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Marginal Utility of World Cup Cricket

Universally, it is an accepted fact that cricket needs industry and industry needs cricket. To see the best sporting action, we need talented players. When the sport is financially rewarding, it attracts right talent. As more than a billion people are watching across 200 countries, advertisers have been betting big on the current edition of the ICC World Cup. International Cricket Council understands this language of advertising revenues better as they have experimented all formats and combinations in the previous editions. The first three World Cup editions played in 1975, 1979 and 1983 consisted of 60-overs a side matches and subsequently they were slashed to 50 overs. In the first four tournaments, only 8 teams participated but the number swelled to 16 teams for 2007 edition. The largest number of matches ever played in the world cup history was in 2003 when a total of 54 matches were played involving 14 teams. Eleventh ICC World Cup 2015 which began on 14th Feb 2015 in Australia & New Zealand consists of 14 teams and 49 matches. Participation of more teams means more matches and thereby more revenues to the organizers. There are more programming hours of entertainment software for the channel partners.

If ICC in its endeavor to generate more revenues increases the number of matches, the law of diminishing marginal utility will start operating. It seems the crowd doesn't want too many matches or longer innings. What they need is great value for their time and money. This is buttressed by the fact the viewership spikes as the tournament reaches the knock-out stage. There is an element of surprise that increases their satisfaction. Viewership is very ordinary for the league matches played with the associate teams and revenues are insignificant. The predictable nature of these matches makes it less tension. However, matches played with teams of equal strength draws huge crowd and record television viewership as entertainment is superlative when it is a nail-biting finish. Advertisers are likely to spend around Rs 1,200 - Rs 1,500 crore for this world cup. ICC is attempting to truncate the match to 40-overs a side and take the game to the next level. The 12th edition of world cup to be staged in England in 2019 will have only 10 teams and shall feature 48 matches. The past experience with ICC World Twenty20 is enough reason to believe that the new format would be highly appreciated in terms of revenues and viewership experience.

Dr. A Srihari Krishna

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Personalized Learning Based on Web Usage Mining Techniques and Information Retrieval

P Madhura
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Abstract
Personalized learning environment and web-based educational system currently throw open huge amount of data which are related to online activities by the learners. The data mining approach is one of the related one that can be used to extract knowledge from the systems through the analysis of the information. The information discovered can be used directly by the teacher or the author of the course to improve the instructional/learning performance. This paper aims at providing web usage mining techniques in personalized learning. Web usage mining techniques have been applied to student's classification based on their learning performance, detection of irregular learning behaviors', clustering according to similar personalized learning system usage and system adaptability to student's requirements and capacities.

Keywords- Personalized learning, data mining, web mining, information retrieval, web usage mining.

1. Introduction:

Personalized learning is a general term used to refer to a form of learning in which the instructor and learner are separated by space or time where the gap between the two is bridged through the use of web. With web-based learning it is possible for the learners to learn from anywhere, any time. Personalized learning content has been shown to increase learners' interest and comprehension and hence their learning success. The personalization of learning material in the form of content adaptation tailored to needs of the learners is frequently proposed as one of the ways by which the acceptance and efficiency of personalized learning can be increased. Personalized learning system uses Adaptive and Intelligent web-based educational systems. These systems build a model of objectives, preferences and knowledge of an individual user in order to adapt the system to his or her learning needs.

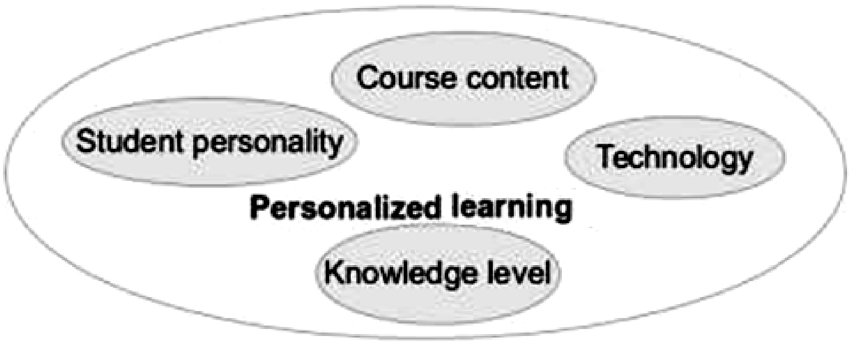

Figure1: Personalized Learning

Many of systems use data mining techniques in order to personalize the output data obtained avoiding information overload and recommend items required by the current user based on previous or current interaction of other users with similar profiles.

2. Data Mining Techniques

Data mining is often defined as finding hidden information in a data base. It is also known as data-driven discovery, and deductive learning. The application of data mining to the field of education is a teacher-centered approach aimed at improving courses. Data mining techniques can be applied in the area of knowledge to which the course relates and level of education. Data mining can be used to extract knowledge from personalized learning systems through the analysis of the information available in the form of data generated by their users. In this case, the main objective becomes finding the patterns of system usage by teachers and students and perhaps most importantly, discovering the students' learning behavior patterns.

3. Personalized Learning

During the last few years, personalized learning has become an important field of research in education. The main goal of personalized learning is to deliver to a given user information that is tailored to his/her preferences and interests. The personalized systems are generally based on using one or more types of knowledge. We use the recommender system for personalized learning environment by applying web usage mining techniques and taking into account web access history of learners and learning materials. Personalized learning technological systems (Figure.2) support learners to set their own learning goals; manage their learning; manage both content and process; communicate with others in the process of learning; and thereby achieve learning goals. These systems may be composed of one or more sub-systems which may in turn build on desktop-based application or web-based services.

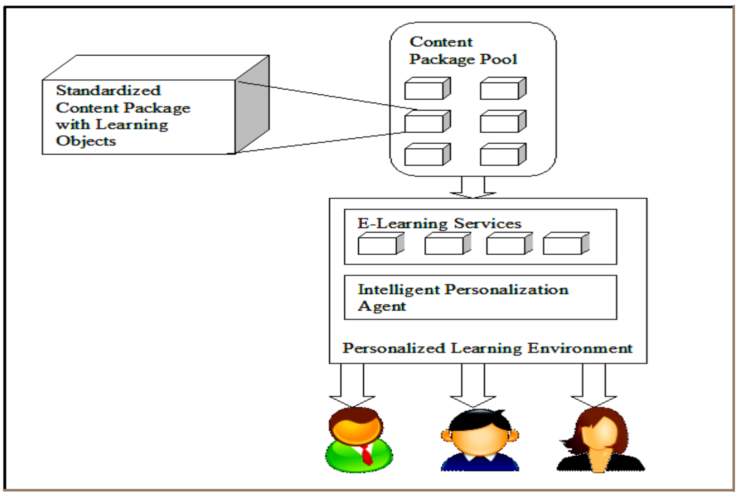

Figure2: Personalized Learning Technological Systems

4. Personalization Using Web Mining

Web mining is mining of data related to the world wide web. The data is present in the web pages as data related to web activity. Web mining tasks can be divided into several classes. Figure.3 shows the taxonomy of Web mining activities.

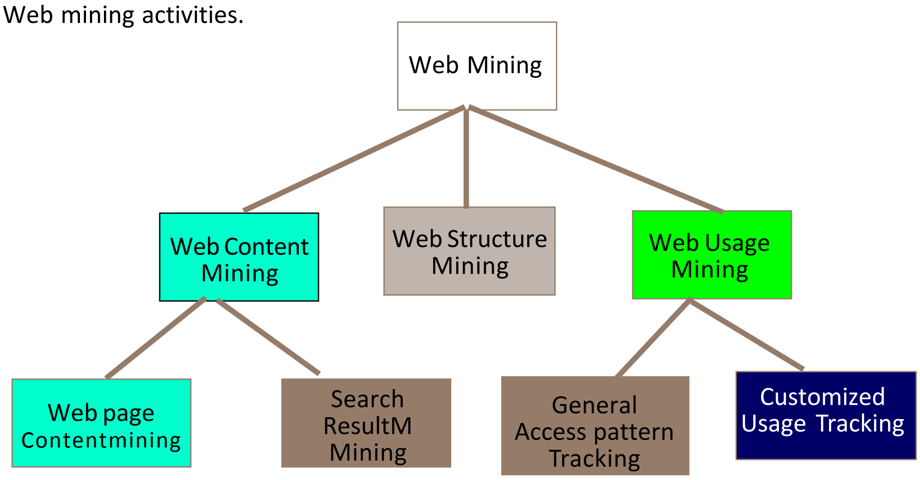

Figure.3 Taxonomy of Web Mining

There are two main categories of web usage mining: They are:

1. Learning a user profile (personalized) - Web users would be interested in techniques that learn their needs and preferences automatically and
2. Learning user navigation patterns (impersonalized) - Information providers would be interested in techniques that improve the effectiveness of their Web site or biasing the users towards the goals of the site.

The usage of web mining for providing personalized learning can be approached as:

- Web Content Mining techniques can be used for the retrieval of relevant content from web to formulate a Learning Object (LO) like topic or chapter, based on learner's preferences.
- Web Structure Mining techniques can be used to analyze and establish the linkages in the form of sequencing and navigation between different LOs in order to formulate an instructional unit like Course or Module, based on learner's preference.
- Web Usage Mining techniques can be used to track, assist, and guide the learner, based on his/her cognitive patterns.

Compared to a traditional educational setting, planning an online course involves several addition considerations as pointed out by Harmon and Jones who introduced several different levels of web use in education based on how the web could be effectively used for online education.

5. Web Recommender Systems

Web recommender systems are used to locate relevant items in which the user is interested. This can be done, based on the user's data that is collected implicitly (Web access logs) or explicitly (ratings). Generally, it is more efficient and user-friendly to provide users with what they need automatically and without asking them explicitly for it. A number of knowledge discovery and statistical techniques are generally used in advanced recommendation systems. The latter can be divided, depending on the techniques used, into content based filtering, collaborative based filtering, and hybrids, which are summarized below.

Content-based filtering: Content-based filtering (or item-based filtering) systems recommend items to a given user based on the correlation between the content of these items and the preferences of the user). This means that the recommended items are considered to be similar to those seen and liked by the same user in the past. Thus, there is no notion of a community of users, rather only one user profile is considered while making recommendations.

Collaborative-based filtering: Collaborative filtering system recommends items that are liked by other users with similar interests. The exploration of new items, in this approach, is assured by the fact that other similar user profiles are also considered. Thus, the history of community of users is combined. This approach relies on a historic record of all user preferences and interests which can be obtained explicitly by asking users to give a rating on each item (product, Web page, etc) or implicitly by observing the user's behavior when browsing a Website, for instance via their click streams. Collaborative Filtering algorithms can be useful for user-based and item-based category. The User-based CF relies on user-to-user similarity, after similarity computation is the selection of the most similar users and filtering of users with significantly low similarity values. Item-based CF is based on a comparison of items based on their rating patterns across users. The item-based version has been considered more robust to attacks compared to the user-based.

Hybrids: Hybrid recommender systems combine several recommendation strategies to provide better performance than either strategy alone. Most hybrids work by combining several input data sources or several recommendation strategies. There are many hybridization methods reported in the state of the art. Generally, content/collaborative hybrids are the most popular hybrid strategies.

6. Evaluation of Personalized Learning

Web usage access logs and learning material for the user, in both usage and content profiling phases, will later determine what to recommend to an active learner. The task can be considered as recommendation to the particular topic to the active learner who may visit based on similar usage patterns.

There are three important aspects in the evaluation of personalized learning and they are:

User profiling: Users are different kinds they have different backgrounds, different levels of knowledge about a subject, different preference, goals and interests. To individualize, personalize or customize actions a user model is needed that allows selection of individualized responses to the user. We apply data mining techniques to build user profiles. The input data for this step is Web server access log files and learning object files for data preparation and pattern discovery.

Prediction of next pages to visit: We will use the association rules to accomplish this task. These rules will capture the relation among concepts based on their co-occurrence across sessions. The apriori algorithm can be used directly when frequent item sets have been determined previously in the first phase of user profiling.

Learner performance measurement: In order to evaluate, the learner performance system logs with learners' interaction were observed to check if the concept is properly delivered. A significant analysis was carried out on learning performance measures to assess the learner. Indicators to evaluate the learner performance are compiled in Table 1, showing their results and measures to compute them.

Table 1: Indicators to measure Learner performance

IndiIndicators	Measures	Results
Learning effectiveness	How intensively the system has been used for answering : Average questions answered, Answered all questions and Participants have done the post-test	Measures the achievement of the learning goal.
Learning efficiency	Number of sessions needed to get the end page of the module. Post-test filled in during the length of the module.	Measures the resources used to reach the learning goal until the module is finished.
Knowledge acquisition	Knowledge gain comparing the outcomes from the pre-test and the post-test results from the module activities.	Measures if learners have improved their knowledge after taking the module.

7. Data Integrity and Confidentiality

Data integrity and confidentiality which may together be labelled as security has three main elements: secrecy, integrity and availability. The first factor could also be considered as a privacy issue especially when it points out anonymization as a requirement for secrecy. Integrity can in general be considered as the consistency of processed data with the world it describes external and internal integrity. Profile injection attacks can be categorized based on the knowledge required by the attacker the intent of an attack and the size of the attack like push attacks and nuke attacks.

8. Supporting Tools For Personalised Learning

Here is a review of the possibilities of the application of web usage mining and clustering techniques to meet some of the current challenges in distance education system. The proposed approach could improve the effectiveness and efficiency of discovery of aggregate and individual path for students that could help in the personalized learning. Personalized learning in which data mining techniques can be applied is given below.

Table 2: Data mining Techniques for Personalized Learning

Project Name	Data mining technique	Personalized learning topic
Moodle	Predictive classification	Course adaptation purpose
AHA!	Prediction rules	Course adaptation to students navigation behavior
ATutor	Statistical analysis	Assessment system and student behavior tracking
aLFanet	Machine learning, Association rules	Course adaptation to the students navigational behavior
WebCT	Statistical analysis	Assessment system and student behavior Tracking

Several large research projects have dealt with the integration of Data Mining methods in e-learning (see Table 2). The aLFanet project which consists of an e-learning platform provides individuals with interactive, adaptive and personalized learning through the Internet. aLFanet includes a component to provide support to the interpretation and presentation of dynamic adaptive questionnaires and their evaluation at run-time, based on the student preferences and profile. The adaptation component applies Machine Learning (ML) techniques, Association Rules, and Multi-Agent architectures to provide online real-time recommendations and advice to learners based on previous users' interactions, the course structure, the contents characterization and the questionnaires' results.

9. Conclusion

In this paper, we have outlined the general data mining techniques in personalized learning. Web mining technology is used to take care of one of the important steps in content and behavior personalization. The study has given the variety and wide availability of data mining techniques and software tools for personalized learning to deal with student learning assessments, learning materials and course valuation and adaptation techniques, based on student learning behavior.

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Role of Competency Mapping in Career Development

Hemalatha N

Sushma R

Abstract

In this world of cut-throat competition, both government and business establishments are putting tremendous effort to hire competent employees and to develop relevant competencies in their existing employees. In this growing economy, where so many government departments and PSUs are fighting for limited resources and talent, it is very important for organizations to incessantly reassess their EMPLOYEES competencies, update them and have the courage to make the necessary changes. In this context, it is imperative for organizations to define a set of core competencies which correspond with their key service differentiators. This is where competency mapping plays a vital role. This paper examine to understand the competency mapping from the perspective of conceptual framework, it importance and highlights the accruing from competency mapping and assessment tools used for competency mapping. It also lists out the benefits of competency mapping, process its applications.

Key Words: Competency, Competency Model, Competency Mapping, Competency Mapping Process, Competency Mapping Methods.

Introduction

Business organizations in India both public and private are witnessing a phenomenal change in systems, administrative cultures and philosophy due to the alignment of the Indian economy with the global economy. There is a dire need for multi-skill development. Competency mapping is a process of identifying key competencies for an organization and the jobs and functions within it. Every organization should have well defined roles and list of competencies required to perform each of these role effectively. Competency mapping analyses individual's SWOT for better understanding and this helps to improve their career growth. It identifies the gap for improving knowledge to develop. Prior to understanding the meaning of competency mapping, it helps to understand key concepts such as competency, competence and competencies.

Competency: A person-related concept that refers to the dimension of behavior lying behind competent performer.
Competence: A work-related concept that refers to area of work at which a person is competent.
Competencies: Often referred as the combination of the above two. These are set of behaviors, which encompass skills, knowledge, abilities and attributes.

The core competencies of an individual are:
Knowledge - information a person has in specific content areas.
Skills - the ability to perform a certain physical or mental task.
Self-concept - a person's attitudes, values or self-image.
Traits - physical characteristics and consistent responses to situations or information.
Motives - the person consistently thinks about or wants and that which causes action. Competencies need to be assessed at the organization and individual levels. Individual competencies together reinforce organizational competencies.

The Concept of competency mapping
Competency mapping is the process of identification of the competencies required to perform successfully a given job/role/set of tasks at a given point of time. It consists of breaking a given role or job into its constituent tasks or activities and identifying the competencies (technical, managerial, behavioral, conceptual knowledge, attitudes, skills, etc.) needed to perform the same successfully.

Competency mapping can also be defined as a process through which one assesses and determines one's strengths as an individual employee and in some cases, as part of an organization. The individual's level of competency in each skill area is measured against a performance standard established by the organization.Competency mapping is used as the basis for any competency assessment that can be done at a later stage. Competency assessment is the assessment of the extent to which a given individual or a set of individuals possess the competencies required by a given role or set of roles or levels of roles.

It has been a general observation that hard work, sincerity, knowledge and intelligence alone do not make a person a star performer in his/her profession. There are other factors that help an individual excel in one's job. Good managers are generally aware about different qualities a person must possess to do a job effectively, and they make use of their knowledge to select and train their subordinates. Organizational psychologists have refined this understanding and converted it into a structural and formal process called competency mapping. It has emerged as one of the most powerful tools aiding the improvement for the HR professionals in finding the right employee for a job and development of the employed person in doing the assigned job more effectively. Thus, competency mapping can be defined as a process through which one assesses and determines a persons strengths as an individual employee and in some cases, as part of an organization.

Reasons For Competency Mapping

Competency mapping examines two areas: emotional intelligence and strengths of the individual in areas like team structure, leadership and decision-making. Large organizations frequently employ some form of competency mappping to understand how to most effectively employ the competencies and strengths of employees. Competency mapping tailored to an organization is necessary to train, define and retain talent in a company. As a result of competency mapping, all the HR processes like talent development, appraisals and training yield much better results. Competency mapping provides wholesome benefits to the organization, supervisors and employees thus:

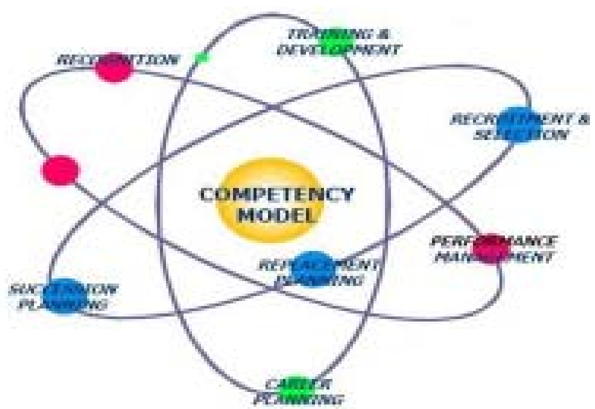
Organization: The basic objective of an organization is to achieve its long-term goals. Competency mapping ensures that only competent employees will work in the organization. The word 'competent' here refers to those employees whose skill-sets matche with the job requirements.

Supervisors: Competency mapping provides ease to the managers in terms of setting the targets for the juniors as well as in evaluating their performance. It facilitates clear communication on the part of the managers. HR managers are also clear while recruiting as to what kind and level of competencies they are looking for in an individual for performing a particular job.

Employees : Employees are always under pressure to perform their best. Therefore, it is imperative for an organization to define a set of core competencies, which an individual should posses to do justice to the job on hand. It specifies the kind and level of competencies required to perform their jobs effectively. This helps employees in honing their skills in which they lack. It also demystifies the performance appraisal process for them since they know what are the competencies (besides their performance) on which they will be appraised.

Areas of Implementation of competency mapping

The competency mapping can be applied to all the areas depicted in the following diagram



Recruitment and Selection

Competencies can be used to construct templates for use in recruitment and selection. Information on the level of a competency required for effective performance would be used to determine the competence levels that new hires should possess. This results in hiring of employees who are a good fitment for the organization. This way we can save the cost of training of newly hired employees. Employees will be productive from day one and no man-hours will be lost in the training of new hires. A firm that knows how to assess competencies can effectively hire best talent at a reasonable price. For example hiring of under-priced but highly entrepreneurial management graduates from lesser known business schools is possible if the hiring is preceded by competency mapping.

Training and Development Requirements

It involves identifying the gap between competencies required for the position and those possessed by the employee. Any such gap is bridged by providing training to the incumbent for those particular competencies only.

Career and Succession Planning

It involves assessing employees' capability to take new challenges. In order to see if an employee is suitable for occupying position at the top management, his current competency level ought to be matched against those that is required at higher level position.

Performance Management System

It is important to correlate performance result with competencies. Performance management system should be competency-based and not just results-based. Competency based performance management would focus on 'how' of performance and not on 'what' of performance i.e. not on results but how the results are achieved. Effective PMS should provide link to the development of an individual and not just to rewards.

Rewards and Recognition

Competency linked benefits is a new concept after performance linked incentives. Competency linked benefits focus on the fact that employees should work towards developing their competencies as and when requirement arises for performing their job effectively. It rewards employees who not only work hard towards achieving their target but also who put in effort in enhancing their competencies (keeping in mind the dynamic needs of the job at hand).

Who Identifies Competencies?

One of the following categories of people can identify competencies:

- Experts
- HR specialists
- Job analysts
- Psychologists

Competency mapping can be used as a basis to further design and develop the following:

- A Human Resource Information System (HRIS) , highlighting basic qualifications, skill sets and experience of all employees of the organization. The HRIS will help in monitoring manpower planning, recruitment, identification of training needs and other HRD interventions.
- To design a Role Directory containing job-description, responsibility, authority etc. for helping the organization to clarify roles, fix accountabilities and form basis for performance appraisal.
- Inputs from competency mapping can be used to design a performance appraisal system by incorporating the competencies needed for various categories of jobs. To develop a system of identifying training and development needs and a training and development plan that could be used annually.
- As one of the tools for succession planning (Assessment and Development Centres can be used as a tool for this). It can also be used for Leadership Development by designing a 360^0 Feedback tool using the competencies generated by the competency mapping exercise.

Competency Mapping Process

Competency mapping is always done in the defined job context following a set of approaches:

1. Workforce Skills Analysis.
2. Job Analysis.
3. Supply Analysis
4. Demand Analysis.
5. Gap Analysis.
6. Solution Analysis.

Skill analysis helps to describe skills required to carry out a function. However, this is a dynamic approach, as it also considers nature of work changes in an organization.

Job analysis focuses on tasks, responsibilities, knowledge and skill requirements, which are required for successful job performance.

Both the workforce skills analysis and job analysis are done from inputs collected from survey (through questionnaire responses), interviews with managers and employees and benchmarking information with successful organizations. For technology intensive and machine-enabled jobs, skill set requirements and cycle-time for jobs (as printed in the literatures) also contribute as critical input information for such jobs.

Supply analysis is done considering workforce demographic (in terms of occupation, grades, structure, race, origin, gender, age, service experience, education, training, health status, retirement time and similar other information, trends and present workforce competencies. This, therefore, helps us to understand the existing workforce status.

Demand Analysis on the other hand helps to identify workforce of the future in line with the vision, mission, objectives, goals and strategies of an organization. Critical inputs from demand analysis contribute to development of competency model for workforce of the future.

Gap Analysis With the above input reinforces, organization undertakes the Gap analysis to understand the differences between the workforce of today and the workforce of the future. After such identification of differences, organization needs to plan to address those.

Solution Analysis addressing such gaps through solution analysis, taking into account both ongoing and plan changes in the workforce. Solution analysis also weighs different options to get the work done, either considering institutional or contractual employment. New recruitment, restructuring, training and re-training, redevelopment and right sizing are all done in the light of new competency model in this phase.

Methods of Competency Mapping:

It is not easy to identify all the competencies required to fulfill the job requirements. However, a number of methods and approaches have been developed and successfully tried out. These methods have helped managers largely, to identify and reinforce and/or develop these competencies both for the growth of the individual and for the growth of the organization. In the following section, some major approaches of competency mapping have been presented.

1. **Assessment Centre**: It is a mechanism to identify the potential for growth. It is also a procedure (not location) that uses a variety of techniques to evaluate employees for work force purpose and decisions. An essential feature of the assessment center is the use of situational test to observe specific job behavior. Since it is with reference to a job, elements related to the job are simulated through a variety of tests. The assessors observe the behavior and make independent evaluation of what they have observed, which results in identifying strengths and weaknesses of the attributes being studied. The International Personnel Management Association (IPMA) has identified the following elements, essential for a process to be considered as assessment center:

- A job analysis of relevant behavior to determine attributes skills, etc. for effective job performance and what should be evaluated by assessment center.
- Techniques used must be validated to assess the dimensions of skills and abilities.
- Multiple assessment techniques must be used
- Assessment techniques must include job related simulations.
- Multiple assessors must be used for each assessed.
- Assessors must be thoroughly trained.
- Behavioral observations by assessors must be classified into some meaningful and relevant categories of attributes, skills and abilities.
- Systematic procedures should be used to record observations.
- Assessors must prepare a report.
- All information thus generated must be integrated either by discussion or by application of statistical techniques.

- Data thus generated can become extremely useful in identifying employees with potential for growth. Following are some of the benefits of the assessment center:
- It helps in identifying early the supervisory/managerial potential and gives sufficient lead-time for training before the person occupies the new position.
- It helps in identifying the training and development needs.
- Assessors who are generally senior managers in the organization find the training for assessor as a relevant experience to know their organization a better.
- The assessment center exercise provides an opportunity for the organization to review its HRM Policies.

2) Group Discussions: In these, candidates are brought together as a committee or project team with one or a number of items to make a recommendation on. Candidates may be assigned specific roles to play in the group or it may be structured in such a way that all the candidates have the same basic information. Group discussion allows them to exchange information and ideas and gives them the experience of working in a team. In the work place, discussions enable management to draw on the ideas and expertise of staff, and to acknowledge the staff as valued members of a team.

3) In Tray or in Basket Excercises: This type of exercise is normally undertaken by candidates individually. The materials comprise a bundle of correspondence and the candidate is placed in the role of somebody, who assumed a new position or replaced their predecessor at short notice and has been asked to deal with their accumulated correspondence. Generally, the only evidence that the assessor have to work with is the annotations that the candidates have made on the articles of mail. It is important when undertaking such an exercise to make sure that the items are not just dealt with, but are clearly marked on the items any thoughts that candidates have about them or any other actions that they would wish to undertake.

4) Interview simulations/Role Plays: In these exercises candidates meet individually with a role player or resource person. Their brief is either to gather information to form a view and make a decision, or alternatively, to engage in discussion with the resource person to come to a resolution on an aspect or issue of dispute. Typically, candidates will be allowed 10 - 30 minutes to prepare for such a meeting and will be given a short, general brief on the objective of the meeting. Although the assessment is made mainly on the conduct of the meeting itself, consideration are also be given to preparatory notes.

5) Case Studies/Analysis Exercise: In this type of exercise, the candidate is presented with the task of making a decision about a particular business case. They are provided with a large amount of information that is generally ambiguous and, in some cases, contradictory. Candidates generally work independently on such an exercise and their recommendation or decision is usually to be communicated in the form of a brief written report and/ or a presentation made to the assessors. As with the other exercises, it is important with this kind of exercise to ensure that their thought processes are clearly articulated and available for the scrutiny of the assessors. Of paramount importance, if the brief requires a decision to be made, is ensureing that a decision is made and articulated.

6) Critical Incidents Technique: It is difficult to define critical incident except to say that it can contribute to the growth and decay of a system. It is a set of procedures for systematically identifying behaviors that contribute to success or failure of individuals or organizations in specific situations. First, a list of good and bad on the job behavior is prepared for each job. A few judges are asked to rate how good and how bad is good and bad behavior, respectively. Based on these ratings a checklist of good and bad behavior is prepared. The next task is to train supervisors in taking notes on critical incidents or outstanding examples or success or failure of the subordinates in meeting the job requirements. The supervisor immediately notes the incidents down as he observes them. Very often, the employee concerned is also involved in discussions with his supervisor before the incidents are recorded, particularly when an unfavorable incident is being recorded, thus facilitating the employee to come out with his side of the story.

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7. Interview Techniques Competency Mapping: The interview consists of interaction between interviewer and applicant. If handled properly it can be a powerful technique in achieving accurate information and getting access to material otherwise unavailable. If the interview is not handled carefully, it can be a source of bias, restricting or distorting the flow of communication. The following suggestions should be kept in mind while using the interview techniques

- Before the actual interview begins, the critical areas in which questions will be asked must be identified for judging ability and skills.
- The second step is to scrutinize the information provided to identify skills, incidents and experiences in the career of the candidate,
- An interview is a face-to-face situation. The applicant is "on-guard" and careful to present the best face possible. At the same time, he is tense, nervous and possibly frightened. Therefore, during the interview, tact and sensitivity can be very useful.
- The fundamental step is establishing "rapport", for putting the interviewee at ease; conveying the impression that the interview is a conversation between two friends, and not a confrontation between the employer and the employee.
- Once the interviewee is put at ease the interviewer starts asking questions, or seeking information related to the job. It is advisable for the pattern to follow the simple-to-complex sequence.
- Showing surprise or disapproval of speech, clothes, or answers to questions can also inhibit the candidate. The interviewee is over-sensitive to such reactions. Hence, an effort to try and understand the interviewee's point of view and orientation can go a long way in getting to know the applicant.
- Leading questions should be avoided because they give the impression that the interviewer is seeking certain kinds of answers. This may create a conflict in the interviewee, if he has strong views on the subject. Nor should the interviewer allow the interview to get out of hand. He should be alert and check interviewee if he tries to lead the discussion in areas where he feels extremely competent, if it is likely to stray from relevant areas.
- The interviewer should be prepared with precise questions and not take much time in framing them.

Once this phase is over, the interviewers should discuss the interviewee, identify areas of agreement and disagreement, and make a tentative decision about the candidate. It will be helpful if, in addition to rating the applicant, interviewers made short notes on their impression of candidates' behavior responses; which can then be discussed later. If the interview is to continue for many days, an evaluation of the day's work, content of questions and general pattern of response should be made for possible mid-course correction.

8. Questionnaires: These are written list of questions that users fill out and return. You begin formulating questions about your product based on the type of information you want to know. The questionnaire sources maintained below provide more information on designing effective questions.

a) Common Metric Questionnaire (CMQ): They examine some of the competencies to work performance and have five sections; Background, Contacts with People, Decision Making, Physical and Mechanical Activities, and Work Setting. The background section asks 41 general questions about work requirements such as travel, seasonality, and license requirements. The contacts with people section asks 62 questions targeting level of supervision, degree of internal and external contacts, and meeting requirements. The 80 Decision Making items in the CMQ focus on relevant occupational knowledge skill, language and sensory requirements, managerial and business decision-making.

b) Functional Job Analysis: The most recent version of Functional Job Analysis uses seven-point scale to describe what employees do in jobs. These are Things, Data, People, Employee instructions, Reasoning, Math's and Language.

c) Multipurpose Occupational System Analysis Inventory (MOSAIC): In this method, each job analysis inventory collects data from the office of personnel management system through a variety of descriptors. Two major descriptors in each questionnaire are tasks and competencies. Tasks are rated on importance and competencies are rated on several scales including importance and requirements for performing the task. This is mostly used for US government jobs.

d) Occupational Analysis Inventory: It contains 617 "work elements" designed to yield more specific job information while still capturing work requirements for virtually all occupations. The major categories of items are five-fold: Information Received, Mental Activities, Work Behavior, Work Goals, and Work Context. Respondents rate each job element on one of four rating scales: Part-of-job, extent, applicability, or a special scale designed for the element. Afterwards, the matching is done between competencies and work requirements.

e) Position Analysis Questionnaire (PAQ): It is a structured job analysis instrument to measure job characteristics and relate them to human characteristics. It consists of 195 job elements that represent in a comprehensive manner the domain of human behavior involved in work activities.

f) Work Profiling System (WPS): It is designed to help employees accomplish human resource functions. The competency approach is designed to yield reports targeted toward various human resource functions such as individual development planning, employee selection, and job description. There are three versions of the WPS tied to types of occupations: managerial, service, and technical occupations. It contains a structured questionnaire, which measures ability and personality attributes.

5. Psychometric Tests: A psychometric test is a standardized objective measure of a sample of behavior. It is standardized because the procedure of administering the test, the environment in which the test is taken, and the method of calculating individual scores are uniformly applied. Most of these tests are time bound and have correct answer. A person's score is calculated based on correct answers. Most tests could be classified in two broad categories:

i) Aptitude Test: They are developed to identify individuals with special inclinations in given abilities. Hence, they cover more concrete, clearly defined or practical abilities like mechanical aptitude, clinical aptitude and artistic aptitude etc.
ii) Achievement Test: These tests measure the level of proficiency that a person has been able to achieve.

Conclusion:

Competency mapping increases productivity as its focus is on attaining organizational objectives. Employees are well informed about the deliverables because of competency mapping. It also focuses on the development of individuals, teams and organization which in turn leads to continuous development. It helps uplift competencies of critical groups of managers by providing them insights into their competencies.

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BRAND ENGAGEMENT AND TWO-WHEELER BUYER BEHAVIOUR (An empirical study)

Mohan Kumar B

Abstract

Marketing emphasizes thrust on customer needs and wants. An understanding of the motives underlying consumer behaviour helps the firm to seek better and more effective ways to satisfy its customers. . Customers life-styles are changing, consumption patterns are changing, buying habits are changing. Today, two-wheelers have become an essential part of personal possessions and life. The whole two-wheelers market is undergoing transformation as companies these days lay special emphasis on personality of consumers in making these brands and brand engagement. The purpose of this paper is to understand the impact of personality (self concept) of two-wheeler buyer behaviour and brand engagement

Keywords: Buyer behaviour, personality, self concept, psychographics, influential factors, consumer.

Introduction

The study of consumer behaviour focuses on understanding of physical activity of buying as well as mental decision process involved in the purchase. Due to intermeshing of various demographic and psychographics features in consumer behaviour its study poses several challenges as well as opportunities to marketers. Added to this stiff competition among sellers and the availability of a wide array of products increase complexities for a consumer and hence, involvement in buying. Though marketers are interested in the physical act of buying by a consumer, yet, the market conditions impel them to study the mental decision process undergone in reaching the purchase decision.

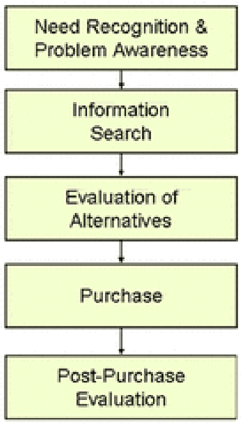
Consumer behaviour is variously influenced by cultural, social, personal and psychological, psychographic factors. Cultural factors include a set of basic values, perceptions, want and behaviour learned by a member of the society from family and other important institutions. The social factors include consumer's family, small groups, social roles, and status. The personal factors characterized such as buyer's age, lifecycle stage, occupation, economic situation and lifestyle etc. A person's buying choices are further influenced by psychological factors.

Buyer Behaviour is the decision processes and acts of people involved in buying and using products. Buyer behaviour focuses on three aspects viz:

1. Why buyers make the purchases, they make
2. What factors influence the acts of purchasing and
3. The changing preferences of buyers.

There are five stages in buyer behaviour. They are : (i) the problem recognition or the awareness of the need for buying a product or service (ii) The second stage is that of information search. The search could be internal i.e. by tapping ones memory or external. In external search, one collects information from friends, relatives, colleagues and from other secondary data sources. (iii) The third stages relates to evaluation of different alternatives. Each alternative can be ranked or given weights to arrive at the most logical alternatives. (iv) Stage four relates to the purchase decision or choosing the buying alternative including the product, store, package and the method of purchase. (v) The last and the fifth stage is post-purchase evaluation which depends on the outcome of purchasing in terms of satisfaction or dissatisfaction.

Consumer Decision Making Process



Design, Methodology And Approach

The present study is based on both primary and secondary sources of data. This is an exploratory kind of research study. Data for this study has been collected by administering a structured questionnaire to 1000 sample respondents picked up from 20 selected locations. Representative sample of 50 two-wheeler owners each from each of the selected location from Greater Hyderabad City has been selected based on purposive sampling method. The analysis looks at how individuals, as measured by their self concept differ in terms of the brand of two-wheeler they purchase. In order to measure these difference a scale developed by Sprott, Czellar and Spangenberg (JMR, Feb, 2009)8 was adopted. The scale under reference consists of eight items that seek to measure the degree of brand engagement that a consumer has as understood by his self concept.

Analysis of Variance (ANOVA) is used to compare the group level difference. ANOVA is a most commonly used test in dealing with social behavioral data, which is used to evaluate whether or not frequencies which have been empirically observed differ significantly from those which would be expected under a certain set of theoretical assumptions. The receiving remaining focus of this study is to examine the impact of specific demographic variables on buyer behaviour personality in general and self concept in particular. The self If concept is the summation of all beliefs (general characteristics and abilities) and evaluations the person has about him. Self Concept is the sum total of the ways in which we think about ourselves.

Practical implications - The marketers of two-wheeler brands frame their strategy based on the -Personality (self concept) of buyers for higher market share and brand loyalty.

Review Of Literature

Combs and Snygg(1959)1 " by concepts of self mean that those more or less discrete perceptions the individuals regards as part, or characteristic of, their being. They include all the perceptions the individual has differentiated as descriptive of the self he calls I or me"

Crespi et al (1961)2 who used the semantic differential technique in a consumer research context and reviewed the self concept, have concluded that the various measures of the self concepts are reliable and to a great degree, interchangeable. The semantic differential technique involves repeated judgments of a concept or object against a series of descriptive polar adjectival positions on a seven-point scale.

Wells 1975)3 has critically reviewed the use of psychographic profiles, and their validity and reliability. Psychographic methods have been used to obtain better understand the consumer behavior in at many ways, such as in grouping of consumers changing consumer, behaviour and providing new consumer typology. Life-style that refers to how people live, how they spend their money, and how they allocate their time.

Lastovicka (1982)4 study found has relation to consumer behavior- that possession of certain psychographic traits lead to suitable behavior or psychographic trait ? behavior. Again, values have been known to influence behavior.

Gunter & Furnham (1992)5 Claim that psychographics "seeks to describe the human characteristics of consumers that may have bearing on their response to products, packaging, advertising and public relations efforts. Such variables may span a spectrum from self-concept and lifestyle to attitudes, interests and opinions, as well as perceptions of product attributes"

Belk (1988)6 uses the terms "self," "sense of self," and "identity" as synonyms for how a person subjectively perceives who he or she is. He views consumers as possessing a core self that is expanded to include items that then become part of the extended self.

Swaminathan et al (2007)7 defines self-concept connection as a dimension of the consumer-brand relationship, which indicates the amount that the brand contributes to one's identity, values and goals. They argue that a high self-concept connection can symbolize a consumer's individual identity. They refer to an example where in a consumer's relationship with a Mercedes may be based on the desire to express individual-level unique identity.

Researchers from various disciplines examined different issues in consumer behavior. Their studies have explored various dimensions and added new meanings. The concept of consumer Behaviour too has been studied in its various manifestations defining, redefining and refining it for conceptual clarity for an enlarged usage from the research point of view. Earlier studies have examined the linkages of the current thinking to the work done so far in the area. This helped to develop the subject with strong theoretical and research foundation. Consumers do not make decisions in vacuum. Their purchases are highly influenced by cultural, social, personal and psychological factors. For most part marketer do not control them, but this must be taken into consideration. The present study tries to examine the influence of each factor on consumer behavior.

Personality & Concept & Theories

Personality can be described as the psychological characteristics that both determine and effect how a person responds to his or her environment. Although personality tends to be consistent and enduring, it may change abruptly in response to major life events or gradually over time. Three theories of personality are prominent in the study of consumer behavior therefore : psychoanalytic theory, Neo-Freudian theory, and trait theory.

Freud's psychoanalytic theory provides the foundation for the study of motivational research. It operates on the premise that human drives, which are largely unconscious in nature, serve to motivate many consumer actions.

Neo-Freudian theory tends to emphasize the fundamental role of social relationships in the formation and development of personality. Alfred Alder, a noted Neo-Freudian, viewed human beings as those seeking to overcome feelings of inferiority. Harry Stack Sullivan believed that people attempt to establish significant and rewarding relationships with others. Karen Horney viewed individuals who are trying to overcome feelings of anxiety and categorized them as complaint, aggressive or detached.

Trait theory is a major departure from the qualitative or subjective approach to personality measurement. It postulates that, individuals possess innate psychological traits such as innovativeness, novelty seeking, need for cognition, materialism to a greater or lesser degree, and that the specially designed scales or inventories can measure these traits. Because, they are simple to use and to score and can be self-administered, personality inventories are the preferred method for many researchers in the assessment of consumer personality.

Product and brand personalities represent real opportunities for marketers to take advantage of consumers' connections to various brands they offer. Brands often have personalities - some even include "human like" traits and even gender. These brand personalities help shape consumer response, preferences and loyalties.

Each individual has a perceived self- image or multiple self-images as a certain kind of person with certain traits, habits, possessions, relationships and ways of behaving. Consumers frequently attempt to preserve, enhance, alter, or extend their self-images by purchasing products or services and shopping at stores they perceive as consistent with their relevant self-image(s) and by avoiding products and stores they perceive are not. With the growth of the Internet, there appear to be emerging "virtual selves" or "virtual personalities". Consumer experiences with chat rooms sometimes provide an opportunity to explore new or alternative identities.

Brand Engagement In Self Concept (BESC)

The purpose of using Brand Engagement in Self Concept (BESC) is to focus on the linkage between a specific brand and a consumer's self-concept. It is proposed that consumers vary in their general engagement with brands; in this context the study has examined the nature and importance of consumer's tendencies to include important brands as part of their self concept.

Measure of this new construct demonstrate its nomological relevance, and show that consumers vary substantially in the degree to which they incorporate brands as part of their self concept. And then it was examined how BESC affects important aspects of brand related knowledge, attitudes and behavioral intentions.

BESC construct, is defined as an individual difference representing consumer's propensity to include important brands as part of how they view themselves. This conceptualization builds on self schemas to investigate the role of brands in the self concept.

ESTABLISHING THE LINK BETWEEN THE BRAND PURCHASED AND SELF CONCEPT

The basic objective of this empirical study being establishing the linkage between the brand purchased and the self concept we present the survey data hereunder in the form of table and charts.

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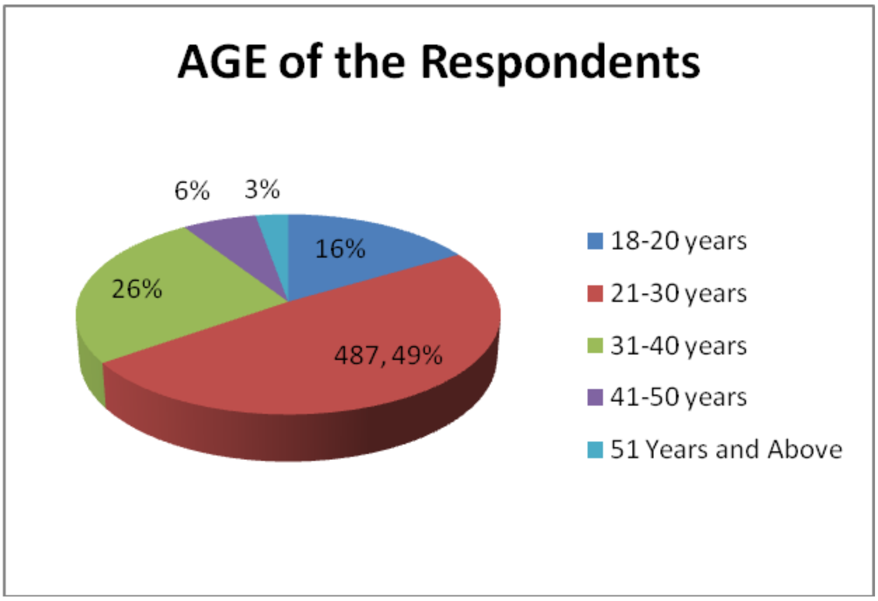
Table 1: Age of the Respondents

Respondents	Frequency	Percentage (%)
18-20 years	165	16.5
21-30 years	487	48.7
31-40 years	256	25.6
41-50 years	64	6.4
51 Years and Above	28	2.8
Total:	**1000**	**100%**

Source: The figures are compiled from primary data

Chart 1: Pie diagram on age of respondents.



From the above table it is observed that 16.5 percent of respondents are in the age group of 18-20 years, 48.7 percent respondents are between the age group of 21 - 30 years, 25.6 percent of respondents are between the age of 31 to 40 years, 6.4 percent respondents are between 41 - 50 years, 2.8 percent respondents are 51years and above . Majority of the respondents are in the age group 18 - 30 years.

Analysis of Variance (ANOVA) was adopted to compare the age group level difference.

H0: There are no differences among different brand owners as measured by brand engagement in self concept when compared across Age.

Table: 2 Analysis of Variance on BESC and age

Statements/variables		Sum of squares	Df	Means Square	F	Sig.
I have a special bond with the brands I like	Between groups	128.114	6	21.352	5.210	.000
	Within groups	4069.790	993	4.098		
	total	4197.904	999			
I consider my favourite brand to be part of myself	Between groups	42.640	6	7.107	2.100	.051
	Within groups	3359.936	993	3.384		
	total	3402.576	999			
I often feel a personal connection between my brands and me	Between groups	282.216	6	47.036	11.915	.000
	Within groups	3920.068	993	3.948		
	total	4202.284	999			
Part of me is defined by important brands in my life	Between groups	47.944	6	24.657	5.063	.000
	Within groups	4826.225	991	4.870		
	total	4974.168	997			
I feel as if I have a close personal interaction with the brands I prefer	Between groups	194.602	6	32.434	6.458	.000
	Within groups	4987.014	993	5.022		
	total	5181.616	999			
I can identify with important brands in my life	Between groups	80.181	6	13.364	2.681	.014
	Within groups	4949.095	993	4.984		
	total	5029.276	999			
There are links between the brands that I prefer and how I view myself	Between groups	26.648	6	4.441	1.168	.321
	Within groups	3776.391	993	3.803		
	total	3803.039	999			
My favourite brands are important indication of who I am	Between groups	57.780	6	9.630	2.554	.018
	Within groups	3744.299	993	3.771		
	total	3802.079	993			

Source: The figures are compiled from primary data

Results of the analysis show that significant difference exists among respondents in terms of their age and brand purchased. As it is (<.05).

It is visible from the above Table: 1 that respondent groups significantly differ on all parameters except 7. Hence, (H0) null hypothesis is rejected and conclude that there are differences based on Age and Brand Engagement in Self Concept.

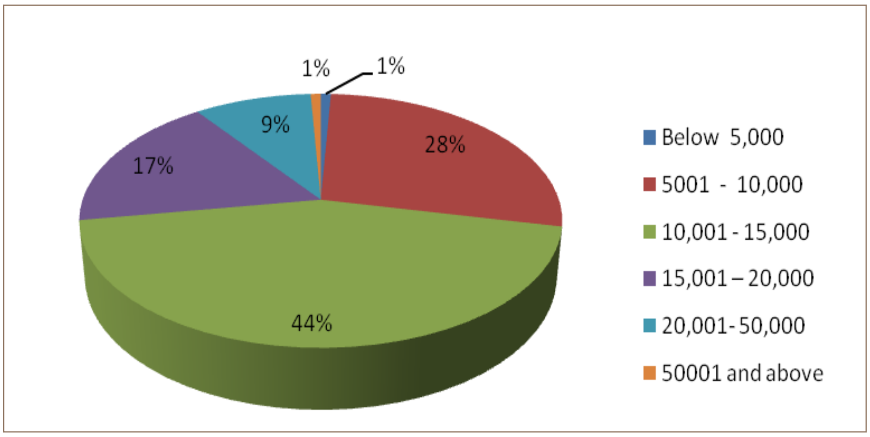
Table 3: Income of the Respondents

Respondents	Responses	Percentage
Below 5,000	8	.8
5001 - 10,000	278	27.8
10,001- 15,000	444	44.4
15,001– 20,000	177	17.7
20,001- 50,000	93	9.3
50001 and above	8	.8
Total	**1000**	**100%**

Source: The figures are compiled from primary data

Chart 1: Pie diagram on the income of respondents

Income of the Respondents



The above table illustrates that more than 40 percent sample respondents monthly income is between Rs: 10,001 - 15,000, per month, followed by 27.8, 17.7, and 9.3 percent are in the income groups between Rs: 5,001 -10,000, Rs: 15,001 - 20,000 and Rs: 20,001 to 50,000 and remaining income group below Rs: 5000, and Rs: 50,001and above are about 0.8 percent and 0.8 percent respectively.

Statements/variables		Sum of squares	Df	Mean square	F	Sig
I have a special bond with the brands I like	Between groups	145.193	6	24.199	5.929	.000
	Within groups	4052.711	993	4.081		
	Total	4197.907	999			
I consider my favorite brand to be part of myself	Between groups	39.088	6	6.515	1.923	.074
	Within groups	3363.488	993	3.387		
	Total	3402.576	999			
I often feel a personal connection between my brands and me	Between groups	137.740	6	22.957	5.608	.000
	Within groups	4064.544	993	4.093		
	Total	4202.284	999			
Part of me is defined by important brands in my life	Between groups	139.482	6	23.247	4.765	.000
	Within groups	4834.686	991	4.879		
	Total	4974.168	997			
I feel as if I have a close personal interaction with the brands I prefer	Between groups	165.082	6	27.514	5.446	.000
	Within groups	5016.534	993	5.052		
	Total	5181.616	999			
I can identify with important brands in my life	Between groups	120.177	6	20.129	4.072	.000
	Within groups	4908.499	993	4.943		
	Total	5029.766	999			
There are links between the brands that I prefer and how I view myself	Between groups	11.371	6	1.895	.496	.811
	Within groups	3791.268	993	3.818		
	Total	3803.039	999			
My favorite brands are important indication of who I am	Between groups	207.611	6	34.602	9.559	.000
	Within groups	3594.468	993	3.620		
	Total	3802.079	999			

Source: The figures are compiled from primary data

H0: There are no differences among different brand owners as measured by Brand Engagement in Self Concept (BESC) when compared across Income.

The above Table 2 depicts that the respondent groups significantly differ on all parameters. Hence, H0 null hypothesis is rejected. However, 2 and 7 have no significant influence of Brand Engagement in Self Concept on purchase of two-wheeler.

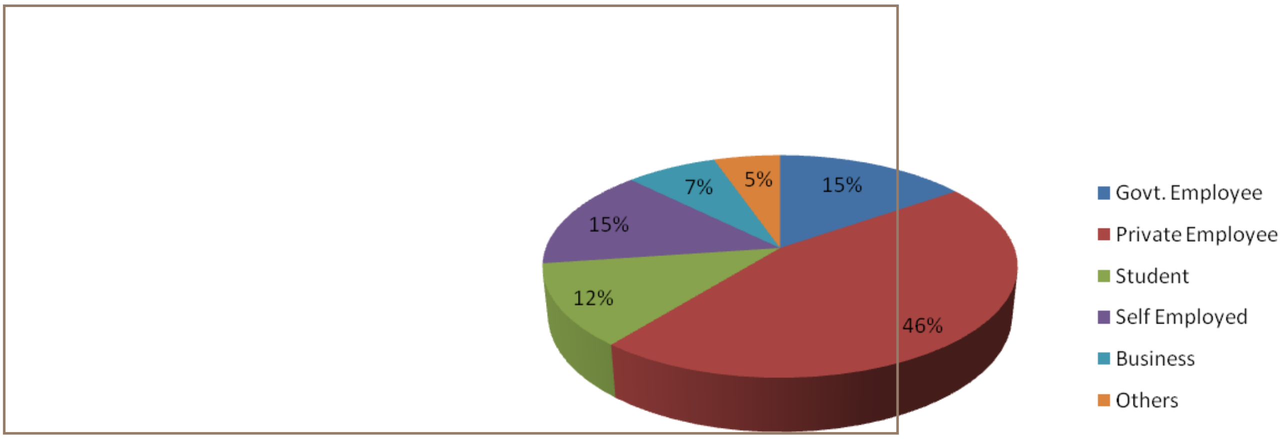
Table 5 The Occupation of the Respondents

Respondents	Frequency	Percentage
Govt. Employee	153	15.3
Private Employee	455	45.5
Student	120	12.0
Self Employed	146	14.6
Business	73	7.3
Others	53	5.3
Total	1000	100

Source: The figures are compiled from primary data

Chart 2: Pie Diagram on occupation of respondents

Occupation of Respondents



Nearly 46 percent of the sample respondents are private employees, followed by, 15.3, 14.6, 12 and 7.3 percent are in the government employees, self employed, students and business men. 5.3 percent belongs to other category of occupation of the sample respondents.

Table: 6 Analysis of Variance on BESC and Occupation

Statements/variables		Sum of squares	Df	Mean square	F	Sig
I have a special bond with the brands I like	Between groups	132.259	4	33.065	8.092	.000
	Within groups	4065.645	995	4.086		
	Total	4197.904	995			
I consider my favorite brand to be part of myself	Between groups	93.825	4	23.456	7.054	.000
	Within groups	3308.751	995	3.325		
	Total	3402.576	999			
I often feel a personal connection between my brands and me	Between groups	142.026	4	35.506	8.701	.000
	Within groups	4060.258	995	4.081		
	Total	4202.284	999			
Part of me is defined by important brands in my life	Between groups	132.682	4	33.170	6.803	.000
	Within groups	4841.487	993	4.876		
	Total	4974.168	997			
I feel as if I have a close personal interaction with the brands I prefer	Between groups	50.323	4	12.581	2.439	.045
	Within groups	5131.293	995	5.157		
	Total	5181.616	999			
I can identify with important brands in my life	Between groups	39.466	4	9.866	1.967	.097
	Within groups	4989.810	995	5.015		
	Total	5029.276	999			
There are links between the brands that I prefer and how I view myself	Between groups	141.150	4	35.287	9.588	.000
	Within groups	3661.889	995	3.680		
	Total	3803.039	999			
My favorite brands are important indication of who I am	Between groups	22.699	4	5.675	1.494	.202
	Within groups	3779.380	995	3.798		
	Total	3802.079	999			

Source: The figures are compiled from primary data Source

The figures Source: The figures are compiled from primary data

H0: There are no differences among different brand owners as measured by brand engagement in self concept when compared across Occupation.

It is visible from the above table: 3 that the respondent groups significantly differ on all parameters except 6 & 8. As such H0 (null hypothesis) is rejected and concluded that there are differences based on Occupation and Brand Engagement in Self Concept.

Conclusions

The following are the conclusions drawn from the study :

- Respondents having high Brand Engagement in Self Concept (BESC) score have chosen brand Yamaha followed by TVS and Hero Honda. It indicates that the customers of these brands have given importance to other factors.
- The study clearly establishes the relevance of personality influence on buyer behavior. This implies that marketing managers are likely to benefit considerably in targeting, positioning and establishing beneficial relationships with customers.

Today we are standing at a threshold in the business world, fraught with peril, yet full of possibilities. It is a time for business to implement innovative strategies to meet out the desires of the customers. Businesses are shifting their focus from competitors to value additions. This study focuses on the highly uncertain and enigmatic behaviour of consumers pertaining especially to the purchase of two-wheeler (motor cycle). It is suggested that understanding customer segment characteristics is important to any market. Brand Engagement in Self Concept (BESC) can add value to the segmentation process. It is a proven fact that customer see their extended self in their possessions (brands). Understanding this congruence can go a long way in designing better products, in this case companies should try to understand the shifting trends in their targets segments using advanced quantitative tools such as Saw tooth and Conjoint.

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BOOK REVIEW: .

REEVES, ARIN N (2012) .THE NEXT IQ: THE NEXT LEVEL OF INTELLIGENCE

By G.Sreenivas Reddy.

The book under review by Arin N.Reeves is about leadership in the current century and its manifestations at the intersection of three phenomenon that are important in the world of business viz, leadership, intelligence and inclusion. This is a deeply and painstakingly researched work on individuals, teams and organizations for over a decade. It gives us a framework to assess the effectiveness of leadership by measuring its inclusive width to meet the demands of an incessantly globalizing multi polar world that stands in contrast to the bipolar world of the Cold War era.

The Next IQ is the central concept of this fascinating book. Here Reeves talks about an amalgam of four different strains of intelligence as the components of the Next IQ that is needed in abundance by the business leader. These four stands of the Next IQ are:-

1. Individual capacity, popularly known as intelligence Quotient (IQ); 2. Strategic Information (SI) which is something like the intelligence collected by the American Central Intelligence Agency; 3. Best practices or Business Intelligence (BI); and 4. Effective human relationships that are better known as Emotional Intelligence (EQ).

Thus the Next IQ according to Reeves may be put in a formula format thus:

Next IQ=IQ+SI+BI+EQ

The Next IQ configured thus seeks to forge a new mindset that brings together our relationships with intelligence. Reeves makes an interesting contrast between her concept of Next IQ and Retro IQ that is obsolete .The former concept is rooted in and emphasizes differences, creativity and innovation as against the later which emphasis on similarity, ease and predictability. The Retro IQ is extremely ineffective and inadequate for leaders who are called upon to be visionaries to incessantly create strategies for the unexpected and to lead culture of critical and innovative thinking. If the Retro IQ is focused on gathering and synthesizing of information that was facilitated by Google and Wikipedia the Next IQ gives salience to the Inclusion Quotient .The Inclusion Quotient focuses on the ability to seek and know the multiple perspectives necessary to craft dynamic solutions for rapidly metamorphsizing contexts. She labels her Next IQ as Insight Intelligence and the now obsolete Retro IQ as Information Intelligence and conveys the point that what helps business is insight rather than information.

The book is a must read for any CEO of an MNC that is facing the immediate task of creating a leadership pipeline that will forever transform and strategically position its company for meeting challenges of the increasingly volatile global market place. Reevs book is not just one more addition to the plethora of books on leadership but one that will help any leader to cope with information revolution and to usher in insight revolution. The book combines revelations with practical advice, as well as great stories with practical exercises .In short it is a rich repository of action knowledge .After reading it one will get an inescapable feeling that he or she had a brush with a foremost business thought leader of our troubled times.

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