# Review of: "Effect of Organisational Factors on Intrapreneurial Behaviour of Public University Academicians in Malaysia"

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I thank the authors for undertaking this research work on entrepreneurship development.

Normally, one has to consider the possibility of undertaking consultancy projects to solve complex industry problems as a part of the curriculum. The intrapreneurship focus could be on the Research-Development-Development-Diffusion (RDDA) model, the Problem-Solving (PS) Model, the Linkage model, or the Social-Interaction model.

Most of the well-accomplished and high-performing faculty teams plan interdisciplinary research projects in collaboration with state or national companies. Further, they update the curricula and guide their students to focus on the problems of micro-small-medium enterprises (MSMEs), multinational companies (MNCs), or International Development Agencies (IDAs) when they assist them to analyze, design, develop, prototype products, test them, improve them, plan mass production, market them, maintain them, and ultimately scrap them and plan innovative products.

All these depend on decentralized administration, empowered faculty teams, intrinsic motivation, risk-taking abilities, capabilities in preparing appropriate technical proposals and winnable financial proposals, skills in negotiation, and preparing contracts. They have to evaluate the possibility of getting more return on investment (ROI). They should have in-depth skills in value analysis. The senior faculty members have to develop a learning team of young faculty members and mentor them. They have to encourage the graduate students to undertake company-specific problems for their projects or dissertation works. They have to develop problem-solving skills, risk analysis, and achievement motivation. The institutes have to scaffold them when they face bottlenecks, obstructions, or conflicts. The administrators have to prepare strategic plans, conduct tracer studies, and get feedback from the alumni, employers, and community leaders. When many complex problems are arising due to vulnerabilities, uncertainties, complexities, and ambiguities (VUCA), they should continuously learn on the job and look for innovative solutions.

Now you can identify various variables like industry-focused curriculum, dual programs, problem-based learning, flexibility, preparing industry-focused dissertations or theses, and in-house faculty development. There is a need for creating a growth-focused academic environment, leaders with integrity, ethics, equity, and continuous support for faculty development.

They have to conduct impact studies and appreciate the best-performing faculty teams and should share the project gains

with the faculty teams after meeting all direct expenditures.

These actions alone improve the "intrapreneurship" of the faculty teams.