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REPORT ON THE COURSES
CONDUCTED EXCLUSIVELY FOR THE
WOMEN EMPLOYEES OF
KERALA WATER AUTHORITY

FEBRUARY AND MARCH 1999



S.P. Pearson
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Cochin

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Minutes of the 39th KWA TAC meeting 29/04/99

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Introduction and Background

Towards the end of 1994 a strong representation from some of the women employees of Kerala Water Authority (KWA) indicated a desire and perceived need from these employees for attention to be given to an enhancement of their positions within the Authority by the provision of training. It was also considered that by attending to their needs the effectiveness of the Authority would also be improved, a logical conclusion. The issue was presented to the Review and Support Mission (RSM) of the Royal Netherlands Embassy for their comments with an outcome which provided for an assessment of the actual training needs and later funds from the RSM budget.

The assessment of the need was entrusted to an expert in the field Vanita Mukherji and in strong consultation with the group requesting the training a group of four training areas were identified.

- ✓ Spoken English
- ✓ Basic Computer skills
- ✓ Stress Management
- ✓ Concealing

When the present Technical Liaison Officer (TLO) Mr. S.P.Pearson arrived in Kerala in July 1997 the status was as set out above. In discussion with the expert who had led the needs identification he decided that it was realistic to proceed with the process. However as a person having been involved with training for an extensive period he had concerns that the Full Training Needs of the KWA had not been investigated and updated since the Assessment made by NorthWest Water in 1991. This indicated that the requirements of a group within the Authority might not fit into the actual overall training needs of the Authority. This reservation remains BUT the success and clear advantageous outcomes seen having run the courses for the women have been recognised and it is intended to incorporate this positive attainment into any future full Training Needs Assessment.

The TLO had extensive discussions in December 1997 with the then Acting Managing Director of KWA to facilitate the running of the courses. It was made clear to the TLO that such courses must be made available to all women employees of KWA not just the initiating group. The reasons for this were very sound and the group who started the work agreed, as did the TLO. Progress was slow but due to the efforts of the Deputy Chief Engineer Training and the TLO Co-ordinator the courses started in February 1999. The full range of four courses were not undertaken as it was felt full benefit from a reduced number was possible whereas to attempt the full range would dilute the benefits. After consultation with as wide a range of people as feasible the choice of Basic Computer Skills and Stress Management was selected as the courses with which to proceed.

The TLO Co-ordinator

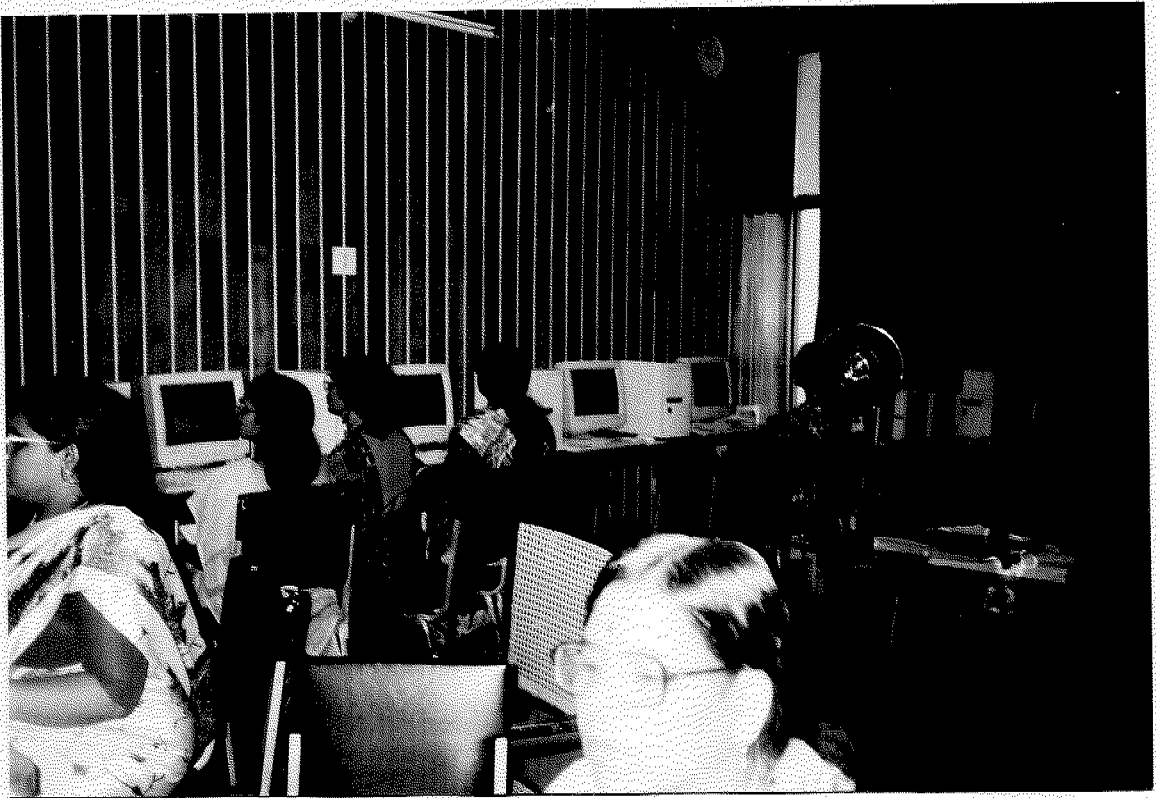
During the first few months of the TLO's appointment he had discussion with one of the local experts K.P. Achari engaged to work on the Vakom Anjungo Completion Assessment scheme and it was apparent Sri Achari was interested in the work of the KWA Training Centre. The TLO asked him to take on the task of co-ordinating the courses for the women, fortunately he agreed and much of the success of the programme is due to his efforts and dedication which was picked up and followed by officers of the KWA Training Centre.

The Courses

As detailed above there were two courses identified as being both in greater demand from the potential trainees and more suitable to meet the needs of the Authority, these were: -

1. Computer Awareness and Latest Version in Software Developments.

The aim of the courses being to give those with little or no knowledge / experience of computer usage, an introduction to the function and status of the computer in the modern world. The course to be conducted over 10 days with 20 hours of theory and 40 hours of practical application. The facilitating organisation, Lal Bhabadur Sastri Centre for Science & Technology (LBS), was selected as being one, which could supply the theory and the equipment at a suitable training ratio. Ten trainees were the numbers per course agreed providing one computer unit per trainee and an effective student staff ratio for both theory and practical sessions.



The syllabus consisted of the following -

Introduction to computers,

- Computers; Hardware; Software; Systems Software; Operating systems; MS Dos; some internal and external commands.
- MS Windows; Familiarisation of important features; General introduction to MS Office; Office manager; Office Shortcut bar.
- MS Word; Creating and working with documents; Formatting; Pre-viewing printing; Creating; Formatting tables; Introduction to AutoCorrect; Spelling correction; AutoText; Bookmark; Thesaurus; etc. Merge printing.
- MS Excel; Spreadsheets; Workbooks; Entering and Editing Data; Building Formulas; Introduction to features like Auditing; Goalseek; Paste special; Scenarios solver etc. Saving and Printing worksheets.
- MS Access
- Final examination.

2 Stress Management Course.

The “working woman” should perhaps be in many cases called the “Double or Triple Job Woman” as many have to run a household (a full time occupation by any standards) and deal with the stresses and strains of a “Full Time Job” outside the house. It was with this in mind the course was conducted to address if not solve the enigma.

The course consisted of two parts – first being five days of theory, demonstration and group discussion directed by the guidance of eminent and expert persons in the field. – The second being of a practical nature being a part time course spread over five months and consisting of Yoga and Meditation. (refer to Appendix 1)

The syllabus of the first part being as follows: -

- Introduction to stress and the Problems of Women.
- Psychological dimensions of Stress profile in Women.
- Development of Stress profile by Participation's.
- Building interpersonal relationships for stress management.
- Communication skills for stress management.
- Yoga and Meditation – Demonstration.
- Teamwork skills for stress management



- ❑ *Interaction with Medical personal*
- ❑ *Time management*
- ❑ *Relaxation stress control using help from nature*
- ❑ *Creativity and problem solving skills for stress management*
- ❑ *Development of action plan by the participants.*

Trainee numbers for the first part of the course were intended to be 20-25 with a range of professionals in the various fields conducting the topics. The second part to be arranged to supply the demand and requirements of the participants.

Location of the Courses

Both courses were to be conducted at locations within and throughout Kerala to meet the demand for the courses. The organisations chosen to conduct the courses had to be able to meet this requirement as a main objective!

Computer Awareness and Latest Versions in Software Developments.

- ❑ Two Courses at Trivandrum
- ❑ One Course each at Thrissur – Kozhikkode – Kannur.

Stress Management Course.

- ❑ One Course each at Trivandrum and Trissur.

Course Participants

As stated above the participants were to be from the Women Employees of KWA, and not selected from any particular group or organisation from within the assemblage of the women employees of KWA. The Co-ordinator for the TLO office assisted the training centre of KWA in the selection of trainees. The number of nominations received from throughout Kerala for the courses were:

Computer Awareness and Latest Versions in Software Developments.

293

Stress Management Course.

278

It is obvious that all nominees could not be accommodated but 52 benefited from the computer courses and 45 the stress management courses.

The interest shown by nominees from all parts of Kerala indicated the need, which was being met in part, to organise and run courses in many locations within Kerala.

Programme Commencement

The first of both courses started on 8th February 1999 with an Inauguration at Trivandrum by Professor Nabisa Ummal, a distinguished Malayalam writer, and Chairwoman of the Nedumangad Municipality and ex MLA. The event being attended by all the prominent Board Members and Management of KWA.

Course Evaluation

Without effective evaluation the running of courses may be a futile exercise. It is unfortunate that training needs audit of KWA is not available to determine the ways the courses run met, or did not meet the requirements of both the participants and Authority. This not being available it was decided to evaluate by running pre-tests at course commencement and post-test at conclusion. There was also continual review by the presenters during the course. A vital evaluation, which will also indicate the level of attitude change and direct application achieved following the course will be, conducted three to four months after the conclusion of the course.

It is noted that there is a strong indication in the post-test and appraisal of satisfaction with the organisation, presentation, course content, methodology of both courses from the Participants. This is naturally very subjective and only an indication of the actuality.

The natures of the courses are both very different and comparison is difficult. A stress management course may not provide an empirical and / or measurable achievement where as the Computer course is more amenable to measurement, or at least a clear indication as to whether or not the imparted knowledge was used. However the attached results are presented and are hoped to indicate fulfilment.

The undesignated assessment made of the ladies attending the Stress Management Course by qualified persons implied a high level of stress (in some cases, it seems, a dangerously high level). This condition was well beyond that which should be expected from this stratum of society. The results are to be presented to a meeting of

“Women in Development” being sponsored by the Royal Netherlands Embassy in Mysore in mid April 1999. The presenter Professor S. Chidambaram Iyer, it is hoped will indicate a level of anxiety which the issue should be given and indications as to cause and effect. He may also be able to propose methods of reduction if not alleviation. The data of this assessment is not included in this report but held in the TLO office and with the assessor.

Future Usage and Potential for Development

As already stated in this report the TLO Mr. Pearson had reservations as to the effectiveness of courses such as these as they were not run as a part of the whole training need of the organisation; however during the final stages of course development and implementation the interest of both women trainees and the Authority indicated probable success this proved to be correct.

The comments made by Professor Chidambaram Iyer in his report “Programme on Stress Management for Women Employees of KWA: Lessons Learned and Arising Issues” are attached to this report and the comments he makes on the assessment of the trainees makes for interesting and informative reading.

The experience encountered during the Computer Training Course will be an asset upon which this aspect of Training Needs Assessment for KWA can be formed. The KWA having now given its approval and strong support to the implementation of Training Needs Assessment and the appointment of an AE to work with the TLO team is expected soon. (Please refer to the minutes of the training advisory Committee {TAC} meeting 29th May item No. 4 - Appendix 2).

The stress levels indicated during the Stress Management Course may apply to not only women but their particular dilemmas may require to continue to be addressed in a forum or training medium uniquely for women. (This may also equally apply to men!)

It is pleasing and hopefully effective to see that a continuation of the above type of targeted training, perhaps expanded to other topics, is being addressed by the TAC meeting 29/04/1999 (item No.19 – Appendix 2). There is a positive interest from within KWA officers and a strong demand from the target group. I, as TLO, hope that this opportunity will be taken and utilised by KWA.

Programme on Stress Management for Women Employees of KWA: Lessons Learned and arising issues

S.Chidambara Iyer

Introduction

In Psycho-Physiology stress refers to that stimulus which results in a distinct strain that cannot be accommodated by the body and hence, eventually presents itself in impaired health and or behaviour. Three types of approaches have been adopted in researches on stress. The first category of researchers regard stress, as an external force operating on an individual which is perceived as a threat. The second category of researchers feel that stress should be conceived of as an organism's response to internal and external processes that go beyond the limits of its physical, psycho-physiological and integrative capacities. The third category of researchers feels that stress involves an interaction of the person and the environment. It begins with the environmental demands or opportunity for a person to behave and ends with the person's response to that demand or opportunity.

The common connotation which the term stress has acquired is a negative one; something which should be avoided. Recently, the researchers have started feeling that moderate amount of stress is not only essential but also desirable for effectiveness and improvement. They feel that it is natural and healthy to maintain an optimal level of stress and believe that success, achievement and high productivity call for optimum amount of stress. A reasonable level of stress is positively related to job satisfaction and improvement and a high level of stress is found to be responsible for poor performance and physical and psycho-physiological disorders.

All human beings are under mental or physical stress to different levels or degrees all the time they are awake. A minimum amount of stress is essential to motivate people for action. However, when stress exceeds certain threshold levels and or the existence of certain specific types of stress can create problems to individuals. Not only does it affect the mental peace and happiness of the individual, but it affects the person physically also in a variety of ways. It is said that hypertension, heart problems, loss of appetite, colon disorders, aches and pains of the head and the spine, tiredness and weariness etc. are linked to the stress in the individual.

The Karala Water Authority, supported by the Netherlands Government has recently embarked on an effort to organise inputs to Women employees of KWA in regard to stress management as well as computer education. Two of the Stress Management programmes were organised by the author. This write up is intended to share the lessons learned and the issues arising out of the two programmes.

Women, especially working women are placed in situations day in day out which may lead to high stresses, since they have to manage simultaneously the home as well as their work situation. At home, during periods of child bearing or child rearing, when

husband or children or the parents or the in laws are sick, the strains on working women are very heavy. At work, the problems may be due to male domination, unhelpful boss, jealous colleagues, lack of skills and knowledge for the job, poor time management capabilities, poor skills in interpersonal relations and teamwork, dysfunctional value systems, etc. Financial problems, scarcity of essential commodities, poor quality of services and products, wastage disposal, neighbours, inability to assert one's rights etc. are also sources of potential stress.

A list of references on stress research and stress management is given in Annexure I.

Whether a person placed in a potentially stress producing situation will actually become stressed to undesirable levels will depend upon the mental make up which enables the person to cope with the situation. While stress-producing situations cannot be altogether avoided, a person's capability to cope with the situations in a balanced manner can be improved through inputs to the person to make him strong in mind and confident. The main purpose of the five days' programmes was to provide women employees of KWA an opportunity to take time off from work, reflect upon and identify their levels of stress and possible causes and to receive guidance from experienced persons how to manage stress.

The objectives of the programmes were as follows:

- (6) To provide an off-the-work platform for women employees of KWA for introspection into their stress patterns and levels and identify possible causes
- (7) To create an opportunity for participants to gain insights on the value of controlling stress by:
 - ◆ Understanding the phenomenon of stress
 - ◆ Improved communication and assertive skills
 - ◆ Improved interpersonal relationship skills
 - ◆ Transactional analysis capability
 - ◆ Use of emotional intelligence and reduction of anger
 - ◆ Problem solving abilities
 - ◆ Time management skills
 - ◆ Development of values and ethics suited to profession
 - ◆ Holistic perspectives and meditation
 - ◆ Mind control and yoga techniques
 - ◆ Gender specific issues and problems of women in organisations
- (8) To create an occasion for participants to interact with practicing medical experts on problems of child bearing, child rearing, general health problems etc., which are potential sources of stress in women.
- (9) To introduce the participants to some of the traditional approaches to stress management such as yoga and meditation
- (10) To enable participants to develop an action plan for stress management at work and at home.

The two programmes were organised as a kind of exploratory research cum omnibus inputs bearing on some issues relating to the incidence and management of stress among the women employees of KWA.

The objectives, design and scheduling of the two programmes are explained in Annexures 2 & 3. The programmes were not based on any previous studies and were input oriented in the sense that certain behavioural patterns and general life management tools and techniques were imparted. However, the opportunity was utilised to gather some data relating to the dispositions and behavioural patterns of the participants which may have bearing on their stress patterns and coping behaviour. An attempt is made in this write up to analyse the data gathered and present the findings and to suggest some future courses of action in the light of the findings.

Data Collection and analysis

In the course of interaction with the participants during the two training programmes, certain profiles of the participants were gathered by administering structured questionnaires

After discussion of the definition and general perceptions relating to stress, the participants were requested to introspect on whether they feel stressed and if so in which aspects of their life, such as organisational, career related, relationships oriented, outside work, and internal stressors. The participants were asked to respond on a 4 to 0 scale, a score of 4 if the particular aspect is most likely to cause stress to the individual and 0 score meaning lowest likelihood. A copy of the format used is given in Annexure 4. An analysis of the responses is given below:

Category	Engineers	Fin. Offs.	Adm. Offs.	Fin. Staff	Adm. Staff	Engg. Staff	Total
No. of Respondents	17	1	7	0	13	8	46
Responses with one or more Causes of stress	8	1	3	0	8	4	25

The differences among the different categories are not found to be statistically significant. The number of causes creating stress in the responses varied from 0 to 8. However one interesting finding is that all those who have indicated more than four causes of stress belong to the category of administrative staff (6 Nos.)

An age-wise analysis in three categories, less than 40, 41-50, and greater than 50 also does not reveal any significant differences.

The following data are tabulated in Annexure 5:

1. Respondent No.
2. Category of employee
 1. Engineers
 2. Finance officers
 3. Administrative officers
 4. Finance staff
 5. Administrative staff
 6. Engineering staff

- 4
3. Response for questionnaire(Annexure 4) on 'Causes of Stress', 3 or above
 4. Total score on questionnaire(Annexure 6) 'Are you a habitual complainer?'
 5. Total score on questionnaire(Annexure 7) 'How vulnerable are you to stress?'
 6. Total score on questionnaire(Annexure 8) 'Know yourself' relating to Assertive behaviour

Statistical analysis reveals no significant differences among different categories. Neither are there any trends for these scores in relation to the number of causes of stress.

Two other inventories used were the FIRO-B (Annexure 9) relating to interpersonal behavioural styles and the 'EGOGRAM' (Annexure 10) relating to egostate characteristics of the participants.

FIRO-B and EGOGRAM scores of the respondents are given in Annexure 11.

It can be seen that no specific linkages between stress (as indicated by the response to the questionnaire on 'Causes of Stress') and these scores are readily discernible.

As already stated, two training programmes were conducted, first one at Trivandrum and second one at Trichur. In the second programme, the participants were requested to respond to two more questionnaires, one on assessing their personality types as 'A' type and 'B' type (Annexure 12) and the other (Annexure 13) in measuring the stress levels on such dimensions as self-role distance, role conflict, role overload etc. This latter questionnaire has 30 questions to be scored from 0 to 5. Those who score 100 and above can be categorized as highly stressed; those scoring between 80-100 can be categorized as moderately stressed. Those below 80 can be classified as having low stress. However no specific and recognisable links between stress levels and personality types or with other scores emerge.

An interesting finding is that all those who are moderately or highly stressed (6 persons moderately stressed and one highly stressed) belong to the administrative officer level personnel.

Recommendations

Since no clear linkages among the data gathered and the stress levels could be established, (The total size of the respondents is 46. May be by gathering data from two more programmes could lead to the emergence of some clear indications) the following suggestions are made based on the analysis of scores under the different inventories as also the feel generated by interaction with the participants.

1. 45% of the respondents have one or more causes for stress. In some cases as many as eight factors are perceived as causing stress. Since it has not been possible to establish clear linkages between personality dispositions and stress, the reduction of stress in such cases can be achieved only through counselling.

Women are employed in large proportions in the Secretariat, Education Department, Health Services Department, Electricity Board etc. also. It is desirable that these organisations make arrangements to provide counselling services to women employees who volunteer to take such services. Of course, such counselling should be preceded by short training programmes to sensitise the women employees regarding

the benefits of counselling as also to give the employees an opportunity for introspection on their stress levels and possible causes. A two days' training would be sufficient for this. The organisations concerned also may also benefit from reduced absenteeism, more concentrated attention on work etc.

2. During the interaction with the participants, a few possible common causes of stress got revealed. These are:
 - i. During the period when children are young and have to be looked after closely. Most of the participants felt that provision of crèche in the work places could greatly reduce the anxieties and stress of young working women.
 - ii. The average age range of the participants was about 45. Almost all the participants appreciated the inputs and interaction provided by a lady gynecologist. Periodic inputs in the form of half-day lecture cum discussions followed by individual counselling could therefore be of great relevance. The resource persons have however, to be identified properly. Lady doctors with good experience as also good communication abilities in Malayalam and who are patient and with good listening habits need to be identified.
 - iii. Housing for employees is provided by only very few organisations. Many women come to their work places by travelling during peak periods after sending children to school, cooking for the day etc. In the process of such travel there are also instances of sexual harassment. Some forms of flexitime concepts may solve the problem to some extent.
3. As much as one third of the respondents have a score of 15 or more on the questionnaire relating to 'Are you a habitual complainant'. Almost 80% have score above 10. This could be one factor producing or aggravating stress. Developing attitudes of positive thinking, counting one's blessings, learning to enjoy things around, desisting from comparisons with others etc. could reduce complainant behaviour score. Half-day training programmes, picnics to places of natural beauty etc. could be organised periodically.
4. About 75% of the respondents have scores of 30 or above against the questionnaire on 'know yourself' relating to assertive behaviour. This shows that submissive behaviour prevails among women employees, except among a minority. The absence of assertion could lead to exploitation and can lead to avoidable stresses. Trainings and workshops on assertiveness could be of use in generating assertive behaviour.
5. The responses to the questionnaire on 'How vulnerable are you to stress?' show that many of the respondents could be advised to follow all or some of the following commonsense approaches to relieving of stress:
 - i. Regular physical exercise
 - ii. Taking quiet time for oneself every day
 - iii. Sharing worries and feelings with close friends
 - iv. Doing something for fun occasionally
 - v. Better time management

In this context, one tool or technique which combines the benefits of most of the above is yoga and meditation. All the participants appreciated the sessions

on yoga and meditation and suggested that they should have opportunities for further coaching. Organisations could make arrangements in the premises of the workplaces themselves to provide yoga and meditation training.

6. Responses to FIRO-B questionnaire reveal that a few of the respondents have some interpersonal behavioural problems such as mismatch between expressed and wanted inclusion and affection. A few introverts could also be identified. Some of the participants had high 'dependency'. How far these contribute to stress cannot be easily identified except through a time consuming counselling exercise. In the counselling services suggested under item 1 above one element could be to make women employees conscious about effective interpersonal styles.
 7. Responses to 'egogram' questionnaire reveal certain ego state fixations among some of the respondents. High critical parent ego and low adult ego are seen among some of the respondents. Again only through counselling ego state modifications can be achieved.
 8. The responses to the questionnaire on stress inventory reveals that some of the participants have some or all of the above problems:
 - i. Self-role distance
 - ii. Role stagnation
 - iii. Role conflict
 - iv. Role overload
 - v. Lack of cohesiveness/supervisory support
- Again, counselling with feedback sessions after implementing possible solutions could only be the best approach to deal with the above problems.
9. Time management training may help some of the respondents who have feelings of role overload. In the case of quite a few of the participants, it was revealed during discussions that they are finding it difficult to fill in time available and are getting habituated to whiling away time before the T.V. Some training on development of hobbies and interests, which could bring in sense of accomplishment, is indicated for such people.
 10. One aspect, which the group of engineers among the participants pointed out, is that in the name of helping lady employees, they are denied the opportunities for job rotations available to male employees. It may be true that in times of child bearing or child rearing, some women may have tried to influence the organisation to prevent job rotations. But this does not mean that they should be kept out of the mainstream always. The same rules of transfer for males can be applied to ladies also, except in special circumstances.
 11. One notable attitudinal disposition of the participants was that they were not receptive of 'feminism' ideas presented by some of the resource persons. The ideal role perceived by most of them is that of a nurturing mother responsible for managing the home as well as effectively carrying on the job. Their main expectation is that their husbands and children would help them in looking after children and also in some of the housework, though they often find that both these are not done by males

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12. Some of the participants were under stress and strain due to tragedies in their life such as loss of child or husband, separation from husband etc.
 13. Discussions on how far values and ethics affect stress levels were much appreciated. Some suggestions, which were discussed, are given in Annexure 14 and 15. In this context the book on 'Don't sweat the Small Stuff... and it is all Small Stuff' by Dr. Richard Carlson, Hyperion, 1997, provided a good base.
 14. The participants expressed the view at the end of the programme that such programmes should be available to all women employees so that they get a framework of thinking and action for dealing with stress. One observation by participants with low stress was that many things, which they had applied by common sense to deal with stress, get placed within certain frameworks like solving a jigsaw puzzle. These observations could lead to a hypothesis that apart from specific tools and techniques to deal with stress, it is also important to develop in participants a mental foundation of values and ethics to deal with stress.
 15. As already pointed out, the sample size from which conclusions have been drawn is small and much further research needs to be done. Probably the following pattern could be adopted:
 - i. Send a letter to all women employees explaining the concept and management of stress and ascertain whether they would like to participate in workshop like training on stress management. In case they are willing they may be asked to fill up a stress inventory while communicating their willingness. These may then be studied and the respondents categorised. Training programmes may then be organised to meet the requirements of people with different forms of stress. Some of the programmes, which would be relevant and likely to be effective, have already been discussed in 1 to 9 above.

Annexure 1

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Annexure 2

Programme on Stress Management for Women Employees of KWA

Introduction

All human beings are under mental or physical stress to different levels or degrees all the time they are awake. A minimum amount of stress is essential to motivate people for action. However, when stress exceeds certain threshold levels and or the existence of certain specific types of stress can create problems to individuals. Not only does it affect the mental peace and happiness of the individual, but it affects the person physically also in a variety of ways. It is said that hypertension, heart problems, loss of appetite, colon disorders, aches and pains of the head and the spine, tiredness and weariness etc. are linked to the stress in the individual.

Women, especially working women are placed in situations day in day out which may lead to high stresses, since they have to manage simultaneously the home as well as their work situation. At home, during periods of child bearing or child rearing, when husband or children or the parents or the in laws are sick, the strains on working women are very heavy. At work, the problems may be due to male domination, unhelpful boss, jealous colleagues, lack of skills and knowledge for the job, poor time management capabilities, poor skills in interpersonal relations and teamwork, dysfunctional value systems, etc. Financial problems, scarcity of essential commodities, poor quality of services and products, wastage disposal, neighbours, inability to assert one's rights etc. are also sources of potential stress.

Whether a person placed in a potentially stress producing situation will actually become stressed to undesirable levels will depend upon the mental make up which enables the person to cope with the situation. While stress-producing situations cannot be altogether avoided, a person's capability to cope with the situations in a balanced manner can be improved through inputs to the person to make him strong in mind and confident. The main purpose of the proposed five days' programme is to provide women employees of KWA an opportunity to take time off from work, reflect upon and identify their levels of stress and possible causes and to receive guidance from experienced persons how to manage stress.

Objectives

- (1) To provide an off-the-work platform for women employees of KWA for introspection into their stress patterns and levels and identify possible causes
- (2) To create an opportunity for participants to gain insights on the value of controlling stress by:
 - ◆ Understanding the phenomenon of stress
 - ◆ Improved communication and assertive skills
 - ◆ Improved interpersonal relationship skills

- ◆ Transactional analysis capability
 - ◆ Use of emotional intelligence and reduction of anger
 - ◆ Problem solving abilities
 - ◆ Time management skills
 - ◆ Development of values and ethics suited to profession
 - ◆ Holistic perspectives and meditation
 - ◆ Mind control and yoga techniques
 - ◆ Gender specific issues and problems of women in organisations
- (3) To create an occasion for participants to interact with practicing medical experts on problems of child bearing, child rearing, general health problems etc., which are potential sources of stress in women.
 - (4) To introduce the participants to some of the traditional approaches to stress management such as yoga and meditation
 - (5) To enable participants to develop an action plan for stress management at work and at home.

Programme Methodology

Each topic will be introduced in a lecture cum discussion. This will be followed by exercises or role-plays or case studies or syndicate discussions, as the case may be to generate simulated experience in the participants. Yoga and meditation demonstrations and practice sessions will also be included.

Resource Persons

The programme will be co-ordinated and directed by Prof. S. Chidambara Iyer, (formerly Professor, Institute of Management in Government, Trivandrum), Management Consultant, Trivandrum, assisted by Sri. P.R. Chadaga, Former Chairman, ISTD, Trivandrum Chapter

- The other resource persons whom we are trying to bring in the programme are:
- Smt. Padma Ramachandran, Former Director, L.M.G., Trivandrum and former Vice Chancellor, Baroda University
 - Smt. Sindhuja Varma, Executive Officer & Lecturer, Nirmithi National Institute Of Habitat Management, Trivandrum
 - Smt. Santha Devi, Principal(Retd.), N.S.S. Womens' College, Trivandrum
 - Dr. Elizabeth Ipe, Trivandrum
 - DR. Rajamma Rajan, Trivandrum
 - Sri. P.N. Subramoniam, D.G.M., C.M.S., V.S.S.C., Trivandrum

Annexure 3

Programme on Stress Management for Women Employees of KWA

Venue: Lecture Hall attached to the Water Quality Sub Division, KWA,
Kizhakkumpattukara, Trichur (2 Km. From town in the road to Palghat)

Session Schedule

Session I	10.00 a.m. to 11.15 a.m.
Session II	11.30 a.m. to 1.00 p.m.
Session III	1.45 p.m. to 3.15 p.m.
Session IV	3.30 p.m. to 5.00 p.m.

Day I (02/03/99)

Session I	Registration, Introduction, Inauguration, Familiarisation	SCI
Session II	Role & Psychological dimensions of stress in Women	NJ
Session III	Place of Assertiveness in dealing with stress	NJ
Session IV	Development of Stress Profile by participants	SCI

Day II (03/03/99)

Session I	Building interpersonal relations skills for stress management	OM
Session II	Communication Skills for stress management	OM
Session III	Gender Issues & Problems of Women in Organisations	MM
Session IV	Creativity & Problem Solving Skills for stress management	SCI

Day III (04/03/99)

Session I	Interaction with medical experts	Guest Faculty
Session II	Team Work skills for stress management	SCI
Session III	Yoga and Meditation: Demonstration & exercises	CD
Session IV	-----do-----	CD

Day IV (05/03/99)

Session I	Understanding Transactional Analysis for Stress Management	PRC
Session II	Use of Emotional Intelligence for Stress Management	PRC
Session III	Field trip to a place of scenic beauty. Relaxation and stress control using help from nature	PRC PRC
Session IV	-----do-----	

Day V (06/03/99)

Session I	Time Management for controlling stress	PRC
Session II	Effect of Common Assumptions on stress management	PRC
Session III	The place of values & ethics for stress management	SCI
Session IV	Development of Action Plan by participants Evaluation Valediction	

SCI	S.Chidambara Iyer	OM	Oommen Mathew
PRC	P.R. Chadaga	MM	Mary Matilda
NJ	Neena Joseoh	CD	Chanchala Davis

CAUSES OF STRESS

Annexure

174
4

Instructions :

Study each statement and rate it from 4 to 0 as follows :

- A score of 4 means it is highly likely to cause you stress.
- A score of 3 means it is quite likely to cause you stress.
- A score of 2 means 'in between'/'don't know'.
- A score of 1 means it is fairly unlikely to cause you stress.
- A score of 0 means it is very unlikely to cause you stress.

Place your score in the space provided.

Areas of Stress :

1. ORGANISATION: The organisation in which I work evokes negative stress because:

- a — of frustration resulting from 'red tape';
- b — there are constant changes in the organization;
- c — the organisation operates at a fast pace to keep ahead of competitors;
- d — the organisation operates in a customer-oriented environment.

2. JOB: The job I currently undertake is stressful because:

- a — the amount of work is inappropriate ((either too much or too little);
- b — I am required to take frequent decisions ;
- c — I frequently need to meet deadlines ;
- d — I am required to manage others or take responsibility for the lives of others.

3. CAREER: My current career causes me stress because :

- a — I feel my needs are not being met;
- b — I lack clear goals;
- c — I have reached the ceiling in my present job;
- d — I lack the ability to do the job.

4. RELATIONSHIPS: Relationships create stress in my life, in particular those with:

- a — superiors;
- b — subordinates;
- c — colleagues;
- d — family and/or friends.

5. OUTSIDE WORK: Family pressures cause me stress, in particular:

- a ---- I experience conflict between work and home demands;
- b ---- I have excessive demands from immediate family/relatives;
- c ---- I have difficulty meeting my financial commitments.

6. INTERNAL STRESSORS : I feel I experience stress which is self-generated because:

- a ---- I set unrealistically high standards and goals for myself;
- b ---- I fear appearing foolish or incompetent to others or am driven by a fear of failure;
- c ---- I have a negative view of myself which generates tension
- d ---- I have certain needs within me which remain unsatisfied;
- e ---- I seem unable to manage myself and my time and/or fail to attend to my wellbeing.

Now transfer your scores to the summary table.

SUMMARY TABLE : CAUSES OF STRESS

1. Organization

- a ----
- b ----
- c ----
- d ----

2. Job

- a ----
- b ----
- c ----
- d ----

3. Career

- a ----
- b ----
- c ----
- d ----

4. Relationships

- a ----
- b ----
- c ----
- d ----

5. Outside work

- a ----
- b ----
- c ----
- d ----

6. Internal stressors

- a ----
- b ----
- c ----
- d ----

ANNEXURE 5

Responses to Questionnaires (Annexures 4,6,7 & 8) by Participants

Respondent No.	Category	>=3	Comp score	vulner score	Assert
1	1	0	20	21	31
2	2	2	15	18	38
3	1	3	15	5	43
4	1	3	15	18	38
5	1	4	10	19	37
6	1	2	15	25	32
7	1	4	14	2	38
8	5	5	18	23	33
9	3	1	na	na	
10	5	8	15	17	41
11	5	8	13	24	51
12	1	4	13 na		41
13	1	0	12	16	31
14	3	0	13	12	25
15	1	0	15 na		30
16	3	4	14	23	33
17	1	0	18	5	38
18	1	1	na	na	
19	1	0	na	na	
20	1	0	11	8	23
21	3	0	13	18	38
22	1	0	18	0	38
23	6	2	19	14	32
24	5	1	na	na	
25	1	0	14	13	31
26	5	8	14	19	31
27	5	0	8	27	33
28	6	1	na	na	
29	6	1	12	13	27
30	6	0	13	10	38
31	5	0	19	28	32
32	3	0	15	9	33
33	3	1	15	28	33
34	1	3	12	5	38
35	5	7	15	18	47
36	1	4	22	30	49
37	6	0	13	21	31
38	5	5	17	18	37
39	6	3	12	4	29
40	6	0	11	13	30
41	5	0	18	28	38
42	5	0	13	14	31
43	3	0	18	21	34
44	5	1	14	18	40
45	6	0	13	8	27
46	5	0	12	19	37

A Y A H C

CAN I HAVE YOUR RESPONSES PLEASE?

1. Regarding the weather, do you:
 - (a) fuss often because it is too hot, too cold, etc?
 - (b) never comment?
 - (c) mention the beautiful days?
2. At meal times, do you:
 - (a) usually eat with enthusiasm?
 - (b) pick around, leaving some things uneaten?
 - (c) openly announce your displeasure with the food?
3. Do you secretly (or openly) state that you:
 - (a) are a victim of misfortune?
 - (b) have the usual number of bad breaks?
 - (c) are a fortunate person?
4. Do you feel those with whom you live or work are:
 - (a) superior to you?
 - (b) about your equal?
 - (c) contribute to your betterment and happiness in one way or another?
5. Physically, are you:
 - (a) plagued with ailments which you talk about?
 - (b) sometimes ill, but keep your problems to yourself?
 - (c) generally in a fit condition?
6. When you go to your dressing room to select clothing, do you feel:
 - (a) happy about your wardrobe?
 - (b) that you have nothing to wear?
 - (c) that some of your clothing need minor care or alteration?
7. When you compare your life with others, do most people seem to have:
 - (a) a better life than yours?
 - (b) about the same number of basic problems?
 - (c) a less fortunate lot in the world?

8. Do you consider yourself

- (a) outspoken?
- (b) a person who converses easily?
- (c) the silent, critical type?

9. Of the three, which is your favourite color.

- (a) red?
- (b) grey?
- (c) yellow?

10. In one minute make two separate lists, on one list the good things that have happened to you today, on the other list the bad things that have happened.

Good Things	Bad Things

CMH/BC

ARE YOU A HABITUAL COMPLAINER?
(SCORE SHEET)

DIRECTIONS : Award points to your responses for item nos.
1 - 9 based on the following criterion.

Item No.	Responses		
	(a)	(b)	(c)
1	3	2	1
2	1	2	3
3	3	2	1
4	3	2	1
5	3	2	1
6	1	3	2
7	3	1	2
8	3	1	2
9	1	3	2

Add the points for items nos. 1-9. From this figure, subtract the no. of good things and then add the number of bad things. What you have got now is your Total Score. Enter it in the box provided below:

Total Score

Annexure 7

HOW VULNERABLE ARE YOU TO STRESS?

1. I eat at least one hot, balanced meal a day.
2. I get seven to eight hours sleep at least four nights a week.
3. I give and receive affection regularly.
4. I have at least one relative within 50 miles on whom I can rely.
5. I exercise to the point of perspiration at least twice a week.
6. I smoke less than half a pack of cigarettes a day.
7. I take fewer than five alcoholic drinks a week.
8. I am the appropriate weight for my height.
9. I have an income adequate to meet basic expenses.
10. I get strength from my religious beliefs.
11. I regularly attend club or social activities.
12. I have a network of friends and acquaintances.
13. I have one or more friends to confide in about personal matters.
14. I am in good health (including eyesight, hearing, teeth)
15. I am able to speak openly about my feelings when angry or worried.
16. I have regular conversations with the people I live with about domestic problems. Eg. chores, money and daily living issues.
17. I do something for fun at least one week.
18. I am able to organise my time effectively.
19. I Drink fewer than three cups of coffee (or tea) a day
20. I take quiet time for myself during the day.

Source: Test developed by Mr Iyle H. Miller and Alma Bell Smith at Boston University Medical Centre.

Instructions: Score each item from 1 (almost always) to 5 (never) according to how much of the time each statement applied to you.

To get your score, add up the figures and subtract 20. Any number over 30 indicates a vulnerability to stress. You are seriously vulnerable if your score is between 50 and 75 and extremely vulnerable if it is over 75.

Look at each statement carefully, consider how much you agree or disagree with the statement and check the box that best represents you.

		Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1	If I go to a shop and look around for goods for a long time and, particularly when a large number of goods have been shown to me, I buy something (even if I don't like anything) because otherwise it would be embarrassing and discourteous					
2	I have difficulty in starting conversation with a stranger					
3	I find it difficult to criticise a person on his face					
4	I find it difficult to praise someone on his face					
5	I often feel that my friends and subordinates exploit me because of my good nature					
6	When I am waiting in a queue and find someone is breaking the queue I find it difficult to interfere and question that person					
7	I often feel 'I should have said that' after something has been said					
8	I find it difficult to say 'no' to a friend even when he/she makes an unreasonable request					
9	I would prefer to bear with some inconvenience than to create a scene by questioning someone who is inconveniencing me					
10	When I find a workman is dodging/shirking work, I find it easy and comfortable to do the work by myself than to ask him and get into an argument					

		Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
11	When I interact with my superiors, particularly when I receive job instructions from them, I find it difficult to ask questions, seek clarifications and to demand greater knowledge regarding 'why' those instructions have been given					
12	I think I do not have a right to make mistakes and therefore feel very guilty before my superiors whenever I make a mistake eventhough it was not because of any wilful negligence					

Scoring

Add the number of check marks in each column and list the totals as indicated. Computer your score by multiplying by the factor given.

Strongly Agree _____ x 5 = _____

Agree _____ x 4 = _____

Neutral _____ x 3 = _____

Disagree _____ x 2 = _____

Strongly Disagree _____ x 1 = _____

Overall Total _____ = _____

cm1firob

FIRO-B QUESTIONNAIRE

Directions: This questionnaire is designed to explore the typical ways you interact with people. There are, of course, no right or wrong answers; each person has his own ways of behaving.

Sometimes people are tempted to answer questions like these in terms of what they think a person should do. This is not what is wanted here. We would like to know how you actually behave. Some items may seem similar to others, however, each item is different, so please answer each without regard to the others. There is no time limit, but do not debate long over any item.

For each statement below, decide which of the following answers best apply to you. Place the number of the answer in the box at the left of the statement. Please be as honest as you can.
1. Usually 2. Often 3. Sometimes 4. Occasionally 5. Rarely 6. Never

	1. I try to be with people		9. I try to include other people in my plans
	2. I let other people decide what to do		10. I let other people control my actions
	3. I join social groups		11. I try to have people around me
	4. I try to have close relationships		12. I try to get close and personal with people
	5. I tend to join social organisations when I have opportunity		13. When people are doing things together I tend to join them
	6. I let other people strongly influence my actions.		14. I am easily led by people
	7. I try to be included in informal social activities.		15. I try to avoid being alone
	8. I try to have close personal relationships with people		16. I try to participate in group activities

For each of the next group of statements(17 to 40), choose one of the following answers:

1. Most people 2. Many people 3. Some people 4. A few people

5. One or two people 6. Nobody

	17. I try to be friendly to people		23. I try to get close and personal with people
	18. I let other people decide what to do		24. I let other people control my actions
	19. My personal relations with people are cool and distant		25. I act cool and distant with people
	20. I let other people take charge of things		26. I am easily led by people
	21. I try to have close relationships with people		27. I try to have close and personal relationships with people
	22. I let other people strongly influence my actions		28. I like people to invite me to things

29. I like people to act close and personal to me	35. I like people to act cool and distant toward me
30. I try to influence strongly other people's actions	36. I like to have other people do things the way I want them done
31. I like people to invite me to join their activities	37. I like people to ask me to participate in their discussions
32. I like people to act close toward me	38. I like people to act friendly toward me
33. I try to take charge of things when I am with people	39. I like people to invite me to participate in their activities
34. I like people to include me in their activities	40. I like people to act distant toward me

For each of the next group of statements (41- 54) choose one of the following answers:

1. Usually 2. Often 3. Sometimes 4. Occasionally 5. Rarely 6. Never

41. I try to be the dominant person when I am with people	48. I like people to include me in their activities
42. I like people to invite me to things	49. I like people to act close and personal to me
43. I like people to act close toward me	50. I try to take charge of things when I am with people
44. I like to have other people do things I want done	51. I like people to invite me to participate in their activities
45. I like people to invite me to join their activities	52. I like people to act distant toward me
46. I like people to act cool and distant toward me	53. I try to have other people do things the way I want them done
47. I try to influence strongly other people's actions	54. I take charge of things when I am with people

SCORE SHEET : FRO-B

INSTRUCTIONS:

Please tick mark on the item numbers, where your response falls within the ones indicated against each. You will find that the item numbers are grouped into six clusters. Add the number of tick marks in each cluster and enter the totals in the respective boxes.

EI		EC		EA	
Item No.	Response	Item No.	Response	Item No.	Response
1	1-2-3	30	1-2-3	4	1-2
3	1-2-3-4	33	1-2-3	8	1-2
5	1-2-3-4	36	1-2	12	1
7	1-2-3	41	1-2-3-4	17	1-2
9	1-2	44	1-2-3	19	4-5-6
11	1-2	47	1-2-3	21	1-2
13	1-2	50	1-2	23	1-2
15	1	53	1-2	25	4-5-6
16	1	54	1-2	27	1-2

	I	C	A
E			
W			

WI		WC		WA	
Item No.	Response	Item No.	Response	Item No.	Response
28	1-2	2	1-2-3-4	29	1-2
31	1-2	6	1-2-3-4	32	1-2
34	1-2	10	1-2-3	35	5-6
37	1	14	1-2-3	38	1-2
39	1	18	1-2-3	40	5-6
42	1-2	20	1-2-3	43	1
45	1-2	22	1-2-3-4	46	5-6
48	1-2	24	1-2-3	49	1-2
51	1-2	26	1-2-3	52	5-6

EGOGRAM

Personality Profile Questionnaire

- ❖ This questionnaire is made up of descriptive phrases that you will check as applying or not applying to yourself
- ❖ There are no 'right' or 'wrong' answers. Everyone has some of each one of these traits. Be objective about yourself. Don't gloss over faults, but also don't overlook good things about yourself.
- ❖ Answer each one quickly. Your first reaction will be your best answer.
- ❖ Choose one number for each phrase that best describes how you see yourself now.
- ❖ No one is the same all of the time, but rate yourself that way you are most of the time in everyday life situations.
- ❖ The information you give on this questionnaire is confidential

Answer items below by choosing one of the answer categories given in the right column that best fits how you see yourself as you actually are now. Place the number of the answer in the space provided	Fits me as I am now:	
	Extremely well	5
	Quite well	4
	Somewhat	3
	Slightly	2
	Not at all	1

ANSWER ALL ITEMS:

1. I am very sympathetic and understanding when others have problems -----
2. I have strong opinions and I don't change them easily -----
3. Taking care of the needs of others is one of the greatest satisfactions in life -----
4. Tradition and custom are very important to me -----
5. I am very lenient and forgiving of others -----
6. I am a tough and critical taskmaster -----
7. I believe most people are fundamentally good -----
8. I often take a leadership position because I am sure I know best what ought to be done -----
9. Helping others to grow and achieve their potential is one of my great satisfactions in life -----
10. I feel it is my duty to use my knowledge and strength to protect other less strong people -----
11. People in trouble often ask me for advice and help -----
12. If I know someone had done something wrong I would feel obligated to see that they were brought to justice and punished -----

13. When I see someone having trouble doing something,
I am glad to take over and do it for them
14. I have very clear ideas about what is right and wrong
and I don't hesitate to judge others by these standards
15. Whenever someone needs help I will come to their
rescue if I possibly can
16. I don't mind prodding people pretty hard if necessary
to get them to do what they are supposed to do
17. I often feel anxious and fearful
18. My needs are quite unpredictable, I often act on impulse
19. I am a rational, logical thinker
20. I often feel sad, depressed, gloomy
21. I don't like delayed gratification, I want what I want
when I want it
22. I am usually cool and unemotional when confronted
with a problem
23. I feel it is important to strive to be as nearly perfect
as possible in whatever I do
24. I am a sensual, sexual person
25. I analyze the facts before making a decision
26. I am good at figuring out what other people want and
adapting my behaviour to please them
27. I believe it is best always to be obedient to those
in authority
28. I like lot of stimulation and excitement around me
29. I am well informed, I get the facts about things
30. I have a boiling point, I lose my temper a lot
31. I am creative and I have lots of bright ideas
32. I am open to receiving new information on all subjects
33. When someone tells me what to do I often do the opposite
34. I am an exciting, lively person
35. I am systematic and orderly, I plan ahead
36. If someone wrongs me I feel resentful for a long time
37. I am very curious, I like to explore new things
38. The things other people say and do often make me feel bad
39. I don't mind manipulating or tricking people a little
bit to get what I want
40. I have a reputation for being fair and objective

- 41. I am a very open person, I don't worry about concealing how I am feeling _____
- 42. I try to keep a stiff upper lip even when I am deeply hurt inside _____
- 43. I am very spontaneous, I am a free spirit _____
- 44. I am very good at describing things accurately and clearly to other people _____
- 45. I am clumsy and awkward _____
- 46. I feel helpless and incapable of dealing with many situations _____
- 47. I try very hard to live upto the expectations that the other people have of me _____
- 48. When someone is angry with me I try to be conciliatory _____
- 49. I am playful and full of fun _____
- 50. When faced with conflicting points of view I usually look for a compromise position between the two extremes _____

Your sex
Your age

X

EGOGRAM PROFILE
Summary Scoring Sheet

Step-1 : Enter your response to each item on the questionnaire in the spaces under each ego state heading shown below

CRITICAL PARENT		NURTURING PARENT		ADULT		FREE CHILD		ADAPTED CHILD	
Item No.	Your response	Item No.	Your response	Item No.	Your response	Item No.	Your response	Item No.	Your response
2		1		19		18		17	
4		3		22		21		20	
6		5		25		24		23	
8		7		29		28		26	
10		9		32		31		27	
12		11		35		34		30	
14		13		40		37		33	
16		15		44		41		36	
						43		38	
						49		39	
								42	
								45	
								46	
								47	
								48	
								50	
Raw Score Total		Raw Score Total		Raw Score Total		Raw Score Total		Raw Score Total	

Step-2: Add up your "raw scores" and place them in the boxes provided above

Graph Score		Graph Score		Graph Score		Graph Score		Graph Score	
-------------	--	-------------	--	-------------	--	-------------	--	-------------	--

Step-3: Using Graph Score Conversion Table attached locate graph scores corresponding to the Raw Scores and enter them in the boxes above

EGOGRAM PROFILE

Graph Score Conversion Table

Critical Parent		Nurturing Parent		Adult		Free Child		Adapted Child	
Raw	Graph	Raw	Graph	Raw	Graph	Raw	Graph	Raw	Graph
10	23	18	20	20	21	13	21	20	21
11	25	19	23	21	24	14	22	21	22
12	27	20	26	22	27	15	24	22	24
13	29	21	28	23	29	16	25	23	25
14	31	22	31	24	32	17	27	24	26
15	33	23	34	25	34	18	29	25	28
16	35	24	36	26	37	19	30	26	29
17	38	25	39	27	40	20	32	27	30
18	40	26	42	28	42	21	33	28	32
19	42	27	44	29	45	22	35	29	33
20	44	28	47	30	47	23	37	30	35
21	46	29	50	31	50	24	38	31	36
22	48	30	52	32	53	25	40	32	37
23	50	31	55	33	56	26	41	33	39
24	53	32	58	34	59	27	43	34	40
25	55	33	60	35	63	28	44	35	42
26	57	34	63	36	66	29	46	36	43
27	59	35	66	37	69	30	48	37	44
28	61	36	68	38	73	31	49	38	46
29	63	37	71	39	76	32	51	39	47
30	65	38	74	40	79	33	52	40	48
31	68	39	76			34	54	41	50
32	70	40	79			35	56	42	51
33	72					36	57	43	53
34	74					37	59	44	54
35	76					38	60	45	55
36	78					39	62	46	57
37	80					40	63	47	58

EGOSTATE REACTION QUIZ

IDENTIFY EACH REACTION TO THE SITUATION AS EITHER PARENT, ADULT, OR CHILD(P, A OR C). There will be one of each in each situation. Naturally these will be educated guesses, since you can't hear the tone of voice or see the gestures.

1. A clerk loses an important letter.

- a) "Why can't you keep track of anything you're responsible for?"
- b) "Check each person who may have used it in the last two days and try to trace it. Perhaps Mrs. Smith can help you."
- c) "I can't solve your problems. I didn't take your old letter"

2. A piece of equipment breaks down.

- a) "See if a repairman can come this morning"
- b) "Wow! This machine is always breaking down. I would like to throw it on the floor and jump on it."
- c) "Those operators are so careless. They should know better."

3. The boss is not satisfied with a letter his secretary wrote in reply to a memo from another department.

- a) "Golly, Mr. Smith, I read that memo three times and it's so bad that I just can't figure it out. He must be a jerk."
- b) "I found the memo contradictory, Mr. Smith. I'd appreciate your telling me what you see as the main question."
- c) "We should not have to answer this memo at all. That man clearly doesn't know what he's talking about."

4. Coffee break rumours report a co-worker is about to be transferred.

- a) "Boy, tell me more. I'd like to get something on George. He gives me a pain in the neck!"
- b) "Let us not spread a story that may not be true. If we have a question, let us ask the boss."
- c) "We really should not talk about poor old George. He has many troubles- financial, marital, you name it."

EGOSTATE AND WRITING

Ego states show in our writing. Read through the following memo and see how.

Then in small groups discuss:

1. the egostate from which this memo is written.
2. the egostate it is likely to activate in the reader.
3. the effectiveness of the memo.

WIN-A-THING MEMO

To: Area Supervisor
From: VIP

Everyone should be excited about our WIN-A-THING Programme. We expect X Company employees to encourage their friends, relatives, and customers to take out a new account with us this month and perhaps "win a thing".

As long as X Company is growing and expanding there is no worry for you about your job- even in hard times.

As a loyal employee you should keep things going. Let's grow!

4. Now attempt to rewrite the memo using a more straightforward approach. You may wish to relate it to your own organisation.

cm9ego

ANNEXURE 11

Respondent No.	Category	>=3	Stress	FIRO-B SCORE I,CA	EGOGRAM SCORE CP,MP,A,FC,AC
1	1	0		7,1,3,4,6,3	15,15,16
2	2	2		NA	NA
3	1	3		NA	16,15,14
4	1	3		NA	20,18,19
5	1	4		6,5,2,4,6,8	19,19,14
6	1	2		5,0,0,1,8,2	15,21,14
7	1	4		6,9,9,6,2,9	20,24,17
8	5	5		NA	15,26,14
9	3	1		NA	13,14,17
10	5	8		NA	18,19,18
11	5	8		4,0,1,1,2,2	17,19,20
12	1	4		7,3,2,0,3,1	15,20,19
13	1	0		6,0,1,4,2,3	NA
14	3	0		8,7,4,9,9,8	19,17,24
15	1	0		5,3,1,5,3,6	15,12,20
16	3	4		6,9,3,5,7,7	16,12,13
17	1	0		5,3,0,3,3,3	21,20,18
18	1	1		6,7,4,4,2,5	NA
19	1	0		5,7,3,3,3,8	18,16,21
20	1	0		2,1,2,2,2,0	18,15,14
21	3	0		NA	16,15,17
22	1	0		NA	15,15,14
23	6	2	51	5,3,1,2,9,9	53,68,56,48,50
24	5	1	72	7,4,2,4,7,6	48,42,47,37,37
25	1	0	64	NA	63,63,73,43,57
26	5	6	79	4,4,1,0,6,6	55,26,20,34,76
27	5	0	66	3,1,0,1,4,3	50,28,24,35,58
28	6	1	62	8,9,5,2,8,7	57,55,59,54,46
29	6	1	47	7,8,0,3,9,9	44,23,40,48,44
30	6	0	NA	NA	55,47,29,30,44
31	5	0	NA	NA	NA
32	3	0	80	8,9,8,8,9,6	76,79,42,49,61
33	3	1	83	4,0,0,4,1,4	53,52,21,43,64
34	1	3	54	9,8,4,2,8,7	76,79,73,48,60
35	5	7	81	3,2,5,1,5,5	44,42,53,57,55
36	1	4	69	4,2,1,4,9,9	44,79,50,49,60
37	6	0	NA	7,9,2,4,7,5	33,68,57,50,50
38	5	5	82	4,1,3,5,6,4	57,55,48,70,53
39	6	3	74	6,4,5,4,3,5	53,47,34,56,50
40	6	0	84	6,4,1,6,9,8	53,58,37,41,51
41	5	0	NA	NA	57,50,21,38,55
42	5	0	36	NA	48,63,40,61,25
43	3	0	59	8,8,1,8,8,9	38,31,27,33,37
44	5	1	79	4,2,1,4,3,3	31,20,21,28,73
45	6	0	83	7,2,5,9,7,4	53,68,29,29,71
46	5	0	116	6,6,1,0,9,8	48,68,47,45,42

Part A

The questions below discuss different aspects of behaviour. Kindly rate how each applies to you using the rating scale '0-6', where 6 is 'could not describe me better', '0' is 'completely opposite to me' and '3' is 'neutral' (you have to tick the appropriate columns).

	6	5	4	3	2	1	0
1. I am a highly competitive person							
2. I always walk fast							
3. I am impatient							
4. I don't waste time on food - I eat quite fast							
5. I don't want others to know my feelings							
6. I talk fast.							
7. I feel happy when work gets sufficient recognition.							
8. I am eager to finish my tasks and take up new ones.							
9. I am emphatic in my speech.							
10. I don't wait for one work to get finished to take up another.							
11. Once I accept a target I go all out to achieve it.							
12. I am a hard driving personality.							
13. I always feel rushed.							
14. I am able to anticipate what others are going to say.							

Values and Ethics for controlling Stress

S. Chidambaram Iyer

Values are beliefs which affect the behaviour of people by generating in them attitudes towards chosen behaviour. For example, a person who believes that time is something which should be used effectively is likely to have a positive attitude towards punctuality and may therefore keep time in his appointments.

Ethics are principles one associates with as defining a professional calling or walk of life. These are of course based on certain value orientations. Thus we speak of the ethics of doctors, scientists etc.

Some value orientations and adoption of ethics by common consent for professionals etc. can have a beneficial impact on stress in people since such values or principles enables the holder of such values to decide on what is right and wrong and also to bear with fortitude temporary losses or humiliation with a sense of righteousness.

A set of value based behavioural choices for keeping oneself relatively free from stress, based on the experience of the author are listed below:

1. Lies for projecting oneself to short term advantage often leads to the necessity for a chain of lies and leads one more often than less into trouble. The plain truth may present you in a slightly disadvantaged position initially, but will have no cascading effect. Examples are regarding the costs of goods that you possess, excuses for not being in time, why you could not attend a function etc.
2. "Eventhough vanquished arguing still" is a useless strategy. You will only be wasting your energies and building up pressure without achieving much, but at the same time revealing yourself as a person who cannot take defeat gracefully. For example, trying to prove that examiners are to blame when you could not perform well in a test or interview.
3. "Fools rush in where angels fear to tread" is an axiom if adopted, keeps you away from stress. Undertaking things for which you are not equipped creates stress in several ways. For one thing, if you want to keep your word, you have to exert yourself for which you may have difficulties. Having undertaken, if you don't fulfil promise, you feel bad and can generate stress in you. Undertaking to receive people at the railway station, to complete a work in much less time than what you can do etc. are examples.
4. Trying to live beyond one's means creates continuous stress. It is better not to make comparisons with one's colleagues, neighbours etc. in terms of physical possessions, show articles. Buying a secondhand car and maintaining it for establishing that you are equal in status with your neighbour is a typical example. The drain on your purse as well as the stress that you undergo can be very serious.

5. Expecting others to live upto your standards creates tension and stress. Every adult has his own ways of looking at what is good for him. It would be less stressful to leave him to decide for himself. Advise or interfere as little as possible and keep yourself out of trouble. This can apply to such weighty matters as choosing a life partner to such minor matters as which film to watch in the T.V. This would apply to your spouse, adult children, near relatives etc. also.
6. An idle mind is the devil's workshop. The devil thus invited can lead you to undertake activities which can create tension and stress. It is better not to create idle time. Develop and engage yourself in hobbies and interests by which you avoid idle time.
7. Trying to live up to the wishes and aspirations of others as if you are a dependent can be stressful. Be firm about what you want to do (to the extent this is possible- don't forget that the boss is the boss and the spouse cannot be brushed aside). Learn to say 'NO' gracefully.
8. Good physical exercise keeps body and mind stress free. It also gives you confidence to test everyday and feel confident of your physical abilities. Try and find out for yourself, if you have no other forms of physical exercises, what a one hour morning walk can do to your life. The walk could be combined with a visit to the temple church or any other place of interest.
9. If you can cultivate an attitude of eating well what you get, it takes away a lot of stress. Too much specificity in what you like and dislike to eat can lead to stress every time you have to eat.
10. There are several myths surrounding us, such as that you need eight hours of sleep etc. Many people in important positions are able to manage with much less. Sleep when you must, but don't worry about lost sleep. Same thing applies to food also. Don't worry if you have not been able to take your breakfast. Missing a meal or two will do no harm, perhaps may be beneficial.
11. The purpose of dressing is to protect yourself from climatic extremes and keep yourself clean. If you set the objective of presenting yourself every time as a fashion model, you will necessarily have to undergo lot of stress.
12. "Ideal is the enemy of action". Act when you must, even though the situation may not be the most ideal. Otherwise disappointments and consequent stress may result.
13. Fortunes vascillate. Learn to live with a philosophical calmness. Fretting and fuming on small misfortunes will only add to your B.P. If at all you start comparing yourself with others on such occasions compare with those who are worse off.
14. Good listening avoids stress from misunderstanding. As far as possible give a charitable interpretation to what others say. This will make you see things in a better light and reduce a lot of stress arising from the figments of your imagination.
15. "Count your blessings" is an approach which prevents despair, dependency and stress. Missing the morning bus to the work place can possibly earn you a most relaxed day which you were looking for long.
16. Closeness to nature by observation, appreciation, and enjoyment reduces tensions and stress.

17. Good habits of time management reduces avoidable tension and stress. If you are in shift work, you have to learn to sleep during the day and keep yourself awake at night. Cursing your lot will only add to your stress.
18. A common cold lasts for seven days without treatment and for a week with a heavy dose of medicines and with much harm to your purse. Our body has its own resistance mechanisms. Believe in them and start worrying only when they fail. This applies to yourself as well as to those dear and near to you.
19. Learning to involve yourself in your work makes you enjoy your work. Dreaming of some other position and work, which you feel you deserve adds to tension. It is a very valuable trait to be able to enjoy what you have to endure.
20. Fighting losing battles adds to tension and stress. You cannot always win. Give allowance for possible failures. You can possibly bring to terms an insolent bus conductor, but at what amount of efforts?

Stress Management: Some Practical Hints

S. Chidambara Iyer

Sl. No.	Stress Situation/Background	Suggested Approach to reduce stress
1	You feel that there is unfairness in allocating work to you and that too much work is loaded on you	Remember that it also shows a greater confidence in your abilities and response
2	You want things to be done in a perfect way- a way you have chosen	Catch yourself when you fall into your habit of insisting that things should be other than they are. Gently remind yourself that life is okay the way it is, right now. In the absence of your judgement everything would be fine. Some or many can do things effectively in their own way.
3	You feel that if you are peaceful and gentle, you would not achieve your goals.	There are very successful relaxed, peaceful and loving people- some best-selling authors, loving parents, counsellors, computer experts and chief executives. You can choose to be one of them.
4	In the middle of night, you suddenly remember that you have omitted to contact somebody on an urgent matter. You are losing your sleep	Write it down in a piece of paper for being attended to the next day and go to sleep.
5	What somebody does or say is very irritating	Try to put yourself in his shoes and then look at the situation. You will find that it is less of a problem now. Mother Teresa reminds us "We cannot do great things on earth. We can only do small things with great love."
6	There is a long list of things to be done, all urgent and you have little time. It comes your child suggesting that you play with her.	Many things can wait. Very little of things in our work life falls in the 'emergency' category. Purpose of life is not to get it all done, but to enjoy each step along the way and live a life filled with love. When you take this position, it is far easier to control one's obsession of completing the list of things to do. Remember that after your life, somebody else is going to do things in your place.

7	You feel that somebody who is talking to you should stop because you know what he is going to say.	Tell yourself to allow the other person to finish speaking before you take your turn. The people you communicate with will feel much more relaxed around you when they feel heard and listened to.
8	You are not getting a chance to make others understand how kind you were in what you had done	You will get more warm feelings of your kind act, if you decide not to mention it to anybody.
9	Somebody is narrating things which he has accomplished, which are nothing compared to what you have achieved.	Have the kindness to say 'That is wonderful' or 'Please tell me more'. The person you are speaking with will have much more fun and because you are 'present' as evidenced by your listening, he or she will not feel in competition to you.
10	Somebody wants to take the credit for some results in which you had played a substantial part.	You will feel at peace, if you can freely allow him to take the credit. It is only when you want to take the credit, the stress builds up.

KERALA WATER AUTHORITY

Minutes of the 39th Training Advisory Committee meeting held on 29/4/99 at 11.00 AM in the Managing Director's Chamber.

The following officers were present for the meeting.

1. Sri.N.S.Balachandran Nair	Managing Director in addl. charge of TM
2. Sri.M. Ganesan	Accounts Member
3. Sri.R. Ramanujam	Chief Engineer (PS&GL)
4. Smt. K. Sudha Devi	Chief Engineer (HRD)
5. Sri.C.Reghu	Chief Engineer(NR)
6. Sri.P.M. Mohandas	Chief Engineer(IPD)
7. Sri. N. Vasudevan Potty	Dy. Chief Engineer (SR)
8. Sri.S. Karthikeyan Achari	Dy. Chief Engineer (W-N)
9. Sri. K. Gopalakrishnan Nair	JS(HG), Estt. Section
10. Smt. S. Vasantha Kumari	Head Clerk (Finance Wing)
11. Sri. G.Babu	Dy. Chief Engineer (Trg)
12. Sri. M.Mohammed Basheer	Executive Engineer(HRD)
13. Smt. P.G.Sumangala Devi	Executive Engineer(Trg)
14. Sri. N. Venugopalan	Accounts Officer Gr.1 (Trg)
✓ 15. Sri. K. Surendran	Dy. T L O
16. Sri. K. Padmanabhan Achari	Training Co-ordinator, TLO's Unit
17. Sri. K. Mohammed Sabu	Asst. Executive Engineer(HRD)
18. Smt. Maria Goretti Fernandez	Asst. Executive Engineer I (Trg)
19. Smt K.G. Usha	Asst. Executive Engineer II (Trg)
20. Sri. C. Sajeev	Assistant Engineer (Trg)

The meeting commenced at 11 AM in the chamber of the Managing Director, KWA, TVM. The meeting was presided by CE(HRD) as authorised by the MD in additional charge of TM, since he has other engagements at the Secretariate. He returned and continued the meeting from 12.30 PM.

I The DCE(Trg) read out the minutes of the 38th TAC meeting held on 16/2/99 and the members approved the same.

II Then the Chair reviewed the actions taken on the decisions of the 38th TAC meeting.

1. Regarding the payment of the consultancy fee to M/s LBS Centre, it was informed that the file was sent to AM for perusal. AM replied that the file has been received by him only that day and is being studied.
2. Regarding the construction of the new building over the sump near Training Centre, DCE(SR) reported that some additional works are to be executed for completing the work. DCE(SR) was instructed to expedite action for arranging the additional works.
3. Regarding the demarcation of land for Regional Training Centre at Kozhikode, CE(NR) has reported that the area required for the Training Centre has to be furnished by the DCE(Trg). Hence the DCE(Trg) was asked to submit the requirement to CE(NR). CE(NR) has promised to submit the report within 15 days on receipt of the information.
4. TAC discussed the proposal of TLO for the Training Need Assessment in detail and decided to accept the proposal. It was decided to depute one nodal officer from KWA in the rank of AE for assisting the TLO in the assessment. For implementing the same, the TAC requested CE(PS&GL) to post one AE in the Training Centre in the existing vacancy.
5. Regarding the modification of the existing power supply system, TAC instructed DCE(SR) to speed up the work.
6. Regarding the issue of disbursement of lodging and boarding allowance to participants of courses conducted during 1997-98, TAC directed CE(HRD) to take appropriate action.
7. DCE(Trg) informed that action is being taken for conducting the training course for 3rd Gr. Overseers for the 2nd batch. It was also suggested in the meeting that a separate training course is to be conducted for the promotees (Overseers- Gr III) for enabling them to attend to the field works effectively.
8. CE(HRD) informed that the note regarding permanent advance submitted by AO(Trg) is being verified in the Training Centre. DEC(Trg) has to put up recommendations.

9. Regarding the upkeep and proper maintenance of all rooms in the Guest House, TAC directed DCE(SR) to carry out the works urgently and to keep the rooms neat and clean.
10. CE(HRD) pointed out the urgency of posting one AE in the Training Centre in the vacant place. CE(PS&GL) informed that the posting of AE will be done on availability, with priority to Training Centre.
11. CE(PS&GL) informed that the fixing of qualification for the Data Entry Operator is under finalisation.
12. An interview for Graduate Apprentice is proposed to be held on 5/5/99. After conducting the interview, the CE(PS&GL) will post Graduate Apprentices in the Training Centre.
13. CE(HRD) informed that the note received from AO(Trg) regarding payment to participants who attended the training during 1997-98 is being scrutinised in the Training Centre. DCE(Trg) shall put up his remarks urgently.
14. CE(IPD) promised to submit the revised course content for the Surveyors within 15 days.
15. DCE(Trg) informed that the training on Quality Circle will be conducted during 6/99.
16. DCE(Trg) informed that the training on AUTOCAD Level II will be conducted after the installation of computers in the Training Unit.
17. It was informed that the inventory of computers and accessories of all offices in KWAs is being prepared by the P&M Unit.
18. Action Plan for the year 1999-2000 :

The tentative Action Plan for the year 1999-2000 was discussed in detail. The TAC suggested some modifications in the Action Plan as below and asked the CE(HRD) to amend the same suitably.

- (i) To reduce the duration of the following courses to the no. of days noted against each.

1.	Code No.610-	Duties and responsibilities of Engineers	- 2 days
2.	"	204- Dealing with public	- 2 "
3.	"	312- Basic principles of Commercial Accounting etc.	- 2 "
4.	"	612- Duties and responsibilities of Clerks	- 2 "
5.	"	614- KSR	- 3 "
6.	"	608- Training for Class IV staff	- 1 "
7.	"	306- Material Accounting Sub systems etc.	- 2 "
8.	"	314- Works and Fixed Asset Accounting etc.	- 2 "
9.	"	315- Revenue Accounting and cash& fund etc.	- 2 "

(ii) To increase the duration of course for Supervision of construction to 6 days.

(iii) The course for office procedure is to be eliminated.

(iv) To increase the no. of courses for the following as noted against each. Before finalising this, an assessment has to be made on the no. of Divisions yet to be covered by this course and suitable amendments to be made in the proposed no. of courses.

1.	Code No.312-	Basic principles of Commercial Accounting etc.	- 9
2.	"	612- Duties and responsibilities of Clerks	- 5
3.	"	614- KSR	- 6
4.	"	306- Material Accounting Sub systems etc.	- 8
5.	"	314- Works and Fixed Asset Accounting etc.	- 8

6.	..	315- Revenue Accounting and cash& fund etc.	- 8
7.	..	145- Induction level training to 3 rd Gr.Overseers (2forPSC Recruits and 1 for Promotees)	- 3
8.	..	608- Training for Class IV staff	- 3
9.	..	316- Final Accounting system under Accrual etc.	- 6

(v) For Accounting Courses (code Nos. 312,306,314 &315), TAC directed to provide 3 courses on consecutive days @ 2 days per each course.

(vi) To include 2 more courses as below.

(1) Works Audit :- duration of the course 4 days, 8 courses, 25 participants - AE to EE, DA to AO.

(2) Legal Aspects and Disciplinary Proceedings :- duration of the course 3 days, 3 courses, 25 participants - AE to EE, JS to AO.

(vii) TAC instructed CE(IPD) to examine and report whether duration of 5 days is required for course on 'Water Quality Control'.

19. Proposal for the continuation of the Special Training Programme for Women Employees of KWA for the year 1999-2000 was discussed. TAC approved the proposal for conducting 8 Stress Management courses and 15 Computer Courses in addition to the two newly proposed courses in Spoken English and Personality Development for the Women Employees of KWA for 1999-2000.

TAC directed CE(HRD) to call for the details from CWRDM and if found useful to KWA, courses may be arranged.

21. CE(PS&GL) raised the issue of TA &DA to the participants claimed from the Head Office for the outstation trainings conducted by KWA. TAC directed CE(HRD) that in future, it should be specifically mentioned

in the proceedings that TA should be claimed from where they proceed for the training. The Head of Account should also be mentioned in the proceedings.

The meeting came to a close at 1.30 PM.

Sd/-
Technical Member

Copy forwarded in name covers to all members of the TAC and other participants

Forwarded / By Order


Executive Engineer(Trg)