

Experts Name:

Dr. MUKESH KESTWAL

A Study of Academic Intrapreneurship in Management and Engineering in Selected Offices in India

CVI (Content Validity Index) - Relevance Rating (4 point scale)

CVR (Content Validity Ratio) - Essentiality Rating (3 point scale)

Not Relevant	Somewhat Relevant	Quite Relevant	Highly Relevant	Essential	Useful but not Essential	Not Necessary	Comments (Optional)
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Academic Intrapreneurship (AI) - 6 Items

AI1 - I regularly initiate new internal projects or activities in my institution.

AI2 - I propose improvements that go beyond my routine academic responsibilities.

AI3 - In the last two years, I have led at least one new initiative within my department or institution.

AI4 - My intrapreneurial activities have had a positive impact on my department or institution.

AI5 - My ideas have led to new processes, programs, or meaningful improvements in the institution.

AI6 - I actively work on implementing innovative ideas rather than only suggesting them.

1. Institutional Support (IS) - 5 Items

IS1 - My institution has clear processes to support faculty-initiated innovation.

IS2 - There are formal mechanisms (centres, units, committees) that assist faculty in developing new internal projects.

IS3 - My institution provides institutional-level support (not just verbal encouragement) for new initiatives.

IS4 - When I propose an innovative internal project, the institution provides procedural or administrative help.

IS5 - The institution actively removes structural obstacles for promising internal initiatives.

2. Faculty Autonomy (AUT) - 4 Items

AUT1 - I have the freedom to design and modify my teaching or academic activities.

AUT2 - I can choose the direction of my research and projects without undue interference.

AUT3 - I am free to initiate collaborations (inside or outside the institution) that I consider useful.

AUT4 - I have the autonomy to make or significantly influence key decisions related to internal projects or initiatives I am involved in.

3. Leadership & Champions (LEAD) - 5 Items

not in teaching role

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LEAD1 – My immediate academic leaders (e.g., HoD, Dean) actively encourage me to pursue new internal initiatives.

LEAD2 – Senior leaders in the institution personally champion promising internal projects.

LEAD3 – When I face resistance, at least one leader is willing to support and defend my innovative ideas.

LEAD4 – Leaders help me secure approvals or resources for new internal initiatives.

LEAD5 – Leaders in my institution act as visible role models for driving internal change and innovation.

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4. Incentive Structure (INCENT) – 4 items

INCENT1 – Innovation and internal initiatives are recognised in performance appraisal or evaluation.

INCENT2 – Starting or leading internal innovative projects contributes positively to my career progression.

INCENT3 – There are tangible rewards (awards, certificates, credits, workload adjustments, etc.) for faculty intrapreneurial activities.

INCENT4 – The existing incentive system motivates me to engage in internal innovation.

INCENT5 – Engaging in internal business or innovation activities is viewed as a distraction from my core academic duties. (reverse)

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5. Resource Availability (RES) – 5 items

RES1 – I have access to the facilities (labs, equipment, space) needed to implement new internal initiatives.

RES2 – My institution provides some funding support for faculty-initiated projects.

RES3 – Technical or administrative staff are available to assist with innovative projects when needed.

RES4 – I can obtain the information and know-how required to implement new ideas.

RES5 – Overall, I feel I have adequate resources to turn my ideas into internal initiatives.

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6. Ecosystem Connectivity (ECO) – 5 items

ECO1 – My institution has meaningful collaborations with industry or external organisations.

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ECO2 – I often gain ideas for internal initiatives through my interactions with people outside the institution.

ECO3 – The institution encourages faculty to engage with external partners (e.g., industry, NGOs, startups).

ECO4 – External networks (industry, alumni, professional bodies) are actively used to support internal innovation.

ECO5 – In my view, the broader professional community is supportive of faculty engaging in innovative or entrepreneurial activities.

ECO6 – Our alumni network actively supports faculty in developing and implementing internal innovation projects.

7. Bureaucracy / Policy Constraints (BUREAU) – 5 items

BUREAU1 – Administrative procedures make it difficult to start new internal initiatives.

BUREAU2 – Approval processes for innovative projects are slow and cumbersome.

BUREAU3 – Institutional rules and policies limit flexibility to try new ideas.

BUREAU4 – Fear of non-compliance with regulations discourages me from pursuing internal innovation.

BUREAU5 – Overall, bureaucratic requirements create significant barriers to intrapreneurial activity.

8. Individual Traits & Orientation (FAC_TRAITS) – 6 items

FAC1 – I actively look for opportunities to improve my institution from within.

FAC2 – I am willing to take calculated risks to pursue new internal ideas.

FAC3 – I often come up with creative ways to solve problems in my academic work.

FAC4 – I feel confident in my ability to successfully lead an internal innovation project. (self-efficacy)

FAC5 – I have prior experience in entrepreneurial, intrapreneurial, or innovative activities.

FAC6 – At times, I feel a tension between my traditional academic duties and engaging in internal innovation. (role identity conflict – reverse/complex)

9. Workload / Time Availability (TIME) – 4 items

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	Not Relevant	Somewhat Relevant	Quite Relevant	Highly Relevant	Essential	Useful but not Essential	Not Necessary	
ECO2 – I often gain ideas for internal initiatives through my interactions with people outside the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ECO3 – The institution encourages faculty to engage with external partners (e.g., industry, NGOs, startups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ECO4 – External networks (industry, alumni, professional bodies) are actively used to support internal innovation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ECO5 – In my view, the broader professional community is supportive of faculty engaging in innovative or entrepreneurial activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ECO6 – Our alumni network actively supports faculty in developing and implementing internal innovation projects.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7. Bureaucracy / Policy Constraints (BUREAU) – 5 items								
BUREAU1 – Administrative procedures make it difficult to start new internal initiatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
BUREAU2 – Approval processes for innovative projects are slow and cumbersome.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
BUREAU3 – Institutional rules and policies limit flexibility to try new ideas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
BUREAU4 – Fear of non-compliance with regulations discourages me from pursuing internal innovation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
BUREAU5 – Overall, bureaucratic requirements create significant barriers to intrapreneurial activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8. Individual Traits & Orientation (FAC_TRAITS) – 6 items								
FAC1 – I actively look for opportunities to improve my institution from within.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FAC2 – I am willing to take calculated risks to pursue new internal ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FAC3 – I often come up with creative ways to solve problems in my academic work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FAC4 – I feel confident in my ability to successfully lead an internal innovation project. (self-efficacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FAC5 – I have prior experience in entrepreneurial, intrapreneurial, or innovative activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FAC6 – At times, I feel a tension between my traditional academic duties and engaging in internal innovation. (role identity conflict – reverse/complex)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
9. Workload / Time Availability (TIME) – 4 items								

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- TIME1 – My teaching load leaves me with enough time to work on new internal initiatives.
- TIME2 – My administrative responsibilities do not completely prevent me from pursuing innovative projects.
- TIME3 – I can manage my workload to allocate time for experimentation and innovation.
- TIME4 – Heavy workload is a major barrier to my involvement in internal innovation. (reverse)

10. Innovation Climate (CLIMATE) – 6 items

- CLIM1 – In my institution, people are encouraged to try out new approaches.
- CLIM2 – Taking reasonable risks for innovation is accepted here.
- CLIM3 – Failure in innovative attempts is generally treated as a learning opportunity.
- CLIM4 – My colleagues are open to discussing and refining new ideas.
- CLIM5 – Many faculty around me take initiative to start new internal projects. (peer behaviour / role-modelling)
- CLIM6 – Overall, the environment in my department supports experimentation and innovation.
- CLIM7 – Innovation initiatives in my institution feel more symbolic than genuinely empowering for faculty. (reverse)
- CLIM8 – Faculty are regularly invited to contribute ideas for improving systems, processes, or offerings in the institution.

11. Psychological Safety (PSY_SAFE) – 5 items

- PSY1 – I feel safe to take risks related to new ideas in my department or unit.
- PSY2 – I can speak up with innovative suggestions without fear of being judged negatively.
- PSY3 – If an innovative project I lead fails, it will not be held against me.
- PSY4 – I can openly discuss mistakes made during experimentation.
- PSY5 – People in my department support each other when trying something new.

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TIME1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TIME2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
TIME3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
TIME4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CLIM1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLIM2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLIM3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLIM4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLIM5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLIM6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLIM7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLIM8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PSY1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PSY2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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PSY4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PSY5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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12. Motivation / Entrepreneurial Orientation (MOTIV/EO) – 5 Items

MOT1 – I feel personally driven to create new value within my institution.

MOT2 – I am motivated to go beyond my formal duties to improve how things work here.

MOT3 – I actively seek opportunities to start new internal projects.

MOT4 – I enjoy working on innovative internal initiatives, even when they require extra effort.

MOT5 – I feel a sense of ownership for ideas that can transform my department or institution.

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