Competency Framework Model on Success Pattern Assessment For Job Seekers - A NLP Based Approach

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Abstract Career is the job or profession that someone does for a long period of his or her life. Career is the part of our life that we spend working. Due to lack of awareness of personal strengths & weaknesses and incomplete information about the core competencies required for different job profiles, thousands of graduates land in wrong jobs where they cannot perform accordingly. This assessment tool will help the Educational Institutions to make their students fit for the right job and realize their aspirations of securing a job where they can show their skills and abilities. The Placement Cells can identify the Top Competencies of their students, assess the areas where the students require improvement, find core competencies needed for different job profiles and match the student’s strengths to the right jobs.

Keywords Data mining, Association Rules, Assessment, NLP

1. INTRODUCTION

Data Mining may generate thousands of patterns. A pattern is interesting if it is easily understood by humans, valid on new or test data with some degree of certainty, potentially useful, novel, or validates some hypothesis that a user seeks to confirm. People develop different patterns that work well in certain contexts [1].

Competencies are a combination of knowledge, skills and attitudes which provide a clear description in everyday language of what a person needs to do to carry out his or her job effectively. General expectation from the student from the industry is “We hire people for attitude, and we train them for the skills” A recurring pattern of thought feeling or behavior that can be productively applied become a talent of an individual. [2]

Career development is an ongoing process of gaining knowledge and improving skills that will help an individual to establish a career plan. People develop different patterns that work well in certain contexts. These patterns determine their capabilities and skills-sets, attitudes and preferences, beliefs and values. Each pattern has its own merits and demerits. Understanding the personal patterns and their right mix for specific jobs is the first step towards a successful career and performance excellence.

According to world bank survey conducted in India in 2011, among employers of 20 sectors including IT, Power and infrastructure, they found that “Most employers are unsatisfied with engineering graduates’ skill. They lack high order skills such as critical thinking, problem solving etc. and hence fail to get jobs in the competitive global market”. They list out a list of 20 competencies that are required in every engineering student such as, analytical skill, problem solving skill, communication skill, creativity etc. for performance excellence.

We can measure all of these listed competencies and additional competencies and map it to their stream of studies. From this it is possible to identify the gap (gap analysis) and plan the training programs in advance to make the students industry ready. Along with the soft skill competencies we can also measure the technical skills in the same test.

In our work, the report generated based on Neuro-Linguistic Programming (NLP) to pick up Behaviour and Response Patterns in people in different life situations. The response patterns may vary in different contexts. Hence the patterns are checked in various contexts.

The job seekers details are collected from various educational institutions. The assessment questions are based on NLP. The need for assessment is discussed in Section 2. The NLP based assessment details are discussed in Section 3. The Competency framework and association rules are discussed in Section 4. The results and discussions are in Section 5. Finally concluded in Section 6.
II. NEED OF ASSESSMENT

In conventional method, Every student at a particular grade level is required to take the same test. Everything about the test is standard form the questions themselves, to the length of time students have to complete it (although some exceptions may be made for students with learning or physical disabilities), to the time of year in which the test is taken.

There are many types of assessments: diagnostic, formative, summative, norm-referenced, criterion-referenced, and interim/benchmarked. There are five main question types: multiple choice, constructed response, extended constructed response, technology enhanced, and performance task. Three main delivery methods of assessment: paper and pencil, online, or computer adaptive testing which uses an algorithm to adapt to a user’s responses. Scoring can be done by hand, by computer, or distributed scoring.

Effective assessments give students feedback on how well they understand the information and on what they need to improve, while helping teachers better design instruction. Assessment becomes even more relevant when students become involved in their own assessment. Students taking an active role in developing the scoring criteria, self-evaluation, and goal setting, more readily accept that the assessment is adequately measuring their learning.[3]

III. ASSESSMENT USING NLP

Neuro-Linguistic Programming (NLP) is the science of modeling the patterns of human behavior. NLP explores the inner workings of the human mind: how we think, how we develop our desires, goals and fears and how we motivate ourselves, make connections, and give meaning to our experiences.[4]

NLP is like the ‘user’s manual’ for the mind, and allows us to use the language of the mind to consistently achieve our specific and desired outcomes. When we learn NLP, we can learn specific skills and patterns necessary to make positive changes, create new choices, be more effective with others, break free of old habits, self-destructive patterns and behaviors, and think more clearly about what we want and how to get it.

For example, Suppose we need to develop ‘Problem solving skill’. It is important to look at what are the factors go into problem solving skill.

Problem focus: First of all we must be able to understand the problem and the root cause of the problems so that it can be solved.

Attention to Details: In order to analyse the root cause and reasons for the problems, we must go into the details of the problems. A person with an overview / big picture skill may not be able to go into details and analyse various symptoms.

Methodical: In order to analyse and solve the problem one must have a systematic approach.

Analytical skill: Analyse the root cause, find suitable solutions and a methodology to prevent the same from happening again.

Differential thinking: It is also important to have multiple solutions to a problem and choose the best out of many.

The above skills may vary from person to person. Some may not have problem focus while the other one may not have methodical approach and so on. So if we need to develop problem solving skill, the first step is to understand what skill he is lacking that is mentioned above. Otherwise, if we put everyone in the same class room and give the same training to everyone, it may not be effective and the training outcome will not be 100%. A psychological analysis is a must for that.[5]

Keeping everything in mind, we have designed a competency framework to mine the success patterns from various Job seekers such as Engineering Arts, Management students and helped the placement cells to identify the right job for the right person and suggested training to improve their skills.

IV. JOB PROFILE SUCCESS PATTERN ASSESSMENT (JPSPA) FRAMEWORK

Job profile success pattern assessment gives an understanding of the overall capability of an individual to deliver the expected performance in a specific job. One should consider the job compatibility % only if the profile competencies are well defined.

Even when people get very high rating in certain competencies, the insufficiency of the complementary patterns or the interference of other patterns may result in ineffective responses. The tips will caution them against such possibilities and encourage them to consistently focus on optimum performance [6]

The main role of the work is designing the competency assessment using NLP. There are 10
Top competencies are required for the students from industry perspective. Suppose we pick up a pattern: "I can concentrate only for a short time", it only means that he needs frequent breaks during his study/work. But, then, he will be the one who is able to do multi-tasking which requires the ability to focus on several things within a short span of time. On the other hand, a person with long term focus will be able to concentrate for a long time analysing, criticising and evaluating. But, he will not be able to do multi-tasking. Vice-versa, a person with short term focus cannot do jobs requiring research and analysis.

If somebody is always finding faults, complaining and criticising, we tend to avoid that person. But he is the best hand at trouble shooting, because he sees first the problems and the mistakes. He can also be a great asset in identifying possible threats in strategic planning.

Based on the above analysis, All the questions are framed based on NLP. Each competency have 5 literals. The literals have 5 options are named as A,B,C,D,E. The assumed competencies are listed in Table 1.

### TABLE 1. LIST OF COMPETENCIES

<table>
<thead>
<tr>
<th>Competency Name</th>
<th>Description</th>
<th>activities</th>
<th>development needs of people High scorers will be activists, motivated from within, and have a natural tendency to truly care for people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Orientation</td>
<td>Ability to know how to set the goal, what needs to be done and discharge them.</td>
<td>Guest management</td>
<td>Receiving the guests respectfully and attending to their needs. High scorers will accept instructions and act on them, make people feel important and build rapport between people of different cultures.</td>
</tr>
<tr>
<td>Result orientation</td>
<td>Ability to focus on results and improve the competence to achieve them. High scorers will think in terms of goals to achieve. They will be motivated to work and seek to demonstrate their competence in achieving them.</td>
<td>Democratic values</td>
<td>Willingness to listen and accept others opinion before taking a decision. High scorers will look for the areas of agreement, accept the majority decision, get feedback and use it, and respect human values.</td>
</tr>
<tr>
<td>Coaching and Mentoring</td>
<td>Ability to give skills based support to subordinates through continuous guidance. High scorers will be able to truly care for people and their welfare, have a helping attitude, like to share their knowledge with others.</td>
<td>Continuous learning</td>
<td>Ability to gather relevant information to enhance knowledge and capabilities. High scorers will be interested in what they can learn, will grasp ideas faster and spend time in updating their knowledge.</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Willingness to commit oneself to what one is doing at the moment. High scorers will be always active and be full of energy, empowered by their goals and be very productive on short term assignments.</td>
<td>Helping attitude</td>
<td>Quality of a person to contribute to the performance success of others. High scorers will have a natural tendency to truly care for people, be ready to help them and show empathy.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Ability to work effectively in a team with openness and knowledge sharing. High scorers will be able to trust and respect one another, receive input from others, and work with a common purpose to achieve business benefits. Low scorers may be more productive with independent charge.</td>
<td>Association rules</td>
<td>at analyzing data to identify event occurrence Mining association</td>
</tr>
<tr>
<td>Socially relevant</td>
<td>Desire to respond to the business needs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
rules searching for interesting patterns among items in given data set. [7].

The Mining are performed in two stages. One, The discovery of frequent set of items from the projected database. Second one is generating the association rules from the item sets identified.

The following association rules are framed, which gives Support Count as Threshold value These values are used to find the success rate of each competency.[8]

C1.-Goal Orientation

(X(Enthusiasm = “Outstanding”) = ((q1 (X, “A,B”) ^ (q2(X,”A”))) \(\land\) (q3(X,”A,B”)))\(\land\) (q4(X,”A”)) \(\land\) (q5(X,”A,B,C”)))

X(Enthusiasm = “Excellent”) = ((q1(X,”A,B”) \(\land\) (q2(X,”A”)) \(\land\) (q3(X,”A,C”)) \(\land\) (q4(X,”B”)) \(\land\) (q5(X,”A,B,C”)))

X(Enthusiasm = “Good”) = (((q1(X,”A,B”) \(\land\) (q2(X,”A”)) \(\land\) (q3(X,”A,C”)) \(\land\) (q4(X,”B”)) \(\land\) (q5(X,”A,B,C”))))

X(Enthusiasm = “Fair”) = (((q1(X,”C”) \(\land\) (q2(X,”A”) \(\land\) (q3(X,”A,C”)) \(\land\) (q4(X,”B”)) \(\land\) (q5(X,”A,B,C”))))

C2- Result Orientation

(X(Result Orientation= “Outstanding”) = ((q1 (X, “A,B”) ^ (q2(X,”A”))) \(\land\) (q3(X,”A,B”)))\(\land\) (q4(X,”A”)) \(\land\) (q5(X,”A,”B,C”)))

X(Result Orientation= “Excellent”) = ((q1(X,”A,B”) \(\land\) (q2(X,”B”)) \(\land\) (q3(X,”A,C”)) \(\land\) (q4(X,”B”)) \(\land\) (q5(X,”A,B,C”)))

X(Result Orientation= “Good”) = (((q1(X,”B,C”) \(\land\) (q2(X,”C”)) \(\land\) (q3(X,”B,D”)) \(\land\) (q4(X,”C”)) \(\land\) (q5(X,”A,C,D”))))

X(Result Orientation= “Fair”) = (((q1(X,”C”)) \(\land\) (q2(X,”C”)) \(\land\) (q3(X,”C”)) \(\land\) (q4(X,”D”)) \(\land\) (q5(X,”B,C,D”))))

C3-Coaching and Mentoring

X(Enthusiasm = “Outstanding”) = ((q1 (X, “A,B”) ^ (q2(X,”A”))) \(\land\) (q3(X,”A,B”)))\(\land\) (q4(X,”A”)) \(\land\) (q5(X,”A,B,C”)))

X(Enthusiasm = “Excellent”) = (((q1(X,”A,B”) \(\land\) (q2(X,”A”)) \(\land\) (q3(X,”A,C”)) \(\land\) (q4(X,”B”)) \(\land\) (q5(X,”A,B,C”))))

X(Enthusiasm = “Good”) = (((q1(X,”B,C”) \(\land\) (q2(X,”C”)) \(\land\) (q3(X,”B,D”)) \(\land\) (q4(X,”C”)) \(\land\) (q5(X,”A,C,D”))))

X(Enthusiasm = “Fair”) = (((q1(X,”C”) \(\land\) (q2(X,”C”)) \(\land\) (q3(X,”C”)) \(\land\) (q4(X,”D”)) \(\land\) (q5(X,”B,C,D”))))

C4- Enthusiasm

(X(Enthusiasm = “Outstanding”) = ((q1 (X, “A,B”) ^ (q2(X,”A”))) \(\land\) (q3(X,”A,B”)))\(\land\) (q4(X,”A”)) \(\land\) (q5(X,”A,B,C”)))

X(Enthusiasm = “Excellent”) = (((q1(X,”A,B”) \(\land\) (q2(X,”A”)) \(\land\) (q3(X,”A,C”)) \(\land\) (q4(X,”B”)) \(\land\) (q5(X,”A,B,C”))))

X(Enthusiasm = “Good”) = (((q1(X,”B,C”) \(\land\) (q2(X,”C”)) \(\land\) (q3(X,”C”)) \(\land\) (q4(X,”D”)) \(\land\) (q5(X,”A,C,D”))))

C5-Collaboration

X(Collaboration = “Outstanding”) = (((q1 (X, “A,B”) ^ (q2(X,”A”))) \(\land\) (q3(X,”A,B”)))\(\land\) (q4(X,”A”)) \(\land\) (q5(X,”A,B,C”)))

X(Collaboration = “Excellent”) = (((q1(X,”A,B”) \(\land\) (q2(X,”B”)) \(\land\) (q3(X,”A,C”)) \(\land\) (q4(X,”B”)) \(\land\) (q5(X,”A,B,C”))))

X(Collaboration = “Good”) = (((q1(X,”B,C”) \(\land\) (q2(X,”C”)) \(\land\) (q3(X,”B,D”)) \(\land\) (q4(X,”C”)) \(\land\) (q5(X,”A,C,D”))))

X(Collaboration = “Fair”) = (((q1(X,”C”) \(\land\) (q2(X,”C”)) \(\land\) (q3(X,”C”)) \(\land\) (q4(X,”D”)) \(\land\) (q5(X,”B,C,D”))))

C6-Socially relevant activities

X(Socially relevant activities = “Outstanding”) = (((q1 (X, “A,B”) ^ (q2(X,”A”))) \(\land\) (q3(X,”A,B”)))\(\land\) (q4(X,”A”)) \(\land\) (q5(X,”A,B,C”)))

X(Socially relevant activities = “Excellent”) = (((q1(X,”A,B”) \(\land\) (q2(X,”B”)) \(\land\) (q3(X,”A,C”)) \(\land\) (q4(X,”B”)) \(\land\) (q5(X,”A,B,C”))))

X(Socially relevant activities = “Good”) = (((q1(X,”B,C”) \(\land\) (q2(X,”C”)) \(\land\) (q3(X,”B,D”)) \(\land\) (q4(X,”C”)) \(\land\) (q5(X,”A,C,D”))))

X(Socially relevant activities = “Fair”) = (((q1(X,”C”) \(\land\) (q2(X,”C”)) \(\land\) (q3(X,”C”)) \(\land\) (q4(X,”D”)) \(\land\) (q5(X,”B,C,D”))))

C7-Guest management

X(Guest Management = “Outstanding”) = (((q1 (X, “A,B”) ^ (q2(X,”A”))) \(\land\) (q3(X,”A,B”)))\(\land\) (q4(X,”A”)) \(\land\) (q5(X,”A,B,C”)))

X(Guest Management = “Excellent”) = (((q1(X,”A,B”) \(\land\) (q2(X,”A”)) \(\land\) (q3(X,”B”) \(\land\) (q4(X,”B”)) \(\land\) (q5(X,”A,B,C”))))

X(Guest Management = “Good”) = (((q1(X,”B,C”) \(\land\) (q2(X,”C”)) \(\land\) (q3(X,”C”)) \(\land\) (q4(X,”D”)) \(\land\) (q5(X,”A,C,D”))))
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X(Guest Management = "Fair") = ((q1(X,"C,D") ^ (q2(X,"D") ^ (q3(X,"C,D") ^ (q4(X,"D") ^ (q5(X,"B,C,D"))

C8-Democratic values
X(Democratic Values = “Outstanding”) = ((q1 (X,"A,B") ^ (q2(X,"A")) ^ (q3(X,"A,B")) ^ (q4(X,"A") ^ (q5(X,"A,B,C"))
X(Democratic Values = “Excellent”) = ((q1(X,"A,B") ^ (q2(X,"B") ^ (q3(X,"B,D") ^ (q4(X,"C") ^ (q5(X,"A,C,D"))
X(Democratic Values = “Good”) = ((q1(X,"B,C") ^ (q2(X,"C") ^ (q3(X,"B,D") ^ (q4(X,"C") ^ (q5(X,"A,C,D"))
X(Democratic Values = “Fair”) = ((q1(X,"C,D") ^ (q2(X,"D") ^ (q3(X,"C,D") ^ (q4(X,"D") ^ (q5(X,"B,C,D"))

C9-Continuous learning
X(Continuous Learning = “Outstanding") = (((q1 (X,"A,B") ^ (q2(X,"A")) ^ (q3(X,"A,B") ^ (q4(X,"A") ^ (q5(X,"A,B,C"))
X(Continuous Learning = “Excellent") = ((q1(X,"A,B") ^ (q2(X,"B") ^ (q3(X,"B,D") ^ (q4(X,"C") ^ (q5(X,"A,C,D"))
X(Continuous Learning = “Good”) = ((q1(X,"B,C") ^ (q2(X,"C") ^ (q3(X,"B,D") ^ (q4(X,"C") ^ (q5(X,"A,C,D"))
X(Continuous Learning = “Fair”) = ((q1(X,"C,D") ^ (q2(X,"D") ^ (q3(X,"C,D") ^ (q4(X,"D") ^ (q5(X,"B,C,D"))

C10. Helping attitude
X(Helping attitude = “Outstanding”) =(((q1 (X,"A,B") ^ (q2(X,"A") ^ (q3(X,"A,B") ^ (q4(X,"A") ^ (q5(X,"A,B,C"))
X(Helping attitude = “Excellent") = ((q1(X,"A,B") ^ (q2(X,"B") ^ (q3(X,"A,C") ^ (q4(X,"B") ^ (q5(X,"A,B,C"))
X(Helping attitude = “Good”) = ((q1(X,"B,C") ^ (q2(X,"C") ^ (q3(X,"B,D") ^ (q4(X,"C") ^ (q5(X,"A,C,D"))
X(Helping attitude = “Fair”) = ((q1(X,"C,D") ^ (q2(X,"D") ^ (q3(X,"C,D") ^ (q4(X,"D") ^ (q5(X,"B,C,D"))

To achieve success pattern of an individual . The following answers are fixed for each questions. Which in Table 2.

TABLE 2. COMPETENCY SUCCESS PATTERN
The values A,B,C,D are replaced by 20,15,10,5 respectively. For example A,C is replaced by A+C and the value assigned to A and C is calculated as 20+15=35. The resultant table for an individual for various categories depicted in Table 3.

TABLE 3 COMPETENCY SUCCESS PATTERN VALUES
Success Pattern range is fixed for each category which is given in Table 4.

TABLE 4. INDIVIDUAL COMPETENCY CATEGORY.

<table>
<thead>
<tr>
<th>Success Pattern Range</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>131 -155</td>
<td>Outstanding</td>
</tr>
<tr>
<td>101-130</td>
<td>Excellent</td>
</tr>
<tr>
<td>071-129</td>
<td>Good</td>
</tr>
<tr>
<td>&lt;=70</td>
<td>Fair</td>
</tr>
</tbody>
</table>

The success pattern is calculated using the association rules and the individual competency arrived using Table 4.

V. RESULTS & DISCUSSIONS
Using the association rules framed, we identified the top competencies of an individual who can fit for a right job based on his/her skill. Job seekers fit for the right job and realize their aspirations of securing a job where they can show their skills and abilities. The Placement Cells to identify the Top Competencies of their students, assess the areas where the students require improvement, find core competencies needed for different job profiles and match the student's strengths to the right jobs.

The candidate has to pick up the option A,B,C,D & E for each question. The transaction table is constructed for each competency. The competency table for an individual is in Table 5.
TABLE 5. COMPETENCY TABLE OF AN INDIVIDUAL

<table>
<thead>
<tr>
<th>Comp/quest</th>
<th>q1</th>
<th>q2</th>
<th>q3</th>
<th>q4</th>
<th>q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>A,B</td>
<td>A</td>
<td>A,C</td>
<td>A</td>
<td>A,B,C</td>
</tr>
<tr>
<td>C2</td>
<td>A,C</td>
<td>A</td>
<td>A,B</td>
<td>A</td>
<td>A,C,D</td>
</tr>
<tr>
<td>C3</td>
<td>A,B</td>
<td>C</td>
<td>A,B</td>
<td>B</td>
<td>A,B,C</td>
</tr>
<tr>
<td>C4</td>
<td>A,B</td>
<td>D</td>
<td>C,D</td>
<td>A</td>
<td>A,B,C</td>
</tr>
<tr>
<td>C5</td>
<td>A,B</td>
<td>A</td>
<td>A,B</td>
<td>A</td>
<td>A,C,D</td>
</tr>
<tr>
<td>C6</td>
<td>C,D</td>
<td>A</td>
<td>A,B</td>
<td>A</td>
<td>A,C,D</td>
</tr>
<tr>
<td>C7</td>
<td>C,D</td>
<td>A</td>
<td>A,B</td>
<td>A</td>
<td>A,B,C</td>
</tr>
<tr>
<td>C8</td>
<td>B,C</td>
<td>A</td>
<td>C,D</td>
<td>D</td>
<td>B,C,D</td>
</tr>
<tr>
<td>C9</td>
<td>A,B</td>
<td>A</td>
<td>A,B</td>
<td>A</td>
<td>A,B,C</td>
</tr>
<tr>
<td>C10</td>
<td>B,C</td>
<td>A</td>
<td>A,B</td>
<td>A</td>
<td>A,B,C</td>
</tr>
</tbody>
</table>

The values of A,B,C,D are replaced by 20,15,10,5 respectively. The resultant table for an individual given in Table 6.

TABLE 6- COMPETENCY TABLE OF AN INDIVIDUAL WITH VALUES

<table>
<thead>
<tr>
<th>Comp/quest</th>
<th>q1</th>
<th>q2</th>
<th>q3</th>
<th>q4</th>
<th>q5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>35</td>
<td>20</td>
<td>30</td>
<td>20</td>
<td>45</td>
<td>150</td>
</tr>
<tr>
<td>C2</td>
<td>30</td>
<td>20</td>
<td>35</td>
<td>20</td>
<td>35</td>
<td>140</td>
</tr>
<tr>
<td>C3</td>
<td>35</td>
<td>10</td>
<td>35</td>
<td>15</td>
<td>45</td>
<td>140</td>
</tr>
<tr>
<td>C4</td>
<td>35</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>45</td>
<td>120</td>
</tr>
<tr>
<td>C5</td>
<td>35</td>
<td>20</td>
<td>35</td>
<td>20</td>
<td>35</td>
<td>145</td>
</tr>
<tr>
<td>C6</td>
<td>15</td>
<td>20</td>
<td>35</td>
<td>20</td>
<td>35</td>
<td>125</td>
</tr>
<tr>
<td>C7</td>
<td>15</td>
<td>20</td>
<td>35</td>
<td>20</td>
<td>45</td>
<td>135</td>
</tr>
<tr>
<td>C8</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>30</td>
<td>95</td>
</tr>
<tr>
<td>C9</td>
<td>35</td>
<td>20</td>
<td>35</td>
<td>20</td>
<td>45</td>
<td>155</td>
</tr>
<tr>
<td>C10</td>
<td>25</td>
<td>20</td>
<td>35</td>
<td>20</td>
<td>45</td>
<td>145</td>
</tr>
</tbody>
</table>

The total value for all ten competencies arrived is 1350. The average competency value of an individual from the table 6 is 135. Which falls under the category “Outstanding”. The compatibility percentage of the job profile is calculated which is in Graph 1.
The overall compatibility % of an individual is 87%. Top competencies show the best employability skills of an individual. They are not related to any job profile. Competencies, in general, are combinations of several personal patterns coming together to create specific abilities of the individual. They are interactive and not static. They may interact with other patterns and situations and can be consciously improved as the individual takes in more information in specific situations.

VI. CONCLUSION

The characteristics included are based on the basic patterns in personality which the person exhibits generally. This gives an idea how the person will interact in various situations. However, due to the influence of the interacting traits, the competency % may have some variations in the score.

Even when people get very high rating in certain competencies, the insufficiency of the complementary patterns or the interference of other patterns may result in ineffective responses. The tips given to candidates will caution them against such possibilities and encourage them to consistently focus on optimum performance.

If somebody is always finding faults, complaining and criticizing, we tend to avoid that person. But s/he sees first the problems and the mistakes. S/he can also be a great asset in identifying possible threats in strategic planning. this report does not measure/consider a candidate’s education, training, or work experience.

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