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RESEARCH ARTICLE

Identification and Construction of a Conceptual Entrepreneurship Competency Framework for Politics and Law Majors

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ABSTRACT

Entrepreneurship competency is taken as a key element for personal lifelong learning, active citizenship and employ ability in the knowledge society. As for the study of entrepreneurship competency, scholars in different countries have developed various entrepreneurship competency models or frameworks. These entrepreneurial competencies are diversified in their contents or covering aspects, most of them are mainly developed with emphasis on the tilt in business or engineering majors, however, there is no specific research concerning entrepreneurship competency for politics and law majors in higher vocational colleges of political science and law, of which the training goal is cultivating political and legal talents for grassroots, making that the quality requirements and the talent training standard are different from those majors in other universities or any other vocational colleges. Therefore, constructing a set of entrepreneurship competency framework applicable for politics and law majors will make up for this gap and enrich the entrepreneurship competency content and finally broaden the deeper understanding of entrepreneurship education. The study was conducted in three phases: identification of constructs and sub constructs from the literature review and documents analysis in phase I; identification of constructs and sub constructs from interviews (n=12) in phase II; and content and face validity of the constructs and sub constructs in phase III. Data analysis was conducted by utilizing the Nvivo 12 plus software. A conceptual entrepreneurship competency framework was generated since the constructs and sub constructs were identified and classified during the research.

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Contribution/Originality: This study is one of very few researches which have focused on the entrepreneurship competency for politics and law majors. A conceptual entrepreneurship competency framework is originated from the study.

1. Introduction

Entrepreneurship competency is recognized as a core competency for lifelong learning, an essential element for all citizens in a knowledge-based society (Keohane, 2018) as well as an important potential to improve the future well-being of each learner (Larrue et al., 2018).

However, the type of competency that significantly enforce the success of individuals or groups varies according to the types of the sector studied (Yerdelen-Damar et al., 2017). The object of this study is Hebei Vocational College of Political Science and Law. As one type of TVET, it is a special existence in China with the training goal of cultivating political and legal talents for grassroots, the quality requirements and the talent training standard are different from those majors in other universities or any other vocational colleges. The attention is paid to students' political and legal knowledge application competency. There is almost no business-related major which leads to the lacking of a practical platform for school-enterprise or work-study cooperation. For politics and law majors, students who even do not see themselves as business-related entrepreneurs (Jansen, 2010). Entrepreneurship competency cultivation for politics and law majors should focus on the institutional, cultural, and conceptual aspects (Guan et al., 2019), but the lacking of technical support for entrepreneurship makes the competency cultivation difficult to find the entry point (Zenner et al., 2017). In a word, there is no specific research concerning the entrepreneurship competency for political and legal majors in vocational colleges of political science and law, the entrepreneurship competency cultivation is still in the context of the business nature.

Therefore, constructing a conceptual entrepreneurship competency framework that conforms to the characteristics of the talent training goal, and are applicable for politics and law majors in vocational colleges of political science and law may be beneficial for students to develop their comprehensive and sustainable entrepreneurship competency, and for educators to better explore the cultivation pathways.

2.Literature Review

In reviewing entrepreneurship competency related articles in the Scopus, WOS and CNKI over the past ten years, it was found that a major portion of the articles were devoted to case studies and projects aimed at developing entrepreneurship competency in multi-level institutions.

However, the fact is that, most of the study on entrepreneurship competency are generally focused on business disciplines (Suska, 2018), which means, most of the competency research are mainly proposed or summarized with emphasize on students majoring in business or engineering and is not necessarily suitable for every level or every type of school or institution (Venesaar et al., 2022). There is still relatively little research in this area for political and law majors in vocational colleges of political science and law.

In response to the gap in the literature, this article addresses the following two questions:

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i. What are the indispensable constructs and sub constructs of entrepreneurship competency extracted from literature review and document analysis for politics and law majors in vocational college of political science and law?
ii. What are the indispensable constructs and sub constructs of entrepreneurship competency generated from interviews with educators and excellent performers for politics and law majors in vocational college of political science and law?

Accordingly, the two objectives for the research are listed as follow:

i. To identify indispensable constructs and sub constructs of entrepreneurship competencies for politics and law majors in vocational college of political science and law from literature review and documents analysis.
ii. To identify indispensable constructs and sub constructs of entrepreneurship competencies for politics and law majors in vocational college of political science and law from literature review and documents analysis.

3. Methodology

A continuously transversal study was carried out with a mixed phase method (Creswell et al., 2017). The development of the entrepreneurship competency framework follows the steps outlined by previous scholars (Lucia et al., 1999; McClelland et al., 1982; Spencer et al., 2008). In order to build a competency framework, Mukherjee et al. (2011) proposes that the competencies relevant to a particular field must be identified firstly (Mukherjee et al., 2011). Thus, the research was developed in three phases via qualitative method. During the first phase, the initial constructs (5) and sub-constructs (34) of entrepreneurship competency were identified by the conceptual study from the literature review and document analysis, then in the second phase the complementary information was generated from interviews with educators (n=9) and excellent performers(n=3), of which the purpose is to further clarify the constructs and sub constructs empirically. The Content Validity Ratio (Lawshe, 1975) and face validity in the third phase was done to guarantee the validity of the entrepreneurship competency, and from which a conceptual framework of the entrepreneurship competency was constructed.

3.1. Phase I Identification of the Constructs and Sub constructs from the Literature Review and Documents Analysis

A systematic review of literature and documents was carried out taking the guidelines by Kitchenham (2004), and the meta data analysis (Borenstein et al., 2021) was utilized in order to gather data on the study of the entrepreneurship competency. There are eight important steps of a good systematic literature review as stated by Brereton et al. (2007) and Kitchenham (2004). Figure 1 shows the exact process while conducting the review. Additionally, the latest documents concerned with entrepreneurship teaching and training for political and legal colleges were also reviewed.

The identification from the literature review and document analysis eventually contributes to generate the initial draft of constructs and sub constructs of the entrepreneurship competency framework for politics and law majors.

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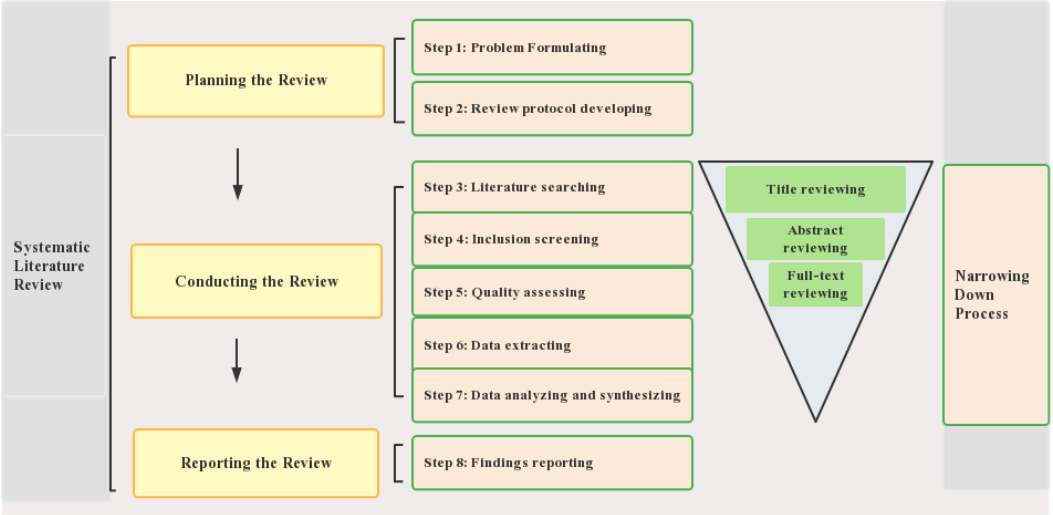
Figure 1: The Exact Process while Conducting the Review



3.2. Phase II Identification of the Constructs and Sub constructs from Interviews with Educators and Excellent Performers

As there are certain topics or empirical situation that is hard or impossible to extract merely depending on the literature review which is consistent with Onwuegbuzie et al. (2012) who explained the rationale for broadly referring to multiple sources except the print or digital documents in qualitative study.The theoretically obtained data from the literature and document analysis need to be empirically supported and supplemented by other valid tools or means such as interviews recommended by some authors (Gill et al., 2008; Isidro-Filho et al., 2013), seeking to get the real situation of the research themes in the life world of the subjects (Hollway et al., 2000). Thus, for this study, additional interviews were implemented with the purpose to identify the entrepreneurship competency constructs and sub constructs that the politics and law majors need when they go into the society to start entrepreneurship. Taking previous studies as reference, the list of open-ended questions of the semi-structured interviews was revised and confirmed by consulting relevant experts before the formal interviews.

For qualitative data, Särndal et al. (2003) supported and recommended the selection of sampling methods, and point out that the opinions of experts in a certain research field are of great guiding significance to the data of a particular study. Therefore, for this study purposive sampling was preferred and sample of educators and experts with rich entrepreneurship experience and expertise in the circle were appropriately chosen for the study.

Boshuizen et al. (2004) defined experts as the highest class of performers or occupational professionals who gained at least or above a moderate degree of achievement in a particular field. In this study, experts refer to people who excel in politics and law related field with wide recognition for their achievements and contribution to the political and legal development. There are two kinds of samples for the qualitative interview phase. The first sample is the politics and law educators from Hebei vocational college of political science and law who represented a high level of political and law education and training in Hebei province even in China.

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In addition, as claimed by Hoge et al. (2005), the ideal subject matter expert is a high class performer who ever functioned in the job or the field previously, but has achieved a more higher level or promoted to a higher position. Hence, the second samples are the ones who are either well-recognized in political and legal field or those who are holding top level positions in a certain institution or company in Hebei province.

In terms of the exact interview experts number of the qualitative phase (Harrison et al., 2020) suggested a sample size of four to ten, while six samples are recommended by Onwuegbuzie et al. (2012). Lincoln et al. (1985) pointed out that twelve qualitative participants in a research can reach saturation point and probably there should no more than twenty. Considering the above views, combined with the department setting situation of Hebei Vocational college of Political Science and Law, nine educators from nine political and legal departments and three excellent performers in the politics and law field were chosen as samples. The data were analyzed using thematic analysis method with the help of qualitative analysis software Nvivo Plus 12. The selected articles through literature review as well as the results of interviews with politics and law educators and excellent performers in political and legal related field were collected, summarized. Finally, the conceptual framework with 5 constructs and 50 sub constructs for the entrepreneurship competency was generated.

3.3. Phase III Content Validity of the Constructs and Sub constructs

Experts with rich entrepreneurship competency teaching and training experience, high expertise and successful careers in political and legal field valued and analyzed the contents through inductive coding. The content validity of the review data was conducted through the following three types of approach.

Firstly, the subject-matter consensus by means of content validity ratio (CVR)was employed to rate the importance of the entrepreneurship competencies to be included in the entrepreneurship competencies. The CVR panel of 5 experts were requested to categorize the entrepreneurship competencies into five different constructs. The inter-rater agreement was the second content validity approach (Fleiss et al., 1981), of which experts were requested to divide items into a particular entrepreneurship competency constructs. Besides, a focus group (Wilkinson, 1998) of 9 students are assembled to do the face validity by using the think-aloud protocol (Ericsson, 2017). The think-aloud protocol provides rich verbal data, based on which the researcher can identify the information that is concentrated on (Slocumb et al., 1991), specifically, educators ideas and suggestions for each item in this study.

Since the constructs and sub constructs from the literature review and documents analysis as well as that from the interviews has been validated through the content validity and face validity, the conceptual framework was finally generated.

4. Results

4.1. Findings from the Literature Review and Documents Analysis

Literature review mainly includes the journal articles and documents analysis on political and legal teaching and training. In detail, analysis of seven journals articles was conducted regarding entrepreneurship competencies. Five relevant documents on politics and law

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were reviewed. Through an extensive literature review and deeper document analysis, a list of political and legal entrepreneurship competencies is constructed and established.

Based on the analysis of the journal articles and documents, the researcher categorized five constructs of entrepreneurship competencies indispensable for politics and law majors which are the knowledge, skill, thinking ability, personality, humanistic quality. The breakdowns of entrepreneurship competencies exact lists are explained in detail according to the related constructs. Through thematic analysis, five sub-constructs for knowledge are identified. Seven sub-constructs of skill are classified. Thinking ability is identified covering eight sub-constructs. Personality is identified based on the non-intellectual factors (Wechsler, 1950). Humanistic qualities in the context of the study refers to ones underlying recognition towards the world in the profession including five sub-construct. Most of the documents addresses the knowledge and skill, which referred as visible competencies in the literature (McClelland et al., 1982; Spencer et al., 2008) while competencies such as thinking ability, personality and humanistic quality are hidden and difficult to cultivate. Details of the initial constructs and sub constructs can be seen in Table 1.

4.2. Findings from Interviews with Educators and Excellent Performers

The development of entrepreneurship competency framework for politics and law majors is indeed new in this area, thus it is prudent to combine the literature and document analysis findings with the views shared by the political and legal educators and related experts. This is to make the study more rational and scientific. Therefore, further semi-structured interviews(educators) and event interviews (excellent performers) were implemented. Accordingly, coding system was utilized by the researcher to collect and analyze the data sources. The code of PLE" refers to Politics and Law Educators while EP" refers to Excellent Performers.

4.2.1. Interview Findings Regarding Entrepreneurship Competency of Knowledge

Based on the findings, all the interview participants agreed that construct of knowledge is the essential and basic entrepreneurship competency for politics and law majors (PLE1-PLE9). There are 7 sub-constructs emerged from the analysis(coding) which starts with 5 initial sub-constructs. Analysis of the findings found that Scientific research on epistemological knowledge (PLE2, PLE4, PLE6, PLE7, EP1, EP2, EP3) and Scientific research methodology knowledge are believed important especially for politics and law majors (PLE2, PLE3, PLE7, EP1, EP2, EP3). Below are extracted and coded form their views about the two sub-constructs.

Participant PLE2 addressed:

> *To strengthen such a cognition，that is，practice is the basis of knowledge, and the accumulation of knowledge cannot only rely on textbooks or classrooms.* (PLE2)

Participant EP3 also stated:

> *Students majoring in politics and law should pay special attention to the role of practical experience in boosting theoretical learning.* (EP3)

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Participant PLE3 explained:

> *Social science methods have a universal guiding significance for the humanities and social sciences, especially for the study of politics and law.* (PLE3)

Participant EP2 also mentioned:

> *To learn to look at the problem dialectically... use scientific methods to deal with various problems in life and study.* (EP2)

Though many entrepreneurship competencies are considered as essential, such competencies included in this construct are believed the basic to be noted. It is conspicuous that an excellent performer in political and legal field must be all-rounded with extraordinary and comprehensive qualities, especially they must possess a strong knowledge foundation in the profession itself.

4.2.2. Interview Findings Regarding Entrepreneurship Competency of Skill

Initially, there are seven sub-constructs. Thematic analysis identified thirteen sub-constructs from the interview transcripts. Six other sub constructs are coded from the interviews.

As for the sub construct of sharp memory, participant PLE4, PLE5, PLE6, PLE8, EP1, EP2 and EP3 all emphasized the importance, such as participant PLE6 stated:

> *Memory is the foundation of learning, and people with good memory have great advantages in all aspects.* (PLE6)

Participant EP1 also says like this:

> *For political and legal students, they should master the rules of brain activities and constantly train them to enhance their memory ability.* (EP1)

Participant PLE2, PLE3, PLE5, PLE6, PLE8 and EP1 all mentioned the sub-construct of strong logical thinking ability, such as participant PLE3 and EP1 stated below:

> *Political and legal majors need to have a strong logical thinking to cope with a variety of political or legal affair.* (PLE3)

> *To express one's own thinking accurately and systematically is the necessary ability to learn other subjects and deal with daily life and study.* (EP1)

Regarding the sub-construct of ability to acquire and select information, participant PLE1, PLE2, PLE3, PLE5, PLE7, PLE9, EP1, EP2 and EP3 all put forward their views, participant PLE3 and EP2 explained as below:

> *In the era of mass media and information explosion, the ability to obtain information is the most basic ability for people to use information.* (PLE3)

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It is crucial to screen out useful information from a variety of ways. (EP2)

The sub-construct of continuous learning ability recognized by participant PLE1, PLE3, PLE5, PLE6, PLE8, EP2 and EP3, just like participant PLE5 and EP2 mentioned:

Learn to constantly connect new knowledge with what you have learned, and constantly blend and improve your knowledge system. This promotes the understanding and deepens the memory. (PLE5*)*

Continuous learning is an attitude that determines how far a person can ultimately go. (EP2)

In terms of the sub-construct of risk response ability, participant PLE1, PLE3, PLE4, PLE7, PLE9, EP2 and EP3 all took it an essential element, take participant PLE3 and EP2 as example:

Risk tolerance is one of the qualities of success, and avoiding risk is a common response measure. To cultivate the risk coping ability, we need to exercise our psychological quality in our daily study. (PLE3)

The utilization, avoidance, acceptance and transfer in the risk response process are all part of the risk management. (EP2)

Participant PLE1, PLE2, PLE5, PLE7, EP1, EP2 and EP3 noted the sub-construct of leadership decision-making ability as:

We can see leadership at all levels, in every field, and it's at the core of everything we do well….most enterprises at home and abroad attach great importance to and are willing to spend energy to improve the leadership of excellent employees. (PLE5)

Leadership Challenge is a combination *of behaviors ...will inspire people to follow the leader where they want to go, not simply obedience. It plays a great role in many fields.* (EP3)

Politics and law educators highlighted their thoughts on the skill competencies that political and legal professionals should have along with their basic knowledge competencies. Excellent performers in politics and law field also displayed several skills competencies that help them perform the best while at work or in their entrepreneurship. These competencies were identified from the interview transcripts.

4.2.3. Interview Findings Regarding Entrepreneurship Competency of Thinking Ability

Identifications of sub constructs for thinking ability is guided by the coding developed from the intellectual and non-intellectual factors (Wechsler, 1950). There are nine sub constructs related to occupational thinking ability identified from interviews. Most of the politics and law educators agree that thinking ability is one of the most core entrepreneurship competencies that should be acquired by political and law professionals in order to success in their career. As mentioned by interview participant EP2,

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> *Thinking ability is important, why? Because your thought or views determines the way in dealing with law affairs.* (EP2)

Participant PLE1, PLE2, PLE3, PLE4, PLE5, PLE6, PLE7, PLE8, PLE9, EP1, EP2 and EP3 all mentioned the importance of the logical thinking ability, views of PLE2 and EP3 are as below:

> *Logical thinking is especially important for students majoring in politics and law...is a certain one, not an ambiguous one...consistent, not contradictory.* (PLE2)

> *Concept, judgment, reasoning and other forms of thinking, and the methods of comparison, analysis, synthesis, abstraction and generalization should be used...the rigor and logic required by this political and legal major are consistent.* (EP3)

As for the sub-construct of divergent thinking, participant PLE1, PLE3, PLE4, PLE5, PLE7, PLE8, PLE9, EP1 and EP3 point out the necessity of this item, PLE4 stated like this:

> *Divergent thinking is the most important characteristic of creative thinking, and it is one of the main signs of measuring creativity.* (PLE4)

At the same vein, participant PLE1, PLE4, PLE5, PLE6, PLE7, PLE8, EP1and EP3 put emphasis on the concentrated thinking, PLE6 says:

> *The same mindset is most important for making quick judgments from the results of many possibilities.* (PLE6)

And PLE 7 complemented like this:

> *The common thinking method analyzes, cleans up and screens all kinds of information mastered. It is also necessary to abstract, generalize, compare and summarize all kinds of relevant information, so as to find out their common characteristics and essential aspects.* (PLE7)

Participant PLE1, PLE2, PLE3, PLE4, PLE5, PLE6, PLE7, PLE8, EP1, EP2 and EP3 all pointed out the sub-construct of associative thinking, here below are the two examples said by PLE3 and EP1:

> *A kind of free-thinking activity without a fixed thinking direction plays an important role in people's creative activities. (PLE3)*

> *Similar association, related association, contrast association and so on can activate the activity space of innovative thinking.* (EP1)

All the participants emphasized the critical thinking, PLE1 and PLE3 addressed as below:

> *People with critical thinking can find loopholes in the debate and can resist baseless ideas.* (PLE1)

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> *Critical thinking is not just a negative thinking, it also has the creative and constructive ability... can give more alternative explanations of an event and use the new knowledge acquired to solve social and personal problems.* (PLE3)

The reverse thinking was well recognized by Participant PLE1, PLE2, PLE3, PLE4, PLE5, PLE7, EP1, EP2 and EP3. PLE7 and EP2 noted like this:

> *Emphasis from the opposite side of the problem to explore deeply, establish new ideas, create a new image…overcome the fixed thinking, and break the rigid mode of cognition caused by experience and habit.* (PLE7)

> *From the solution back to the known conditions, the reverse thinking may simplify the problem.* (EP2)

In terms of analogous thinking, participant PLE1, PLE2, PLE3, PLE5, PLE7, PLE9, EP1 and EP3 put forward their views separately. The following are examples of PLE2 and PLE9:

> *As an important thinking method and reasoning method, analogy is widely used in political and legal cases, which is the core thinking element for students of this major.* (PLE2)

> *Through analogy thinking, association in analogy, so as to sublimate thinking, both imitation and innovation.* (PLE9)

The same goes with the necessity of dialectical thinking mentioned by participant PLE1, PLE2, PLE3, PLE4, PLE6, PLE9, EP1 and EP2, just like PLE3 and EP1 stated:

> *Recognize contradictions, analyze contradictions, solve contradictions, be good at grasping the key points, identify the key points, insight into the law of the development of things.* (PLE3)

> *This method of thinking is to take the movement of things and the universal connection between things as the starting point, and then perceive and understand the world and get a certain conclusion through thinking.* (EP1)

Analysis on the interview data with excellent performers in the field also highlighted the sub-construct of intuition, inspiration, and other non-logical thinking by sharing certain conditions from their past experiences (PLE1, PLE2, PLE3, PLE5, PLE6, PLE8 and EP1, EP2 and EP3). The following are the typical examples from EP1 and EP2:

> *The intuitive thinking of judging, guessing and imagining the answer to the problem without the perception of internal causes, or suddenly having "inspiration" and "insight" to the problem, and even "premonition" and "prediction" about the results of future things.* (EP1)

> *A complete analysis process and logical program, relying on inspiration or insight to quickly understand and make judgments and conclusions... is a direct understanding of thinking, with direct, agility, shrinkage, jumping and other characteristics.* (EP2)

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4.2.4 Interview Findings Regarding Entrepreneurship Competency of Personality

For political and legal professionals, all the interview participants mentioned about the importance of the personality while dealing with political and legal affairs in their job. There are ten personality sub-constructs coded from the interviews. Characteristics manifested by personality towards the profession will contribute to the positive outcomes in their daily, work and life.

As for the two of curious and eager for knowledge, Participant PLE4, EP2, PLE6 and PLE7 stated:

> *Curiosity is one of the inner motivations of our learning, is the motivation to seek knowledge, and is an important feature of creative talents.* (PLE4)
>
> *And the first step to creativity is the cultivation of curiosity and interest.* (EP2)
>
> *When facing problems or tasks in life, study and work, you must keep a learning attitude when you feel you lack corresponding knowledge.* (PLE6)
>
> *Active pursuit of knowledge and enthusiastic exploration of knowledge make maintaining learning gradually transformed into a strong cognitive desire within the individual.* (PLE7)

As for the ambitious and enterprising, PLE3, PLE4 and EP2 said as below:

> *Ambition for the bright future is the engine that drives one to struggle forever.* (PLE3)
>
> *No matter what you do, with enterprising spirit you will produce self-confidence and stimulate initiative and creativity.* (PLE4)
>
> *Although only the enterprising attitude cannot guarantee the success of the career, but without it people cannot have any great achievement.* (EP2)

Regarding the confident, PLE5 and EP3 noted:

> *Confidence is the basic psychological trait that people need to have to succeed.* (PLE5)
>
> *Believe that you have the ability to achieve your goals, especially when appropriate questions or tasks are more difficult.* (EP3)

About the hardworking spirit, Participant PLE1 and EP3 mentioned:

> *The spirit of hardworking is a positive and healthy attitude towards life, is an indispensable spiritual strength and lofty virtue.* (PLE1)
>
> *Great cause is rooted in tenacious work, with full spirit, not afraid of hardship.* (EP3)

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Participant PLE7 and EP1 mentioned the importance of anti-frustration spirit:

> *Setbacks can also help people to drive away inertia, overcome weaknesses, and encourage people to forge ahead. However, if there is no courage to face setbacks, escape from reality, can never come out of the setbacks.* (PLE7)

> *Dare to face all kinds of unfortunate reality, and these unfortunate setbacks have been turned into the power to move forward.* (EP1)

Besides, the sub-construct of be unconventional, not superstitious about authority was coded from the interviews (PLE1, PLE2, PLE3, PLE4, PLE6, PLE7, PLE8, PLE9, EP1, EP2and EP3), just like participant PLE3 and EP2 said:

> *Authority is not omnipotent, not all the truth, we cannot easily believe in authority, let alone believe in authority.* (PLE3)

> *The process of learning is actually a process of constantly asking questions and removing questions. Therefore, in the classroom, we should encourage students to question boldly, rather than be superstitious for authority, whether it is written in the textbook, or the teacher said.* (EP2)

Participant PLE3 and EP2 also emphasized the firm study spirit:

> *It is always an attitude to learn, and the in-depth study of political and legal knowledge is a long-term process.* (PLE3)

> *The cognition of the world and the continuous improvement of the knowledge system need to maintain a continuous sense of learning.* (EP2)

The rigorous and realistic spirit was added to the overall sub-constructs, PLE2 and EP3 stated like this:

> *Pursuit of effectiveness, do not engage in empty.* (PLE2)

> *Cultivate a serious and steadfast, conscientious, and excellent work attitude.* (EP3)

4.2.5. Interview Findings Regarding Entrepreneurship Competency of Humanistic Quality

Humanistic quality is ones attitude and values towards the world and life concerning with cultural taste, aesthetic taste, life attitude, moral trait and another rich spiritual world. Most of interviewees have a shared view that political and legal professionals who possess high entrepreneurial humanistic qualities will pursue a higher life and work quality and a very rich spiritual world which will enable them perform the best in their career. Extra five sub-constructs from the coding of the interviews enriched the initial six sub constructs.

The correct world and life view mentioned by PLE1, PLE2, PLE3, PLE4, PLE5, PLE6, PLE7, PLE8, PLE9, EP1, EP2 and EP3. PLE5 and EP1 pointed out:

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> *Correct outlook on life can help to optimize the purpose of life, correct the attitude towards life and realize the value of life.* (PLE5)

> *Different choices show different attitudes towards life, and reflect a different outlook on life.* (EP1)

About keeping pace with the times (PLE1, PLE3, PLE4, PLE5, PLE7, PLE8, EP1and EP3), PLE4 and PLE7 said:

> *Accurately grasp the characteristics of The Times, always stand in the forefront of The Times and the forefront of practice, and inherit the development in bold exploration.* (PLE4)

> *As a political and legal person in the new era, we should reflect the nature of The Times, grasp the regularity and be creative.* (PLE7)

As for the global view of mankind community with a shared future (PLE1, PLE4, PLE5, PLE7, PLE8, EP1, EP2 and EP3), participant PLE5 and EP2 said:

> *From the perspective of the whole human society, the human society is integrated. Today's world is open.* (PLE5)

> *The global view is a kind of human noble spiritual guidance and ultimate value care, with a very strong moral and very deep human ethics, which makes human beings occupy the moral high ground in the society.* (EP2)

Friendly with integrity was another sub-construct drawn from the participants views (PLE1, PLE2, PLE3, PLE4, PLE5, PLE6, PLE7, PLE8, PLE9, EP1, EP2 and EP3), examples are shown as below:

> *Treat people with sincere and honest reputation...friendly to people is to be kind to others to achieve harmony.* (PLE4)

> *Loyal to the original appearance of things, do not hide your true thoughts and true feelings, do not lie, do not cheat, do not deceive others for the purpose of ulterior motives.* (EP2)

Sub-construct of responsible was extracted while coding (PLE2, PLE3, PLE5, PLE6, PLE7, PLE8, PLE9, EP1, EP2 and EP3), here are examples from PLE3 and PLE6:

> *We need to understand that our actions can affect others and learn to take responsibility.* (PLE3)

> *Being able to be responsible " is the most important essence of human existence. The price of nobility and greatness is responsibility.* (PLE6)

The patriotic and committed was mentioned by participant PLE1, PLE3, PLE4, PLE5, PLE7, PLE9, EP1, EP2 and EP3. PLE4 and EP1 noted as below:

> *Study hard and work hard, and fulfill their patriotic obligations with practical actions and contributions.* (PLE4)

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Cultivate patriotism... maintain national pride and self-confidence. (EP1)

The same goes with the equality and freedom (PLE1, PLE2, PLE3, PLE5, PLE7, PLE9, EP1and EP3) and fairness and justice (PLE1, PLE2, PLE3, PLE4, PLE6, PLE7, PLE9, EP1, EP2and EP3), such as:

People enjoy equal rights in economic, political, cultural and other aspects, mainly including equal rights, equal opportunities and equality of results... everyone is equal before the law, and no organization or individual has the privilege to transcend the constitution and the law. (PLE1)

Free and unconstrained within the limits of law. Fairness and justice is an important source of social cohesion, centripetal force and charisma for its members. (PLE6)

Only by realizing social fairness and justice can individual dreams come true. Under the guidance of a relatively fair consciousness, everyone can get the opportunity to develop upward through wisdom, diligence and hard work. (EP3)

Noble aesthetic was particularly stated by PLE1, PLE2, PLE5, PLE7, EP1 and EP3, PLE2 and PLE7 emphasized like this:

Aesthetic quality and ideological and moral quality, intelligent quality, physical and mental quality and labor and technical quality interact with each other, which constitute the overall structure of human quality. (PLE2)

Aesthetic emotion is the most active factor of aesthetic psychology, which is the basis of individual to discover beauty, express beauty and create beauty. (PLE7)

Participant PLE1, PLE2, PLE3, PLE4, PLE5, PLE6, PLE7, PLE8, PLE9, EP1, EP2 and EP3 all illustrated the sub-construct of observe disciplines and obey laws, as participant PLE5 and EP2 said:

Abide by the law is the basic moral criterion of citizens. As a legal person, in our working life and study, we should not only abide by the national rules and regulations, but also abide by the requirements of the company and enterprises. (PLE5)

Cultivate legal awareness, practice legal norms, and develop good character and habits. (EP2)

Examples (PLE1 and EP2) of the dedication, sympathy and service spirit (PLE1, PLE2, PLE3, PLE5, PLE7, PLE9, EP1, EP2 and EP3) are as below:

Dedication, sympathy, or spirit of service is a kind of love, is to their own cause without return of love and full pay. For individuals, it is necessary to love and complete your work as a career, and try to do everything well and treat everyone seriously. (PLE1)

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Spirit of service is an attitude, is an action, also a belief...dedication is a concentrated expression of social responsibility. (EP2)

In summary, the focus of the analysis at this phase is to figure out constructs and sub-constructs of entrepreneurship competencies indispensable for politics and law majors. The theoretically extracted entrepreneurship competency constructs and sub constructs got empirical support by the findings from the interviews perceptions. Through further refinement, the framework of entrepreneurship competency constructs and sub constructs was developed from the initial sub-constructs of 34 to the final sub-constructs of 50 (see Table 1), which is the right answer to the second research question.

Table 1: The Conceptual Entrepreneurship Competency Framework Based on the Analysis

No.	Constructs	Sub-Constructs (Items in blue were identified from literature review and documents analysis while those in gray were from the interviews)
1	Knowledge	General knowledge
2		Professional Knowledge
3		Interdisciplinary knowledge
4		Knowledge of the humanities and social sciences
5		Scientific research on epistemological knowledge
6		Scientific research methodology knowledge
7		Broad scope of knowledge
8		Rich imagination
9		Sharp observation
10		Super memory
11		Strong logical thinking ability
12	Skill	Knowledge application or transformation ability
13		Problem finding and solving ability
14		Ability to acquire and select information
15		Comprehensive analysis ability
16		Continuous learning ability
17		Team cooperation ability
18		Risk response ability
19		Leadership decision-making ability
20		Expression and communication skills
21	Thinking Ability	Logical thinking
22		Divergent thinking
23		Concentrated thinking
24		Associative thinking
25		Critical thinking
26		Reverse thinking
27		Analogous thinking
28		Dialectical thinking
29		Intuition, inspiration, and other non-logical thinking
30		Curious
31		Eager for knowledge

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32	Personality	Ambitious
33		Enterprising
34		Confident
35		Hardworking spirit
36		Anti-frustration
37		Be unconventional, not superstitious about authority
38		Firm study spirit
39		Rigorous and realistic spirit
40	Humanistic Quality	Correct world and life view
41		Keeping pace with the times
42		Global view of mankind community with a shared future
43		Friendly with integrity
44		Responsible
45		Patriotic and committed
46		Equality and freedom
47		Fairness and justice
48		Noble aesthetic
49		Observe disciplines and obey laws
50		Dedication, sympathy and service spirit

4.3. Findings from the Content Validity of the Constructs and Sub constructs of the Entrepreneurship Competency

4.3.1. Content validity

The Fleiss Kappa index ($K \geqq 0.80$) shows a strong agreement degree of the of the content among experts. Among the 50 writings, 26 items were modified. According to Lawshe (1975), all the items were remained since the scores are all higher than 0.62 in CVR and 0.80 in CVI. The CVR of the framework was 0.99 and the score of the CVI was 1.00, revealing that the framework of the entrepreneurship competencies has a high consistency in the content validity.

4.3.2. Face validity

All the 9 students deemed that the language flow of the entrepreneurship competencies was legible and comprehensible, and the organization was suitable and acceptable.

5. Discussion

In terms of RQ1, there are initially five main constructs with 34 sub constructs from systematic analysis of the literature and documents.

In terms of RQ2, findings from interviews with educators and excellent performers contribute to the refinement and the identification of the constructs and sub-constructs of the entrepreneurship competencies by enriching the sub constructs from 34 to 50.

The conceptual framework has been demonstrated, these five constructs complement each other and are closely related to form one's comprehensive entrepreneurial competency. The knowledge and skill belong to the superficially intellectual elements and are the foundation of the entrepreneurial competency system. Knowledge is the premise

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of skill, the richer the basic knowledge, the more conducive to the mastery of skill. Thinking ability, personality and humanistic quality belong to potentially non-intellectual elements. By internalizing the knowledge and skill acquired from the outside into one's body and mind, students can sublimate and form a diversified thinking ability, stable personality quality, and noble humanistic quality. On the one hand, these three can promote knowledge and skills to play a better role, and on the other hand, they contribute to the further expansion and enhancement of knowledge and skills. Among them, thinking ability is the core of entrepreneurship, personality is the driving force of entrepreneurship, and humanistic quality is the spiritual basis of entrepreneurship. The construction of the entrepreneurship competency model is to cultivate the political and legal students with the characteristics of broad knowledge, fine skills, active thinking mode and high humanistic quality in the entrepreneurial practice.

A Conceptual entrepreneurship competency framework has been proposed and constructed. However, this study also has some limitations which will surely indicate the direction of the future research. First, the data were collected from only Hebei vocational college of political science and law in Hebei province of China. The framework mainly reflects the indispensable entrepreneurship competency composition system of politics and law majors in vocational college of political science and law. The specific entrepreneurship competency differences and special requirements of politics and law majors in other political science and law institutions (such as undergraduate universities) and other comprehensive universities are not considered. Thus, the results could not be generalized to all the politics and law majors in China due to exact contextual constraints. Second, the construction of this framework mainly examines the role of individual entrepreneurial competency in entrepreneurship from the perspective of entrepreneurial subjects, while temporarily ignores the influence of non-subjective factors such as system and environment on entrepreneurship which is an inspiration for future study with multi factors. Third, it is the first time for the construction of the entrepreneurship competency framework for politics and law majors and it is not a universally one, more studies would be done in other vocational college of political science and law and in other level of institutions for politics and law majors. Fourth, the conceptual framework should be put into real teaching and training to check the validity and the reliability in the future study.

6. Conclusion

Focused on the identification and construction of the entrepreneurship competency, the study aims to make up for the research gap that there is no a set of entrepreneurial competency framework for the politics and law majors that conforms to the characteristics of vocational colleges of political science and law. Finding from the entrepreneurship competency framework show that a complete entrepreneurial competency system is indispensable for politics and law major in their entrepreneurship practice. Based on this, the cultivation of entrepreneurial talents in vocational college of political science and law should take the requirements of the entrepreneurship competency framework as reference, and in the cultivation practice not only pay attention to necessary knowledge system building and entrepreneurial skill training, but also consciously to the strengthening of students thinking ability, the shaping of entrepreneurship personality and the promotion of the entrepreneurship humanistic quality.

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Ethics Approval and Consent to Participate

The researchers used the research ethics provided by the Research Ethics Committee of Universiti Teknologi Malaysia (UTM). All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee. Informed consent was obtained from all participants according to the Declaration of Helsinki.

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Conflict of Interest

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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