with elevated hyperactivity/impulsivity exhibited greater motivation to form companies and were likelier to undertake exploratory activities to test their business ideas. However, the study also found that symptoms of Inattention hindered the translation of EI and Entrepreneurial Actions (EA) at the pre-entry stage. Despite their motivation to start a business, individuals with inattention symptoms faced challenges in executing the necessary exploratory activities, potentially impacting the performance and survival of their ventures. In addition to Stappers and Andries (2022), multiple other studies have contributed to our understanding of ADHD symptoms in entrepreneurship (Lerner et al., 2018a; Lerner et al., 2018; Lerner et al., 2019; Patel et al., 2019). Studies have also highlighted the positive association between ADHD symptoms and traits conducive to entrepreneurship, such as creativity, risk-taking propensity, and energy levels (White & Shah, 2011; Wiklund et al., 2016; Wismans et al., 2020).

While ADHD symptoms may confer certain advantages in entrepreneurial contexts, such as increased creativity and risk-taking propensity, they may also present challenges, particularly in executing post-entry entrepreneurial activities. Recognizing and understanding these dynamics can inform the development of targeted support programs and interventions to assist individuals with ADHD in navigating the entrepreneurial journey effectively.

Lerner (2019) provided proof of a positive association between ADHD and entrepreneurial intentions and actions. Greidanus and Liao's work (2021) also found a positive relationship between ADHD and EI. However, it posited that ADHD could have both positive and negative consequences

on entrepreneurship, using the Coping-Dueling-Fit (CDF) theory. According to this theory, ADHD symptoms can serve as assets and liabilities in entrepreneurship, depending on individual coping mechanisms and environmental fit. This study underscored the importance of coping and treatment in dealing with the disadvantages associated with ADHD and entrepreneurship. After effective coping, entrepreneurs with ADHD could reduce their chances of entrepreneurial failure and increase firm performance. Hatak et al. (2020) explored the impact of ADHD on entrepreneurial actions, particularly during crises such as the Covid-19 pandemic. Using fuzzy-set qualitative comparative analysis (fsQCA), they studied strategies that enabled entrepreneurs with ADHD to mitigate the adverse impacts of the crisis. This research shed light on the adaptive strategies employed by entrepreneurs with ADHD traits to navigate challenging business environments.

In addition to ADHD, Dyslexia has also been investigated in the background of entrepreneurship (Logan, 2009; Logan, 2012). The incidence of Dyslexia is higher among entrepreneurs than among corporate managers. This was attributed to dyslexic individuals being more prone to entrepreneurial activities, as people with Dyslexia were forced out of corporate careers because of glass ceilings (Logan, 2009). Individuals with Dyslexia were found to be more creative, better at delegation, and good at communication (Logan & Martin, 2012). Powers et al. (2021) also found a positive association between Dyslexia and attributes required to be a successful entrepreneur, such as creativity. These studies, similar to the Coping-Dueling Theory, highlighted the unique strengths of dyslexic entrepreneurs in fostering entrepreneurship, innovation, and creativity. The key finding from these studies is that dyslexic individuals are more inclined to pursue entrepreneurial opportunities. This aligns with the broader notion that individuals with Dyslexia often exhibit unique cognitive strengths and problem-solving abilities conducive to entrepreneurship. However, dyslexic entrepreneurs display a lower level of self-efficacy than neurotypical entrepreneurs (Nalavany, B.A., Logan, J.M. and Carawan; LW, 2018).

Other scholars have also found a positive connection between Dyslexia and EI (Gyarmathy Ava, 2020; Powers et al., 2021) and EI and entrepreneurial Actions (Franks & Frederick, 2013; Fawcett, 2020; Logan, 2013). The coping mechanisms available to dyslexics help them improve their chances of entrepreneurial success. Passe (2022) emphasizes the positive influence of coping strategies in reducing the spiky profile often associated with Dyslexia. Individuals with Dyslexia can leverage their coping mechanisms to navigate challenges effectively, potentially contributing to entrepreneurial success.

Ruffner's (2023) research represents one of the first endeavors to examine the combined impact of ADHD and Dyslexia on EI within entrepreneurship. The findings imply that individuals with ADHD and Dyslexia show a positive association with entrepreneurial intention compared to individuals without ADHD & Dyslexia. Individuals who have Dyslexia and not ADHD also demonstrated positive relationships with entrepreneurial intention compared to individuals without ADHD and Dyslexia. However, individuals who have ADHD and not Dyslexia did not differ significantly in their entrepreneurial intentions when compared to individuals without ADHD & Dyslexia. Moreover, Ruffner's dissertation contributes to understanding how comorbid conditions, such as ADHD and Dyslexia, may influence entrepreneurial intention. The research hints that entrepreneurial intentions might be more vital for people with Dyslexia compared to those with ADHD and neurotypicals. It highlights that there will be something more in the dyslexic and comorbid profiles, which will lead to high entrepreneurial intentions.

Table 1. captures some critical studies exploring the relationship between the Neurodivergence dimension and the Entrepreneurship life cycle: from Entrepreneurial Intentions to Entrepreneurial Actions to Entrepreneurial Persistence.

Table 1- Literature Review of Neurodivergence and Entrepreneurship

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Table 2. captures a simple and easy-to-understand summary of the literature on neurodiversity and entrepreneurship:

Table 2 - Simple & Easy Summary of Literature on Neurodiversity and Entrepreneurship

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The above table highlights how Neurodiverse entrepreneurs, characterized by significant disparities in cognitive abilities, may have advantages in entrepreneurial intentions but face challenges in entrepreneurial persistence, which can be mitigated through coping mechanisms. On the other hand, Neurotypical entrepreneurs may have disadvantages in entrepreneurial intentions but may be advantageous in entrepreneurial persistence.

Neurodiverse Entrepreneurs with Dyslexia and ADHD often exhibit heightened creativity, problem-solving skills, and risk-taking propensity, contributing to advantageous entrepreneurial intentions (Logan, 2009; Ruffner, 2023). Neurodiverse entrepreneurs may experience disadvantages in persistence; however, coping mechanisms and support systems can help mitigate these challenges (Logan, 2009; Ruffner, 2023). Neurotypical entrepreneurs, lacking significant peaks or troughs in cognitive abilities, may exhibit balanced cognitive profiles without the same level of creativity or innovation as their Neurodiverse counterparts (Logan, 2009). Without the heightened sensitivity observed in Neurodiverse entrepreneurs, Neurotypical individuals may approach entrepreneurial opportunities with caution and deliberation, potentially leading to more stable action (Logan, 2009). Neurotypical entrepreneurs often demonstrate strengths in organizational skills, attention to detail, and risk mitigation, contributing to more remarkable persistence in entrepreneurial pursuits (Logan, 2009).

ADHD, DYSLEXIA AND ENTREPRENEURSHIP

Literature suggests that ADHD positively relates to Entrepreneurial Orientations and Intentions. (Antshel Kevin, 2018; Verheul et al., 2016; Wiklund et al., 2017; Yu et al., 2021). ADHD individuals demonstrate high Impulsivity, sensation seeking, lack of premeditation, and urgency. Impulsivity and Sensation-seeking were positively related to entrepreneurial intentions, while only sensation-seeking can lead to entrepreneurial actions when converted into self-efficacy. Specifically, ADHD and Dyslexia have different strengths and weaknesses concerning intelligence and abilities (Table 3 captures these strengths and weaknesses). In order words, individuals with ADHD and Dyslexia display a spiky profile (refer to Fig 1.)(Doyle, 2024). The scores of neurodiverse individuals can be beyond two standard deviations from the mean on either side.(Doyle, 2020; Doyle & McDowall, 2023). The term “spiky profile” in the context of neurodiversity often refers to the idea that individuals with neurodiverse conditions (such as autism spectrum disorder, ADHD, and Dyslexia) may exhibit significant variances in their abilities across different areas.(Doyle et al., 2022). An individual may have exceptionally high skills in some areas (crests or peaks) while facing significant challenges in others (troughs or valleys). There were substantial variations in ADHD and Dyslexia in the dimensions that showed troughs and valleys. In particular, research (Logan, 2009) Found that individuals with Dyslexia often possess strong creative and problem-solving skills. Additionally, studies (Sepulveda, 2018; Sepulveda & Nicolson, 2020) have highlighted how Dyslexia can lead to enhanced resilience and adaptability. Furthermore, individuals with Dyslexia often exhibit high levels of empathy and emotional intelligence, which can contribute to effective leadership and team management in entrepreneurial ventures.(Thompson, 2023). These findings underscore the significance of considering Dyslexia-specific traits and abilities in understanding the relationship between neurodiversity and entrepreneurship.

Table 3 Troughs and Crests of ADHD and Dyslexia

<< *Insert Table 3 about here*>>

As we can see from the above table, individuals with ADHD and Dyslexia exhibit distinct strengths and weaknesses across various dimensions. Regarding attention and focus, ADHD and dyslexia individuals struggle with sustaining attention but demonstrate remarkable hyperfocus in areas of interest, fostering creativity. Executive functioning presents challenges in planning and organization for both groups, yet individuals with ADHD exhibit innovative problem-solving skills, while those with Dyslexia display resilience and adaptability. Emotional regulation is marked by intense emotions and difficulty in regulating reactions for individuals with ADHD, contrasted with the empathy and enthusiasm often seen in dyslexic individuals. Regarding academic performance, ADHD individuals may struggle with consistency and sustained effort but excel in innovative thinking. In contrast, dyslexic individuals exhibit strong comprehension skills despite difficulties in decoding words. Task persistence presents challenges in completion and focus for ADHD individuals, yet they demonstrate multitasking abilities and resilience, while dyslexic individuals exhibit goal-oriented mindsets and determination. Social interactions are characterized by Impulsivity and challenges in turn-taking for ADHD individuals, whereas dyslexic individuals often face difficulties in initiating conversations but excel in empathy and active listening. Finally, both groups face challenges in visual and spatial tasks, but ADHD individuals demonstrate solid visual imagination and creativity, similar to dyslexic individuals. Understanding these unique characteristics can inform tailored support and interventions for individuals with ADHD and Dyslexia, fostering their holistic development and success.

Figure 1 Spiky Profile and Neurodiverse Range of Neurotypical

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HOW IS THE SPIKY PROFILE RELATED TO ENTREPRENEURIAL PERSONALITIES?

The concept of a spiky profile originates from Neurodiversity literature but also appears in traditional entrepreneurship literature. We attempt to link spiky profile to EI using Reinforcement Sensitivity Theory, RST (Corr, 2004; Gray, 1970; Nebylitsyn & Gray, 2013; Pickering et al., 1995). The theory discusses the importance of varying Behavioural Inhibition system (BIS) / Behavioural Activation system (BAS) sensitivity levels in EI (Geenen et al., 2016; Lerner et al., 2018). BIS and BAS mirror the “spiky profile”; the peaks can be equated to BAS, and the valleys can be equated to BIS.

According to RST, individuals exhibit varying sensitivities to environmental cues based on their BIS and BAS levels (Carver & White, 1994; Geenen et al., 2016). The BAS activates reward and non-punishment cues; they influence traits like goal-directedness, extraversion, novelty-seeking, Impulsivity, and positive affect (Fletcher et al., 2013). Individuals high in the BAS are goal-directed, extraverts, novelty-seeking, impulsive, energetic arousal, and positive affect (Carver & White, 1994; Fletcher et al., 2013; Johnson et al., 2012; Karimpour-Vazifehkhori et al., 2020; Kelley et al., 2019; Pickering et al., 1995). However, such individuals are likely to be more prone to social anxiety (Heidari & Nemattavousi, 2021). In contrast to the BAS, the BIS is an inhibitory brain system responsible for conflict detection, risk appraisal, and assessment. It has two dimensions: it helps an individual prepare for avoidance and withdrawal from signals related to punishment, anxiety, and non-rewards (Amodio et al., 2008; Carver & White, 1994; Geenen et al., 2016; Hirsh & Kang, 2016). BIS directs attention to the threat, thereby helping individuals avoid such behavior. In other words, BIS helps prevent negative and painful experiences and is related to negative affect, anxiety, and neuroticism. BIS has also been related to loss aversion (L. Gao et al., 2022), as proposed in the firm’s behavioral agency model.

Research on entrepreneurial intention has already highlighted the importance of risk-taking, creativity, innovation, perceived control, anxiety, punishment/job dissatisfaction, proactivity, locus of

control, Impulsivity, high arousal and alertness, passion, and positive affect (Learner, 2018; Gunia et al., 2021). This suggests that BAS and BIS systems could also be related to entrepreneurial intention. Therefore, we propose that individuals with spiky profiles are more sensitive to BIS and BAS, creating tendencies among such individuals to pursue entrepreneurial activities.

The valleys of the spiky profile act as an inhibition system, and the peaks act as an activation system. Since neurodiverse individuals have intelligence scores beyond the two standard deviations (Doyle, 2024), others treat them as “outcasts.” The standards of acceptable intelligence are typically set by “neurotypical individuals,” which is within two standard deviations. Hence, neurotypicals are likely to “judge” neurodiverse individuals and exert pressure through various routes to block their entry into mainstream society. The Self-Other Knowledge Asymmetry (SOKA) model suggests that the self-worth and intentions of individuals are evaluated by “other” and “self” (Letzring & Spain, 2021; Vazire, 2010). It indicates that some dimensions of personality are better assessed by “others” while another dimension may be evaluated better by “self.” Some dimensions are open to both “self” and “other,” which are “open” spaces. Typical examples of such abilities include numerical and creative skills. Some other dimensions can be perceived by “others” but cannot be evaluated well by the “self.” These can be termed as “blind areas.” An excellent example of such abilities is “verbal ability.” Another set of dimensions is visible to the “self” but not to “others,” which can be termed “hidden areas.” An excellent example of this could be children’s “interpersonal” ability. The last set of dimensions is close to both “self” and “others” and can be termed as an “unknown area.”

According to the SOKA model, individuals’ self-worth and intentions depend on evaluating their personalities by themselves and others. The SOKA model can help to explain why individuals are “inhibited” (BIS) from specific paths and why they are attracted (BAS) to new paths. Since entrepreneurs usually develop novel solutions, products, and paths, explaining the SOKA model to a spiky profile can help explain entrepreneurial intentions. The SOKA model has been applied to assess

verbal intelligence, numerical intelligence, spatial intelligence, interpersonal intelligence, and creativity (Hofer et al., 2022). The “self” more accurately evaluates internal attributes such as feelings, thoughts, and emotional states, whereas “others” more accurately assess external behaviors, including intelligence, creativity, and habits. However, “other” is not an unformed category and can be further classified into “family/friends” and “acquaintances.” “For critical evaluations,” social desirability is higher.” The judgment of family and friends is expected to be more moderate than that of acquaintances. In other words, “externally displayed behavior” will be challenging for “self” to evaluate, whereas “internal characteristics” will be assessed poorly by “others.” We posit that the peaks of the Spiky profile are better assessed by “self.” In contrast, the valleys of the Spiky profile are better evaluated by “others.” This further confounds the asymmetric assessment of neurodiverse individuals. For peaks, the neurotypicals will be sure they have correctly “negatively” assessed neurodiverse. However, neurotypicals will incorrectly evaluate their peaks with a downward bias. Similarly, the neurodiverse will accurately assess their peaks but will inaccurately evaluate their valleys with upward bias. This asymmetry in assessment, which generally rejects/outcasts/boycotts neurodivergent, builds a solid entrepreneurial intention.

A minor adjustment can be made to the SOKA model to explain entrepreneurial intention using a spiky profile. Owing to more significant behavioral variability (See Fig. 1) observed in the spiky profiles of ADHD and Dyslexia, “others” are more likely to judge them negatively and exclude them from social and economic activities because they consider them much lower and, hence, incapable of giving responsibility to perform a task. Standards set by neurotypical individuals judge spiky individuals. Usually, evaluation standards in organizations and society are placed in a narrow range (violet line). If the standards are set by neurodiverse individuals- ADHD, Dyslexic, or those with OCD- the evaluation standards would have a broader range. Put simply, the SOKA model has to be expanded beyond “self” and “other” to include “Neurodiverse” and “Neurominority.” Hence,

according to the SOKA model, neurominorities can be evaluated from four perspectives: 1.

Neurominority-Self 2. Neurominority-Others 3. Neurotypical-Self 4. Neurotypical-Others.

Figure 1 helps us understand the expectations set by neurotypicals (Violet line), who are not perceptible to the standards expected by Neurodivergent (Green line). Broadly, the results from these studies demonstrate that the agreement between self and others when judging pathological traits is much lower than when judging typical personality characteristics and traits. Low agreement means “others” judgment is likely significantly different from “self” judgment. Under these conditions, two consequences were observed- 1. The judged individual will likely experience a more significant discrepancy between the self-assessment and other assessments. This discrepancy may lead to anger or a desire to “prove others wrong.” However, such a response will depend upon the ability of the person to “do something about it.”

Interestingly, individuals with a spiky profile are likely to fall back on “the peaks” for the efficacy of such action. Usually, such a response originates from “hidden areas,” as stated in the SOKA model. 2. “Others” are less likely to provide legitimacy for the individual to seek mobility on the dimension in which the individual scores low. Therefore, the spiky profile produces a greater propensity among individuals to do something to reduce the discrepancy. Such individuals are more likely to exert more effort to overcome the perception of “poor judgment.” In addition, “others” will block their mobility or “way forward” along the valleys, leading to higher frustration.

Consequently, they usually use other dimensions on which they are rated better to compensate for poor judgment. Hence, the spiky profile produces a higher desire for action but through an alternative route. Entrepreneurship is closely related to innovation, which is “an alternative route.” Innovation is a new/alternative way of bringing new products into the market. Simply put, the spiky profile will produce a greater desire among individuals to innovate, which is a compensatory response to poor evaluation by others. Hence, a spiky profile creates higher entrepreneurial intention.

A GLIMPSE OF SPIKY PROFILE IN NON-NEURODIVERSITY LITERATURE

Psychology of Entrepreneurship and Spiky Profile

A rich body of literature on psychology and personality explores characteristics that lead individuals to become entrepreneurs (Bazerman, 1984; Brockhaus, 1980; Salmony & Kanbach, 2022; Walter & Heinrichs, 2015). Many psychological factors have been associated with entrepreneurship, including locus of control (Asante & Affum-Osei, 2019), job dissatisfaction (Haynes & Brockman, 2009), need for achievement (Hansemark, 1998), neuroticism (Y. Gao et al., 2020), openness (Audretsch et al., 2009), creativity (Chen et al., 2015), risk-taking (Vereshchagina & Hopenhayn, 2009), self-efficacy (McGee et al., 2009), and independence (Douglas & Shepherd, 2000). These characteristics can be classified into two broad categories: Push and Pull motivations (Amit & Muller, 1995; Kirkwood, 2009). Pull factors are favorable, similar to peaks of the spiky profile, and are an attraction for entrepreneurial activities, while push factors are like “valleys” of the spiky profile, which force individuals to leave other occupations and take up entrepreneurship. Other scholars have classified such factors as necessity- and opportunity-based factors related to entrepreneurship. Necessity-based entrepreneurship is similar to valleys, where entrepreneurs are forced into entrepreneurship, while opportunity-based entrepreneurship, arising out of peaks of the spiky profile, is where individuals are attracted to opportunities available in the market. Characteristics like job dissatisfaction, neuroticism, or unemployment have been related to “valleys” or push factors. In contrast, attributes like self-efficacy, prior knowledge, need for achievement, and internal locus of control have been related to “peaks” or “pull” factors. Push and pull motivation can be related to BIS and BAS motivation or “losses” and “gains” in the behavioral agency model. We are evaluating entrepreneurship from the perspectives of the Push-Pull theory and the Opportunity/ Necessity logic.

Recent literature suggests that entrepreneurship may not be related to either factor but to both aspects. Hence, job dissatisfaction or dissatisfaction with the educational system might push individuals into

entrepreneurship, but the person will not take up “entrepreneurial action” without some “positive” or “pull” factors. These pull factors can comfort prior knowledge and improve creativity. Job dissatisfaction pushes individuals out of mainstream corporate management. Hence, it is likely to be related to the propensity to start. However, not all entrepreneurs who start after dissatisfaction persist or succeed in their entrepreneurial journey. Dissatisfied individuals should have special abilities or develop them to endure the entrepreneurial journey. Individuals may develop unique skills and capabilities to cope with the failure of these systems. These capabilities are designed to cope with failures/social evaluations. However, such coping requires a benign space to experiment with and explore new capabilities. This space may be a “garage in cities,” “ranches and fields in rural areas,” “homes and playgrounds,” or a “junkyard.” They are benign because they allow individuals to escape from harsh evaluations of others. However, they are unlikely to be judged in these benign spaces. The “evaluation of others in corporate management” acts as a “negative push,” while the capabilities developed through coping act as a “positive attraction” for individuals, creating a spiky profile through psychological and interpersonal processes. In other words, individuals achieve spiky profiles through interpersonal processes.

Resource-Constrained Entrepreneurship and Spiky Profile (Physical)

A significant body of literature exists on entrepreneurship in resource-constrained environments. Examples of such entrepreneurship include references to frugal innovation, cost innovation, disruptive innovation, brown-back innovation, jugaad innovation, etc., and how individuals face harsh environments, especially in emerging economies. Such environments lack resources and institutions (Khanna & Palepu, 1997, 2000), which helps the market become more efficient. Despite this harsh environment, some entrepreneurs flourish in resource-constrained environments. This is paradoxical because a lack of resources can break the back of entrepreneurs and kill their motivation to do anything, similar to push factors described in the previous section or valleys of the spiky profile. Lack

of resources can also increase the motivation of such individuals to overcome adversities and take up entrepreneurship in a way similar to “pull factors” or “peaks of spiky profile.” In other words, resource-constrained environments can be both motivating and killing. The lack of standard resources in such environments could lead entrepreneurs to try to create resources from the local environment through bricolage and overcome resource constraints. Prior non-cognitive knowledge gained through lived experiences can be critical for bricolage. Hence, a lack of resources is transformed into “access to resources” through bricolage, which can help entrepreneurs better exploit opportunities. In other words, a lack of resources can motivate and help create resources through resourcefulness. When individuals are denied access to resources considered necessary for entrepreneurship, a person who lacks resources can try to find other ways of raising resources. Simply put entrepreneurs in resource-constrained environments try harder to develop creative solutions and be motivated to succeed.

Living in a harsh environment helps develop unique capabilities and skills from habitus, empirical sensitivity, and affordances (Busch & Barkema, 2021). These skills and competencies are developed because of the “lived experiences” of entrepreneurs in the local areas/garages. These skills are acquired as a part of growing up and over a long period. They are not intentionally acquired to start an enterprise but can turn out to be idiosyncratic at the time of starting and running enterprises. Such skills may include better customer understanding, social skills, practical intelligence, and the ability to tinker with resources to obtain an effective solution. These skills are non-cognitive and tacit.

The above discussion demonstrates that entrepreneurs operating in harsh environments demonstrate a skill profile similar to the spiky profile of entrepreneurs with ADHD and Dyslexia. Their skills are excellent in some dimensions but below average in others.

Immigrant Entrepreneurship and Spiky Profile (Social)

Worldwide, there is evidence of how, nationally and internationally, immigrants have higher entrepreneurship rates than the host population (Marinoni, 2023). As in the previous sections, considerable work understands the relationship between migration and entrepreneurial orientation, intent, capabilities, and cross-cultural experiences (Brinkerhoff, 2016; Morgan, 2021). Immigrant entrepreneurship occurs in an environment similar to a resource-constrained environment. Immigrant minorities are also known to venture into unofficial or illegal entrepreneurs. Immigrant populations are not allowed to enter the mainstream sectors of the economy. In addition, the immigrant population has low socioeconomic status. Sometimes, immigration occurs because the population wants better socio-economic status, which is denied by the host nation's population. Immigrant populations face multiple constraints, such as language, poor social intermingling, and lack of cultural integration. The entrepreneurship literature has proposed a disadvantage theory to explain immigrant entrepreneurs' difficulties. This theory states that it is necessary, or forced, for immigrant populations that forces them to take up entrepreneurship. Necessity entrepreneurship is a good way for immigrant populations to earn a living. Although immigrant entrepreneurs can earn higher incomes than wages earned through employment, immigrant entrepreneurship is riskier than seeking employment.

Extant literature has also covered resources and competencies that help immigrant populations take entrepreneurship- attitudes, knowledge, and skills. Immigrants usually start their enterprises catering to immigrant markets. They better understand consumer behavior because of their common identities and cultural artifacts. The immigrant network also helps them access human capital at a lower cost. Because immigrant entrepreneurs cater to the immigrant population, they bring specific cultural knowledge from their country of origin. This cultural knowledge is considered even more valuable in the host country due to nostalgia and scarcity. Immigrant populations are usually nostalgic about the

cultural artefacts of their country of origin. There is also a scarcity of artistic products of the country of origin in the host country.

Upon careful exploration, it can be observed that the Spiky profile is already present in different branches of entrepreneurship literature, albeit in various forms - Resource-constrained environment (RCE), Immigrant Entrepreneurship (IE), and Individual Characteristics Based Entrepreneurship (ICBE). In RCE (Hossain, 2022) based spiky profile, peaks can be equated to the skills developed by the entrepreneur through lived experiences, and valleys equated to a lack of resources because of institutional voids. In an IE-based spiky profile, peaks can be equated to the skills of the entrepreneur from the host nation and the firm community embeddedness among the immigrants. Valleys refer to a need for more mobility and assimilation and a poor understanding of culture and language. Similarly, the peaks in an ICBE-based spiky profile refer to superior skills, intense hard work, and discipline. In contrast, the valleys refer to non-acceptance from others, poor social skills, and various other factors.

VARIATIONS IN THE SPIKY PROFILE: NEURODIVERSE, IMMIGRANT, RESOURCE-CONSTRAINED, AND INDIVIDUAL CHARACTERISTICS-BASED ENTREPRENEURSHIP

Although we have argued that the spiky profile is the same across different areas of scholarship, there are significant differences in its dimensions. For example, the spiky profile among neurodiverse entrepreneurs is captured in dimensions such as verbal ability, spatial intelligence, numerical ability, creativity, speaking skills, and delegation abilities. The spiky profile on individual characteristics includes dimensions such as “self-efficacy,” “job dissatisfaction,” “need for achievement,” “locus of control,” “innovation ability,” “prior knowledge,” and “demographic variables such as knowledge and experience.” Similarly, spiky profiles in resource-constrained environments include dimensions such as “lack of resources,” “resourcefulness,” “blocked career mobility,” “tacit knowledge,” “social

capital”, and “high-energy levels”. The spiky profile on “immigrant entrepreneurship” includes dimensions such as “blocked career mobility,” “social network and capital,” “dissatisfaction,” “resilience,” “efforts,” “tacit and prior knowledge,” “resources”, etc.

These dimensions highlight the similarities and differences between neurodiverse entrepreneurs and others. While there are similarities in inherent abilities and intelligence, the spiky profiles of neurodiverse entrepreneurs and other entrepreneurs differ from each other. Some of these differences include skills, capabilities, resources, and access to the network. These differences suggest that entrepreneurs convert inherent intelligence into skills and abilities critical for entrepreneurial journeys beyond intentions and orientations. In other words, regarding entrepreneurial intentions, there is not much difference between neurodiverse entrepreneurs and others. However, differences crop up in subsequent phases of the entrepreneurial journey. The implication for neurodiverse entrepreneurship is clear- the inherent advantages/peaks of neurodiverse individuals need to be converted into specific skills and capabilities that may help sustain and perform well in their entrepreneurial journey. This conclusion is consistent with the literature on neurodiversity, which suggests that neurodiverse entrepreneurs have better chances of persisting and have coping mechanisms to support their entrepreneurial journey.

SOCIOMATERIALITY AND COPING MECHANISM

We propose a coping mechanism to convert intelligence to capabilities critical for Entrepreneurial Persistence. We use socio-material theory to explain how coping can create capabilities that help entrepreneurial persistence and performance and how neurodivergence can become an advantage for entrepreneurs. SocioMateriality(Orlikowski, 2007) posits that human actions and Materiality are entangled and cannot exist separately; the existence of one is dependent on the other. While the theory has predominantly been applied to technology studies, socio-materiality could help explain how

entrepreneurs develop skills through intelligence using coping. When individuals are denied legitimacy using “standard routes,” they divert their attention to alternative routes wherein their intelligence and abilities can be deployed and honed using material entanglement. Taking a cue from the entrepreneurship and strategy literature, resource availability can be one of the facets of socio-material entanglement. The spiky profile of neurodiversity helps them develop better entanglement with material artifacts by coping through spaces such as “communities and enclaves for immigrant entrepreneurs,” “garages, homes, and backyards for individual characteristics,” and “local areas, local resources, and junkyards resource-constrained entrepreneurs. Almost all technological objects are derived from materials such as semiconductors from sand. While Socio-Materiality theory does not explicitly mention variability in Socio-Material Entanglement, it implicitly suggests that the degree of socio-material entanglement may differ depending on the context. The spiky profile of neurodiverse entrepreneurs regarding intelligence and abilities allows individuals more affordances and deeper socio-material entanglement. A spiky profile makes it easy for an individual to develop deeper socio-material entanglement. Socio-material entanglement becomes more enriched, nuanced, natural, and less cognitive for neurodiverse entrepreneurs or individuals with higher entrepreneurial intentions. When individuals with spiky profiles are denied access to “normal routes,” they resort to dealing with material artifacts and develop tacit knowledge because of “empirical sensitivity,” “affordances,” and “habitus.” Spiky profiles help develop deeper entanglement and, hence, better tendencies and capabilities, which help individuals become more alert to information and the ability to create and see new entrepreneurial opportunities. It also enables individuals to develop resources that can be used to create new resources, leading to better opportunity exploitation. Lived experiences and empirical sensitivity produce more organic interactions and better entanglement and mutuality. Put simply, entanglement helps develop more profound insights critical for opportunity recognition and exploitation.

The capabilities do not develop only because of individual entrepreneurs; the presence of “material and spaces” is equally essential according to sociomateriality. Materiality could be an absolute must for the development of capabilities in a space that allows the mutuality of social and material. Socio-material theory suggests that material objects have an agency that manifests through affordances. According to Affordance (Faraj & Azad, 2012; Kiverstein, 2024), objects can have a utility beyond their physical properties. The environments or objects around us comprise action possibilities that shape humans and their actions. Because of affordance, objects such as bricks, tables, and chairs can be used for many purposes besides the intended purpose. In other words, objects in the environment are not objects but subjects. Through affordances, they have the agency to invite actions from humans. For example, brick affords construction, floor affords walking upon, apple invites eating, and water invites drinking. However, there may not be only single affordances related to objects but multiple affordances. Hence, bricks may invite sitting, learning the mathematical properties of cuboids, using them as weapons, and comparing them with the red color. These invitations are inherent in the properties of bricks and hence lend them the ability to develop capabilities dependent on the mutuality of social and material entanglement. Thus, a sufficiently long association between neurodiverse individuals and Materiality can produce newer capabilities, leading to further entanglement and further development of newer capabilities. Taking the brick example further, there can be multiple uses of brick that will keep emerging as the individual and the brick change—the usage of an object but not infinite. Thus, in such a situation, an object may be repurposed. Innovation is repurposing Materiality to produce new and exciting products and offerings.

More interestingly, affordances are not obvious and emerge about the activities of those using objects. Hence, a painter may use brick to extract its color and use the color to paint a wall. Affordance evolves and emerges about the activities of those who use objects. In other words, affordances are entangled in a situation where they are used and have relational properties. Affordances help us to understand how

humans interact with the material world. Affordances are not immediately recognizable and may need to come together individually and materially for a long time, which can be termed coping. Individuals with a spiky profile can easily understand affordances when they live in a benign environment that helps them cope. Since sociomateriality creates the proper condition through affordances, which manifest because of “lived experiences,” knowledge produced is likely to emerge through “sensation seeking” and “usages of senses.” Knowledge is expected to be sensory rather than purely cognitive, with limited or indirect sense involvement.

Developing capabilities for neurodiverse entrepreneurs will not be spontaneous unless benign spaces that enable the mutuality of socio-materials are created. These spaces help neurodiverse individuals to cope effectively and improve their chances of entrepreneurial persistence and performance. Consistent with the existing literature on coping and neurodiversity, we propose four coping mechanisms for neurodiverse entrepreneurs (see Table 4.). In the first quadrant (1), coping helps to convert the peaks into skills through natural and random processes beyond the conscious choice of entrepreneurs or “others.” Here, the individual gets into natural niches that provide benign environments like “immigrant enclaves,” “garages,” or “natural business incubators designed for individual specific needs.” Such spaces have exploratory characteristics that help individuals convert their intelligence into skills. They allow the individual to experiment and not to be “judged.” For example, “creativity” may convert into designing new products, “sensation seeking” might transform into “skill to design different types of automobiles,” speaking” might transform into “ability to negotiate and deal with strangers.” In the second quadrant, coping with neurodiverse individuals occurs by deliberately creating institutional mechanisms. For example, special schools have been designed to develop and hone the skills that arise from the peaks of the spiky profiles of neurodiverse individuals. Many organizations have started a particular drive to hire neurodiverse employees. They are trying to provide separate facilities that will sharpen and hone the skills of employees (Covin & Miles, 1999). Although founding such institutions

is less likely to promote entrepreneurship, it will help neurodiverse employees be absorbed in corporate careers.

In the third quadrant, the neurodiverse entrepreneur copes with natural protection. Such protection may come from parents, siblings, friends, elders, and technology. Sometimes, parents understand and provide support to neurodiverse children without knowing about the conditions of their wards. In the fourth quadrant, neurodiverse entrepreneurs cope with “valleys” or “weak points” through deliberate effort. Neurodiverse entrepreneurs can hire assistants or executives and use technology/AI to avoid being exposed to areas related to “valleys.” Special incubators can be established on the business front to care for neurodiverse entrepreneurs. For example, Australia created the first business incubator, “Profound”, which targeted neurodiverse entrepreneurs. Alternatively, VC funds could be made for neurodiverse entrepreneurs, as many find it difficult to manage money.

Table 4: Types and Mechanisms of Coping

<< Insert Table 4 about here >>

Table 4 summarises the types and mechanisms of coping, shedding light on the diverse strategies neurodiverse entrepreneurs employ to navigate the entrepreneurial landscape and thrive in their ventures.

SMT entanglement, we posit that “neurodiverse” entrepreneurs can convert spiky profiles into solid entrepreneurial skills and capabilities through coping and play an essential role in opportunity identification and creation. Skills and capabilities are created when the intelligence and abilities of spiky profiles get entangled with resources. When the spiky profile combines with capabilities and resources, it helps exploit entrepreneurial opportunity, persistence, and performance. When the spiky profile combines with capabilities, resources, and network, it can lead to scaling up, persistence,

performance, and better outcomes. Spiky profile transforms intelligence and abilities through four coping mechanisms: a. Natural promotive mechanism b. Natural protective mechanism c. Deliberate promotive mechanism, and d. Deliberate protective mechanism. Out of the four, the first promotive mechanism has the highest potential to contribute to entrepreneurship theory. Coping strategies enable entrepreneurs to manage stress, overcome obstacles, and adapt to change—environments effectively (Greidanus & Liao, 2021). When neurodiverse individuals with spiky profiles cope well, they may demonstrate heightened creativity, better tenacity and novel problem-solving abilities, leveraging their cognitive strengths to identify business opportunities. Some neurodiverse entrepreneurs may exhibit exceptional proficiency in specific. Domains include strategic planning or product development. Moreover, when Spiky-profile individuals cope well, they may develop entrepreneurial resilience and adaptability. We provide insights into different stages of the entrepreneurial journey by integrating the concept of the spiky profile with coping mechanisms. The spiky profile is core to entrepreneurial intention. When combined with resources and context, it becomes critical for entrepreneurial opportunity creation and identification. When entrepreneurial skills are combined with resources, they lead to opportunity exploitation, performance, and persistence. When entrepreneurial skills combine with resources and networks, it leads to scaling up. Our contributions aim to stimulate further inquiry between coping mechanisms and the spiky profile, especially exploring how individuals leverage their strengths and mitigate challenges in the entrepreneurial journey, thus paving the way for better entrepreneurship theory.

CONCLUSION

The paper attempted to capture the promise of a “spiky profile” for entrepreneurship, starting from neurodiversity to other areas. Spiky profiles can be observed across different entrepreneurship areas. Based on the literature review, we propose a spiky profile as a platform for entrepreneurial intention. This has the potential to act as a basis for entrepreneurial activities. The literature has sufficient coverage of its ability to influence entrepreneurial intention. We propose that when a spiky profile gets converted into skills and capabilities through coping, it can result in neurodiverse individuals creating and identifying new opportunities as they develop “special lenses” to see things not so “visible” to neurotypical. The Spiky profile provides increased motivation, and special skills enable the development of new skills. The coping mechanism occurs through socio-material entanglement with “local and available resources” through bricolage. When coping is effective, the spiky profile and resources “speak to each other through affordances” in non-cognitive ways to develop resources where none existed. When a spiky profile combines resources and unique capabilities, it can help us understand opportunity exploitation, entrepreneurial intentions, persistence, and growth. In other words, without a spiky profile, entrepreneurs cannot identify innovative and creative opportunities. Without a spiky profile, it is not easy to imagine the growth spurts of entrepreneurs, and resource utilisation will not be efficient. Individuals with resources without a spiky profile can create enterprises but find it challenging to sustain and grow unless they operate in monopolies. Simply put, the spiky profile promises to be at the heart of entrepreneurship theory and can be used to develop the theory of entrepreneurship planning across stages. Table 5 below outlines the progressive role of the spiky profile and coping mechanisms in enhancing various aspects of entrepreneurship. Beginning with the spiky profile alone underscores its significance in shaping entrepreneurial attitudes, orientations, and intentions. As coping mechanisms are introduced, mainly through socio-material entanglement,

additional resources become accessible, facilitating the development of essential skills, knowledge, and capabilities crucial for competitive entrepreneurship.

Table 5: Usefulness of Spiky Profiles for Entrepreneurial Life Cycle

<< *Insert Table 5 about here* >>

Moving forward, integrating skills with the spiky profile enables individuals to identify and create novel entrepreneurial opportunities, leveraging their unique perspectives and abilities. As resources are further integrated into this framework, the stage is set for effective opportunity exploitation, where the combination of skills, resources, and the spiky profile allows for sustained entrepreneurial performance and persistence.

Finally, including networks amplifies the impact of the spiky profile and associated resources, facilitating opportunity scaling, extensive exploitation, and persistent performance. The table thus provides a comprehensive overview of how the spiky profile, coping mechanisms, and resources can catalyze entrepreneurial success across various stages of the entrepreneurial journey.

LIMITATIONS AND FUTURE STUDIES

In this study, our overarching goal was to shed light on the potential contribution of the “spiky profile” concept to entrepreneurship theory, adopting a comprehensive approach. However, it is essential to acknowledge the complexity and nuance inherent in neurodiversity, particularly concerning conditions like ADHD, Dyslexia, and OCD. While these conditions fall under the neurodiversity umbrella, they present unique profiles and challenges. Within Dyslexia or ADHD, for instance, individuals may exhibit diverse manifestations of the spiky profile. Notably, not all individuals with Dyslexia or ADHD will display the same distribution of intelligence and abilities. Some may excel in specific areas while facing challenges in others, leading to variations in their spiky profiles.

Moreover, the effectiveness of coping mechanisms may vary depending on the individual’s unique profile and circumstances. Specific coping strategies may resonate more strongly with particular abilities or intelligence types, while others may yield limited results. Researchers could investigate how entrepreneurs who overcame childhood ADHD or Dyslexia differ from those who grapple with these conditions throughout their lives. Understanding the factors contributing to successful entrepreneurship among neurodiverse individuals could inform targeted interventions and support systems. Furthermore, by identifying coping strategies most effective during opportunity recognition, resource acquisition, and business scaling, researchers can provide practical guidance for neurodiverse entrepreneurs navigating the complexities of entrepreneurship. In summary, while our study represents a broad exploration of the promise of the spiky profile in entrepreneurship theory, there remains ample room for an in-depth investigation into the nuances of neurodiversity and coping mechanisms. By addressing these complexities, future research can advance our understanding of how neurodiverse individuals navigate the entrepreneurial landscape and inform the development of more inclusive support frameworks.

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FIGURES AND TABLES

Table 1- Literature Review of Neurodivergence and Entrepreneurship

SL No	Author, Journal Method & Theory	Neurodivergence Dimension	Entrepreneurial Intentions	Entrepreneurial Actions	Entrepreneurial Persistence
1	Wiklund et al., 2017, Journal of Business Venturing, Large Survey, Person-Environment Fit Theory	ADHD	Yes, Impulsivity (Sensation Seeking) is positively related to Entrepreneurial Intentions, and urgency is negatively associated with Entrepreneurial Intentions.	Yes, Positive	Not Explored
2	Antshel KM, (2018). Academy of Management Perspectives, Conceptual, Dual-Pathway Theory	ADHD	Yes, Positive	Yes, Positive	Not Explored
3	Lerner, 2019, Small Business Economics, Empirical (Secondary data), Self-selection Theory	ADHD	Yes, Positive	Yes, Positive	Not Explored
4	Greidanus & Liao, 2021, Journal of Business Venturing, Empirical (Secondary data) Coping-Dueling-Fit (CDF) Theory	ADHD	Yes, Positive	Yes, Positive	Yes, Negative

5	Hatak et al., 2020, Small Business Economics, Fuzzy Set Comparative Qualitative analysis Person-Environment Fit Theory	ADHD	Yes, Positive	Yes, Positive	It is positive only if entrepreneurs develop ambidexterity when founding and growing.
6	Dimic & Orlove, (2014). International Review of Entrepreneurship, Large Survey, Person-Environment Fit Theory	ADHD	Yes, Positive	Not Explored	Not Explored
7	Tucker et al., 2021, Journal of Business Venturing Insights, Survey, Self Efficacy	ADHD	Not Explored	Positive Inattention related to Opportunity recognition through self-efficacy	Not Explored
8	Moore et al., 2021, Entrepreneurship Theory and Practice, Survey, Person-Environment Fit Theory	ADHD	Yes, it is related to Alertness and Cognitive style	Not Explored	May benefit because of coping
9	Lerner, D. A., et al, (2018). Academy of Management Perspectives, Conceptual, Person-Environment Fit Theory	ADHD	Yes, Positive	Yes, Positive	Positive on Coping
10	Yu et al., 2021, Entrepreneurship	ADHD	Yes, Hyperactivity	Not Explored	Yes, Hyperactivity is positively related

	Theory and Practice, Survey, Person-Environment Fit Theory		is positively related to Entrepreneurial Orientation		to Firm Performance Inattention is negatively related to Firm Performance
11	Rajah et al., 2021, Journal of Business Venturing, Survey, Person-Environment Fit Theory	ADHD	Not Explored	Inattention is positively related to Entrepreneurial Action	Hyperactivity is negatively associated with growth, and Inattention is negatively associated with performance.
12	Verheul et al., 2015, Small Business Economics, Guess Survey, Person-Environment Fit Theory	ADHD	Yes, Positive	Not Explored	Not Explored
13	Gunia et al., 2021, Entrepreneurship Theory and Practice, Survey, Push Pull Theory	ADHD	Yes, Positive	Not Explored	Not Explored
14	Stappers & Andries, (2022). Small Business Economics, Survey, Person-Environment Fit Theory	ADHD	Hyperactivity and Impulsivity are positive, Inattention negative	Hyperactivity and Impulsivity are positive, Inattention negative	Not Explored
15	Patel et al., 2021 Entrepreneurship Theory and Practice, Survey, Person-Environment Fit Theory	ADHD	Self-employment Positive	Not Explored	Not Explored

16	Shirokova et al., 2022, Journal of Business Venturing Insights Survey, Person-Environment Fit Theory	ADHD	Hyperactivity and Impulsivity are positive, Inattention negative	Not Explored	Performance - no relationship
17	Miller & Le Breton-Miller, (2017). Entrepreneurship Theory and Practice, Challenge-Based Entrepreneurship	ADHD	Yes	Maybe	Maybe
		Dyslexia	Yes	Maybe	Maybe
18	Logan, (2009). Dyslexia, An International Journal of Research and practice, Conceptual, Push and Pull theory	Dyslexia	Not Explored	Dyslexic people are more likely to be entrepreneurs	Success in coping mechanism
19	Logan, 2013, Dyslexia Handbook, Conceptual, Push and Pull theory	Dyslexia	Maybe	Yes, Positive	Not Explored
20	Angella Fawcett, (2020). Book: Entrepreneurship, Dyslexia and Education, Conceptual, Delayed Neural Commitment (DNC) Theory	Dyslexia	Not Explored	Yes, Positive	Not Explored
21	Neil Alexander Passe, (2022). Book: Entrepreneurship, Dyslexia and	Dyslexia	Not Explored	Yes, Positive	Positive on Coping: Coping reduces the spiky profile

	Education, Conceptual, Coping Theory				
22	Gyarmathy Ava, (2020). Book: Entrepreneurship, Dyslexia and Education, Conceptual, Coping Theory	Dyslexia	Yes, Positive	Maybe/Not Clear	Not Explored
23	Logan & Martin, (2012). Inclusive Practice, Interview & Case Study, Coping Theory	Dyslexia	Not Explored	Not Explored	Positive coping strategies like communicating, delegating and thinking differently
24	Franks & Frederick. (2013). Journal of Asia Entrepreneurship and Sustainability, Survey , Psychological trait theory	Dyslexia	Not Explored	Positive on creativity & visual thinking /3d	Not Explored
25	Powers et al., 2021, International Journal of Entrepreneurship and Research, Survey, Self-efficacy	Dyslexia	Yes, Positive	Not Explored	Negative on Self-efficacy
26	Ruffner, 2023, (PhD Thesis), Large Survey, Coping	ADHD	Yes, Positive	Yes, Positive	No Relationship
		Dyslexia	More Positive	More Positive	Maybe on coping
		ADHD & Dyslexia	Yes, Positive	Yes, Positive	Not Explored
27		ADHD	Maybe	Not explored	Not explored

	Bressler et al., Global Journal of Entrepreneurship, 2021, Survey, Push and Pull theory	Dyslexia	Maybe	Not explored	Not explored
28	Bergstrand & Minasyan, (2020). (Thesis) Entrepreneurship in Neuropsychological Approach, Conceptual, Person-Environment Fit Theory	OCD	Maybe	Maybe	Maybe
29	Wolfe & Patel, (2017). Journal of Business Venturing Insights, Survey, Coping Theory	OCD	Yes, Positive	Yes, Positive	Not explored

Note 1: Entrepreneurial Intentions include Motivations, Attitudes, Orientations, and Intentions.

Table 2 Simple & Easy Summary of Literature on Neurodiversity and Entrepreneurship

Types	Entrepreneurial Intentions	Entrepreneurial Persistence
Neurodiverse Entrepreneurs	Advantage	Disadvantage (Reducible through coping)
Neurotypical Entrepreneurs	Disadvantage	Advantage

Table 3 Troughs and Crests of ADHD and Dyslexia

Dimensions	ADHD		Dyslexia	
	<i>Weakness (troughs or valleys)</i>	<i>Strengths (crests or peaks)</i>	<i>Weakness (troughs or valleys)</i>	<i>Strengths (crests or peaks)</i>
<i>Attention and Focus</i>	Easily distracted, difficulty sustaining attention	Hyperfocus on stimulating tasks and creativity	Easily distracted, difficulty sustaining attention	Hyperfocus on areas of interest, creativity
<i>Executive Functioning</i>	Poor planning and organisation, time management	Creativity in problem-solving, thinking outside the box	Poor planning and organisation, time management	Problem-solving skills, resilience
<i>Emotional Regulation</i>	Intense emotions, difficulty regulating reactions	Empathy, enthusiasm, passion for interests	Lower self-esteem struggles in social situations	Resilience, empathy, unique perspectives
<i>Academic Performance</i>	Inconsistent performance, trouble with sustained effort	Innovation, ability to see connections in information	Difficulty in phonemic awareness, decoding words	Strong comprehension skills, excellent listening
<i>Task Persistence</i>	Difficulty completing tasks, tendency to switch activities	Ability to multitask, resilience in dynamic environments	Low Frustration Tolerance, Difficulty coping with setbacks or obstacles	Goal-oriented mindset, a sense of purpose and direction
<i>Social Interaction</i>	Impulsivity in social settings, difficulty with turn-taking	Charisma is the ability to think on one's feet.	Difficulty in initiating or maintaining conversations, understanding social cues	Empathy, active listening skills, ability to build rapport and connections
<i>Visual and Spatial</i>	Difficulty with visual-spatial tasks, orientation	Visual solid imagination, creativity, ability to think in non-linear ways	Difficulty with visual-spatial tasks, orientation	Visual solid imagination, creativity

Figure 1 Spiky Profile and Neurodiverse Range of Neurotypical

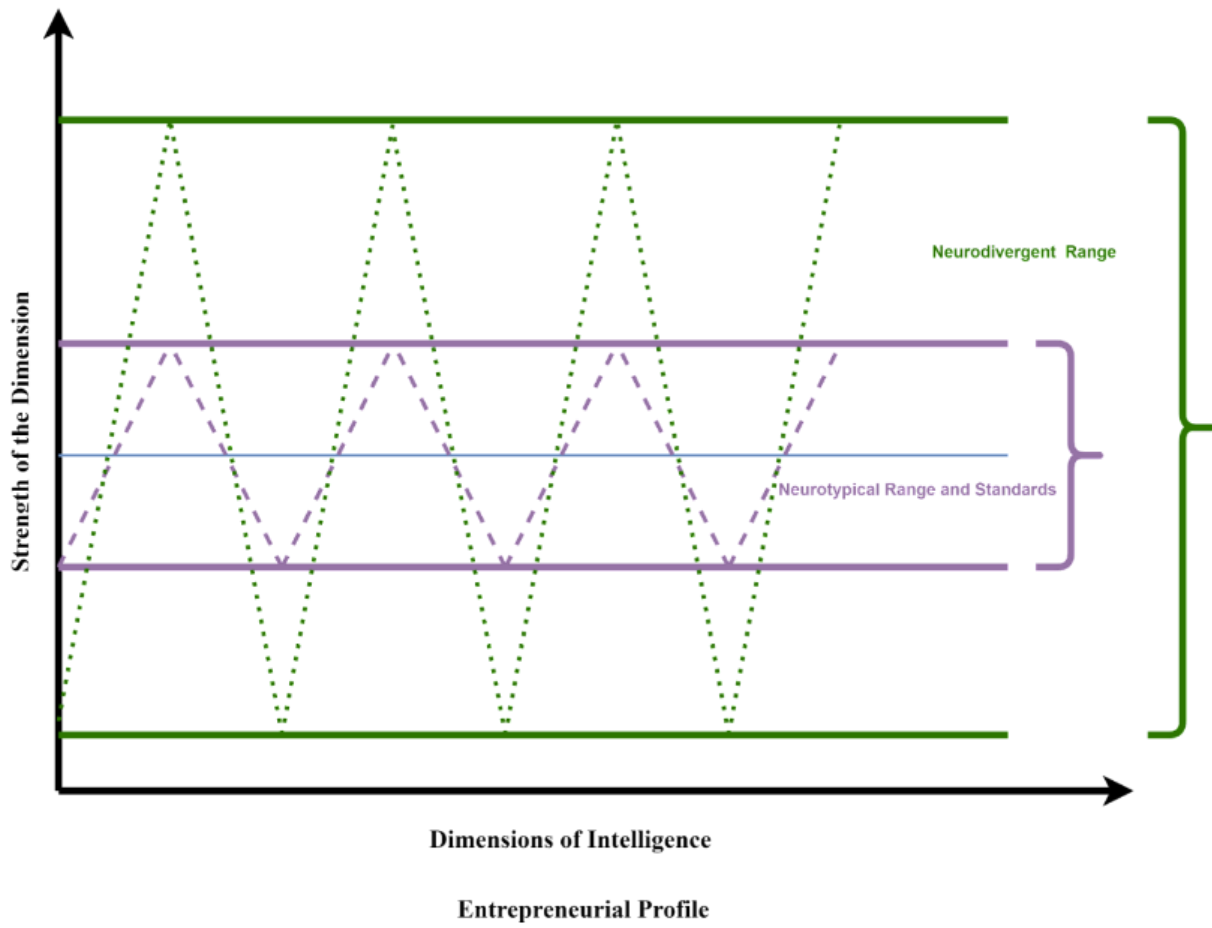


Table 4: Types and Mechanisms of Coping

Types of Coping			
		Mechanism of Coping	
		Natural	Deliberate
Purpose of Coping	Develop Peaks (Promotive)	Intelligence is naturally converted into skills and capabilities through a random process, like in nature, through variation, selection, and retention. (1)	Intelligence is converted into skills and capabilities through artificial variation, selection and retention. It could be done by institutions created for neurodiverse individuals. These institutions may include hospitals, business incubators, and educational institutions. (2)
	Protect the Valleys (Protective)	Protection of valleys can be done naturally or unconsciously, wherein the potential entrepreneurs are put in a space where they do not have to do work related to the valleys. For example, family and loved ones will take care of such things. (3)	Protection of valleys can be done consciously, wherein the assistants, technology and hired executives take care of the work on the dimension the entrepreneur is not good at. (4)

Table 5: Usefulness of Spiky Profiles for Entrepreneurial Life Cycle

Factors Related to Entrepreneurship	Usefulness
Spiky Profile	Entrepreneurial attitude, orientations, and intentions
Spiky Profile + coping through socio-materiality (Resources)	Skills, knowledge, and capabilities functional for competitive entrepreneurship
Spiky Profile + Skills	Creation and identification of novel entrepreneurial opportunities
Spiky Profile + Skills + Resources	Opportunity exploitation
Spiky Profile + Skills + Resources + opportunity	Persistence and Performance
Spiky Profile + Skills + Resources + opportunity + Network	Opportunity scaling, Exploitation, Persistence, Performance