

**A REVIEW OF THE EMPLOYEE ASSISTANCE PROGRAMME
(EAP) IN THE EASTERN CAPE REGION OF THE REPUBLIC OF
SOUTH AFRICA BETWEEN THE YEARS 2000-2005. (A CASE
STUDY OF THE DEPARTMENT OF AGRICULTURE)**

BY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE**

MASTER OF PUBLIC ADMINISTRATION



University of Fort Hare
**THE FACULTY OF MANAGEMENT, DEVELOPMENT AND
COMMERCE**

**AT THE
UNIVERSITY OF FORT HARE**

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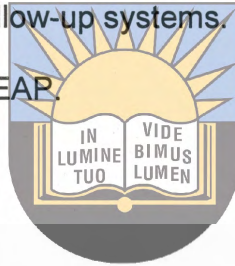
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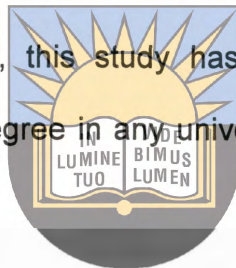
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7) Lastly ,but certainly most profoundly, my beloved grandmother and mentor the late Juliana Namusoke.Your sweat and labour of love raised my very first school fees on planet Earth.

DECLARATION

I Aloysius Kayonga Musoke do hereby declare that what is presented in this dissertation is my original work through the professional guidance of my supervisor. All information utilized has been fully acknowledged.

To the best of my knowledge, this study has never been fully or partially submitted for any award of a degree in any university or any other institution of higher learning.



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Signed:

Date:

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ALOYISIUS KAYONGA MUSOKE

Signed:

Date:

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PROF. THAKATHI

SUPERVISOR

DEDICATION

This dissertation is dedicated to the memory of three great angels in heaven: my sister Sarah Nsangi, my grandmother Juliana Namusoke and my first supervisor Ms.B.Sikakane. I am constantly conscious of your good intentions towards my achievements and certain that you are glad this project is finally completed despite all the odds.



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ABSTRACT

The main objective of the research was to review the implementation of the Employee Assistance Programme (EAP) in the Department of Agriculture of the Eastern Cape Province. According to the Public Service Regulations, the government has a duty and responsibility to deliver services to all its citizens. It however follows that the level of service delivery that such citizens have an irrevocable right to expect depends a lot on the maintenance of a healthy civil service workforce.



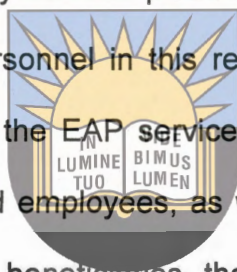
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As part of the effort to maintain an accomplished workforce which is physically and mentally healthy and seen as productive, Employee Assistance Programmes have been established.

EAPs are worksite based programmes designed to help identify and facilitate the resolution of behavioral, health, and productivity problems that may adversely affect employees' well-being or job performance. The focus of EAPs is wide ranging, covering alcohol and drug abuse, as well as the physical and emotional health of the employees. Marital, family, financial, legal, and other personal concerns that may affect employees are dealt with too. This is because personal problems have an impact on one's performance. Irrespective of how disruptive

these problems may be on the life of the employee, the programme offers the required external motivation to the employee so as to assist them to make the indispensable changes. They are even given the possibility of resorting to some other external professional assistance should the need arise.

This research focuses on the level of preparedness for the delivery of the programme in the Department of Agriculture. Particularly, it looks at the policies governing implementation, the systems in place to oversee this process as well as the capacity of the EAP personnel in this respective department. It further examines how the provision of the EAP services has affected the productivity and performance of the troubled employees, as well as the level of satisfaction with the programme among the beneficiaries, that include the immediate family members of the employees of the department.



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In order to accomplish the objectives of this study, a literature study as well as empirical research was undertaken. For the empirical research, Focused Group Discussions (FGDs), a Questionnaire as well as Structured Interview Schedules were used. For proportionate representation efficiency as well as cost effectiveness, the researcher used a sample of 48 respondents. These included 8 of the Department's Supervisors, 8 EAP Practitioners, 16 Employees on referral, and 16 immediate family members.

Descriptive statistics and methods were utilized to analyze the data collected so as to measure the reaction to the research questions and objectives under

scrutiny. The Statistical Package for the Social Sciences (SPSS) version 15 was used for this specific aspect.

The research disclosed that the EAP is a new approach that facilitates change and growth in the Department of Agriculture by enhancing human skills through resolving difficulties both at personal and departmental levels. The study also found that the programme's principles of confidentiality and referral procedures including the voluntary use of the programme by employees/family members are in place. Standardized policies and procedures for implementation have been developed, but there is a rather understaffed number and level of EAP professionals attempting to achieve the stated goals. Supervisors work hand –in-glove with the programme regarding referrals to EAP services for employees with job performance and other problems.



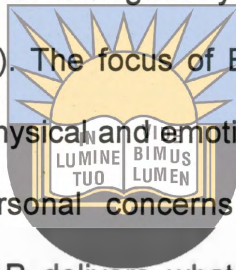
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Generally, there seems to be a positive impact on efficiency at work resulting in better productivity for the participants. However, the programme remains largely unknown among the family members of the employees who are supposed to be beneficiaries of the programme too.

Fundamentally the findings attested to recommendations that show that there is a great need for further research in this area of Human Resource Management. This may not be restricted to the Department of Agriculture only, but to all the other provincial departments where one form or other of Employee Wellness programmes have already been established.

1.1 The Background of Employee Assistance Programmes.

Employee Assistance Programmes (EAPs) are worksite-based programmes designed to help identify and facilitate the resolution of behavioural, health, and productivity problems that may adversely affect employees' well being or job performance. EAPs provide business and industry with the means to identify employees whose job performance is negatively affected by personal problems (Graham and Drusilla 1988:180). The focus of EAPs is wide-ranging, covering alcohol and other drug abuse; physical and emotional health; and marital, family, financial, legal, and other personal concerns that may affect employees. Wherever it is located, the EAP delivers what its name implies: assistance, treatment, and support for employees and family members in trouble.



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Graham and Drusilla (1988:181) continue and point out that no one knows when the first employer offered counseling and social work services to his employees, but in Britain and the United States it was not until the years following World War Two that a limited form of EAP became relatively common. They further argue that today's programmes have grown in both size and sophistication compared to the Alcoholics Anonymous programmes that gave way to employee's assistance interventions.

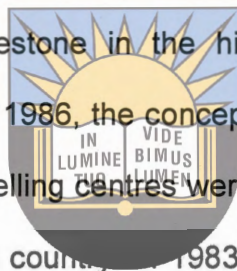
According to Terblanche (1992:18), the first indication of assistance to employees in South Africa was provided by the Chamber of Mines of South Africa (COM) through a social worker, who was primarily responsible for the

treatment of those miners who were more often than not chronically ill. The COM specifically had to deal with returning Second World War soldiers who were in their mid-forties.

In relation to EAPs as such, a major development may be traced back to the beginning of the eighties. The COM of South Africa again initiated development when a consultant was appointed in 1983 to carry out a feasibility study on EAPs for the mining industry.

This study represented a milestone in the historical development of these programmes in South Africa. In 1986, the concept was accepted in principle and the first two of the seven counselling centres were introduced by the COM in two of the main mining areas in the country. In 1983, a working group of EAPs was created under the auspices of the University of South Africa. In 1995, this working group was incorporated into the membership of the Institute for Personnel Management of Southern Africa (IPM). The working group, known as the National EAP Committee, elected officers in 1989 during a national seminar and represents some of the main industries, two universities and a social service agency (Terblanche *et al.*, 1992:19).

An induction workshop presented at The Office of The Premier (OTP) by Ms. Antoinette Moss in April 2004 gave interesting facts about the EAP's origins in South Africa. She traced the background of the Employee Assistance Programmes in the region to the period when the government of national unity came to power in 1994.



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Many changes had to be effected through the process of transformation, and the province did not simply talk of transformation on human rights, but looked for mechanisms that could be put in place to realise this transformation.

Ms. Moss continued and explained that in August 1995, the Deputy Permanent Secretary in the Ministry for the Public Service and Administration together with their Strategic Team approached the Public Service Commission regarding the introduction of the EAP in the entire South African public service. The request was approved. This was indeed a positive change especially because it pre-supposed a shift from viewing employees as machines for production, to viewing them as human beings whose personal problems can interfere with their job performance.



In September 1996, the Employee Assistance Programme was established as a work-site intervention programme whose core activity was to assist in early identification and resolution of employee problems before they spread or affected job performance. The programme was placed under the HRM of the Co-operate Services because of the sensitivity of its duties and the transversal nature of duties performed by this department.

The EAP services were extended to all Provincial Departments at Head Office, Regions, and the Districts (Official Documents, EAP Coordination Office, ECP).

In the 'Daily Dispatch' of Monday, November 6, 2006, (page 6) an article- 'Looking after the company's best asset-employees' was carried out. The article gives a detailed discussion of the role internal and external employee assistance programmes can play in a company's organizational development efforts. An explanation of the work of Sihle Zulu, the EAP Coordinator at Daimler Chrysler

South Africa is given. Sihle Zulu's role is to help their staff to cope with the stresses of either their work or private lives to ensure maximum productivity. Based in the coastal town of East London in the Eastern Cape, Daimler Chrysler is a private sector company whose core business is the manufacturing of cars.

Although there are similarities in the methodology employed in the implementation of the programme within the private and public sectors, this study specifically focuses on the public sector of the Eastern Cape. A literature and document study is one of the methods used to investigate the models used in the provision of the programme in the public sector. A theoretical analysis of the models is undertaken, and this is complimented by the utilisation of the knowledge of what is practically taking place in the provincial Department of Agriculture regarding the implementation of its employee wellness programme.



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1.2. Statement of the Problem.

In today's fast-paced, rapidly changing society, unprecedented pressures, and heavier workloads all of which have to be dealt with at a personal level, it is inevitable that these pressures will have an impact on employees and the organization where they work. These external stresses and problems are increasingly affecting many employees' performance at work. People are finding it difficult to cope and the result is loss of productivity and growing absenteeism. The establishment of the EAP by the Eastern Cape Provincial Administration was ideally hoped to give both employers and employees the means of handling stressful and difficult issues without resorting to costly and time consuming legal action.

A large portion of tax payers' money has been channeled to this program over the past years, but there has been mixed opinions about the performance of this rather noble intervention. Blair (2002:22) contends that the true value of a good EAP cannot be overestimated, and it is clear that some EAPs are not providing full value.

The research problem for this study therefore, can be stated in the problem question below: Has the Employee Assistance Program in the Eastern Cape Province provided full value to the troubled employees and their immediate families in terms of support to overcome the personal and work-related problems that they are faced with, and how has this assistance translated to performance at work?



1.3 Theoretical /Conceptual Framework.

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According to Hofstee [2006:92] a theory in academic terms connotes to a logical explanation as to why something is as it is or does as it does. Similarly, Kerlinger [1979:64] defines a theory as a set of interrelated constructs (variables), definitions, and prepositions that presents a systematic view of phenomena by specifying relations among variables, with a purpose of explaining natural phenomena.

Bak [2005:19] argues that in the area of social sciences there are no neat conceptual parcels that correspond accurately with the real, messy, complex world, and adds that the researcher may choose to draw their theoretical foundations from different paradigms as the need may arise. For this particular project, the researcher grounded the study in the conceptual theory of

humanism. Humanism emphasizes common human needs and seeks rational ways of solving human problems (Edwards 1989:8).


1.4 Purpose of the Study.

The purpose of the study is to review the implementation of the EAP in the selected department, and assess the progress made by this particular department vis-à-vis addressing the problems of the troubled employees (personal and work-related), as well as their job performance.

1.5. Objectives of the research.

The objectives of the study were as follows:

(a) to find out the level of preparedness for the delivery of EAP services in the Department of Agriculture of the Western Cape Province in terms of:

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- i. policies governing implementation
 - Legal policies
 - Overall/departmental EAP policy statement
 - EAP procedural statement.
 - ii. systems in place to oversee implementation; such as the:
 - Orientation system
 - Monitoring and evaluation system
 - Follow up system
 - Marketing/ publicity system
 - Advocacy system
 - iii. capacity of the EAP personnel specifically the:
 - Supervisors
 - Practitioners

(b) To examine how the provision of EAP services has affected the productivity and performance of the troubled employees. The project looked at the level of satisfaction with the programme among the beneficiaries in terms of :

- i. Job efficiency and performance
- ii. Betterment of the employee's private life

1.6 Significance of the Study.

EAP is an on-going programme in the Province and it is the opinion of the researcher that the findings and recommendations of this study will produce a feedback that could improve on service delivery, not only in the department under study, but in other provincial departments as well. In other words, this research will be useful in assisting to forge the way forward for the EAP services. Currently, the public sector employee is faced with various challenges. This study took the applied research format.



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Newman (1997:22) asserts that applied research attempts to solve specific problems to help practitioners accomplish their tasks. The findings will unveil both the strengths and set backs of the programme. The recommendations will try to give practical solutions to these problems hence provide a basis for improving the practice of the implementation of the programme.

1.7 Definition of terms and concepts encountered in the Study.

Utilization-This refers to making use of services and facilities provided by the employer in this particular study it refers to the use of the EAP services.

Accessibility- The capacity or ability to use the EAP services by the troubled employees and/or their immediate family members.

Approaches-Used interchangeably with models in this study, this term refers to the various methods by which the EAP is carried out in the Department of Agriculture which in essence forms the core of this study.

Employee—A person legally employed by an employer, whether part-time, full-time or temporarily.

Troubled employee- An employee suffering from any personal or work related problems. This may result in a lack of optimal economic and social functioning.

Supervisor- An incumbent in a position of authority in an organization. Their major function is to oversee the performance of subordinate staff.

Referral-This is when an employee voluntarily takes him/ herself or is referred by the supervisor for any type of EAP service being rendered.

Service Provider- A selected agency that provides EAP professional services to clients. This is done according to a formal contract.

Review –This will imply the examination of the actual process of carrying out the Employee Assistance Programme in the provincial Department of Agriculture in the Eastern Cape Province of South Africa,

EAP Practitioner- A person-not necessarily a professionally trained person-performing EAP specific related tasks, i.e. referral, liaison, or training.

EAP Professional- A professionally trained person, performing EAP specific related tasks, i.e. therapy, counseling, marketing, evaluating.

Productivity-The rate at which employees perform their tasks at the workplace as specified by their job description.



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Ulwimi lwesiXhosa - One of the Official Languages of South Africa. It is predominantly spoken in the Eastern Cape Province and elsewhere in the Republic.

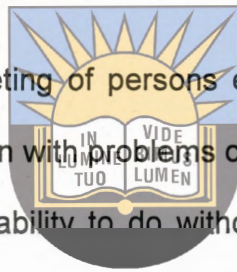
Work representative-A person with the specific task of acting as a spokesperson for the labour movement.

Confidential- It is not to divulge information entrusted to you.

Employee Wellness-Is a balancing of six levels of human existence.i.e physical, emotional, mind, and soul, social and occupational, thus leading to improved quality of work life.

Counseling- A purposeful meeting of persons either face to face, or over the telephone, during which a person with problems consults a counselor.

Substance dependency-An inability to do without alcohol, drugs or any other type of chemical substance, which when taken, with time, forms a habit or an addiction.



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Diagnosis- Evaluation of possible problems.

Trauma-Is when a sudden, horrific, unexpected event is experienced or witnessed and leads to overwhelming feelings of helplessness and horror.

Stress-This is the tension, strain, and pressure one feels when faced with a new, unpleasant, or threatening situation that challenges one's ability to cope or manage their life.

Rehabilitation- To restore to normal life.

1.8 Acronyms.

EAP - Employee Assistance Programme

IPM -Institute of Personnel Management.

EAPA - Employee Assistance Professional's Association.

EAPA-SA- Employee Assistance Practitioners Association of South Africa.

ECP - Eastern Cape Province

HRM - Human Resource Management

SADF - South African Defense Forces

COM - Chamber of Mines

ISCOR- Iron and Steel Corporation.

HOD - Head of Department.

OTP - Office of The Premier.

1.9 Delimitations.



Leedy (2005:284) proposes that in a research report, all delimitations should be set forth. This should be done to enable the readers to know how far the research effort extended. The researchers were aware that personal problems affect all the employees in the various provincial government departments. However, because of the precincts of the problem under investigation, time and financial constraints, the study was limited to:

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- troubled employees at all levels who are currently utilising the EAP in the selected Department of Agriculture;
- departmental employees and their immediate families that have utilized the programme;
- Directors/ Deputy Directors in the Department of Agriculture;
- Immediate Supervisors of the troubled employees on EAP referral;
- EAP contact persons /practitioners in the same provincial Department of Agriculture.

1.10 Limitations of the Study.

It must, as a general principle be kept in mind that a properly conducted sample survey might yield useful estimates, but might not give exact unquestionable values. The following, as expected, may have affected the results of this survey.

Sampling and processing errors: Sampling errors usually arise because only a fraction of the population under study is interviewed. Survey errors also stem from memory failure, misunderstanding of questions, or a reluctance to answer them.



The researcher in this study is also not a native speaker of the predominantly spoken local language namely *Ulwimi lwesiXhosa*, although many years of staying and working in the public sector of the Eastern Cape gave him the communicative ability in the *Tongalo* language.

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In order to minimize these errors, care was taken in the construction of the questionnaires. The Questionnaires were first given to a sample of five people to see whether they were understandable.

A tape recorder was used during the interviews to minimize memory loss by the researcher. Errors of calculation are common in the processing of data. Thorough checks and cross checks were therefore among the strategies used by the researcher to reduce such errors. Significantly, the services of the University of Fort Hare's Statistics Unit were also professionally utilised in order to deal with the statistical interpretation and presentation of the findings.

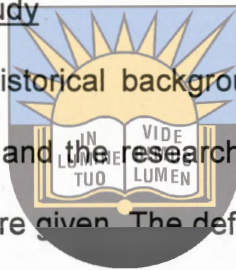
The services of three research assistants whose first language is *IsiXhosa* were employed so as to deal with the linguistic deficiencies of the researcher where and when they occurred. This was mainly during the interviews and other similar situations encountered in the course of the study.

1.11 Chapter over views.

This research report is made up of six main chapters namely:

Chapter 1 Background to the study

This chapter focuses on the historical background of EAPs, statement of the problem, purpose of the study, and the research objectives. The justification for the study and its delimitations are given. The definition of terms and concepts as used in this study as well as the explanation of the acronyms conclude this introductory section.



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Chapter 2 Related Literature Review

This division of the report gives comprehensive, critical, and contextualised works previously published by other scholars that were relevant to the study. The researcher reviewed literature from books, pamphlets, journals, articles, the internet, as well as presentations made by various scholars on the subject.

Chapter 3 The Legislative Framework for the EAP.

The section focuses on the policy/legal framework governing the implementation of employee assistance programmes. The researcher cites legal provisions that cover employee wellness not only in the Eastern Cape Province, but also as applicable in the other geopolitical areas of South Africa.

Chapter 4 Research Methodology

The methodology describes the characteristic of the population, the size of the sample, the procedure used in selecting the representation in the sample. The methods and tools used in data collection and their significance are also explained. The chapter finally reports on how the raw data were collected before processing them.

Chapter 5 Data handling, processing, analysis, and presentation

The chapter focuses on the way raw data were handled from the field, the process of coding data, the methods that were used to analyse the qualitative and quantitative data. It also gives an elaborative presentation of the findings of the study.



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Chapter 6 Recommendations and conclusions

This section provides conclusions on the findings of the study. Having fulfilled the stated objectives, the researcher recommended steps to be put in place to reinforce and improve the implementation of the EAP.

1.12 Conclusion.

This chapter stated the main intentions of the study and defined the terms as they were used. The limitations to this research were put forward and the divisions of the report indicated. The next chapter looks at the literature that was reviewed for this study as it relates to the Employee Assistance Programme.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction.

According to Leedy and Ormrod (2001:70), those who do research belong to a community of scholars each of whom has journeyed into the unknown to bring back a fact, a truth, and a point of light. What they have recorded of their journeys and their findings makes it easier to explore the unknown; to facilitate in the discovery of a fact, a truth or a point of light. Leedy and Ormrod (2001:71) continue and clearly maintain that the more the researcher knows about the investigations and perspectives related to their topic of research, the more effectively they can tackle their own research problem. The function of this chapter therefore, is to “look again” at what others have done in areas that are similar, though not necessarily identical, to ones own area of investigation. The chapter describes the theoretical perspectives and previous research findings related to the utilization of EAPs.

The National Institute of Alcohol Abuse and Alcoholism in the United States as a way of widening provision to include problems other than alcohol coined the term “Employee Assistance Programme” (EAP). According to Carroll (2002:24), more and more organisations are becoming aware that people are truly their best assets and employees do not leave their problems aside as they turn to face their working day. Corporate social responsibility is the main reason why organisations embrace EAP and employers view this programme as being beneficial not only to

themselves, but also to the wider community at large. Carroll (2002:4) further points out those employers have realised the need for a “wholeness” approach towards employees. That is to say, people need to be appreciated as people who may have personal problems. Therefore, their physical, mental, emotional, spiritual, and social well-being cannot be dictomised. O’Leary (1993) informs us that approximately 20 percent of any work force is affected by personal problems that in turn affect their work performance. His study reveals that half of the employers felt that emotional / personal problems and stress were to blame for employee absence from work.



2.2 Preparation for the implementation of EAP services.

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According to Campbell and Graham (1988:203) the successful implementation of an EAP programme should put into consideration a pre-implementation phase that involves: establishing the programme’s policy and procedural statements, employee orientation, supervisory training, publicity mechanisms, and monitoring and evaluation tools. They continue to argue that before establishing the programme, every organisation should have a written policy that describes the management’s attitude towards personal or emotional problems in general and their effect on job performance without singling out specific problems for attention. The responsibilities of the management as well as those of the supervisors and other employees should be spelt out clearly in the policy statement in addition to the criteria for eligibility. Campbell and Graham (1988:204) caution that the company policy should reassure the employees that participation in the programme would jeopardise neither their job security, nor

their chances for promotion on merit. It must also give utmost attention to the issue of confidentiality.

Similar to the above, Campbell and Graham (1988:204) add that a procedural statement must accompany the policy statement and this should clearly spell out the procedure for referrals. That is to say when, how, and where they can seek assistance when in need. The employee orientation phase involves “conscioustisation” and creating awareness about the EAP services amongst the work force, while the supervisory training comprises of training supervisors on aspects of employee conduct as well as referral for the programme’s services. An explanation of what the role of the supervisors’ training should entail according to Campbell and Graham follows.



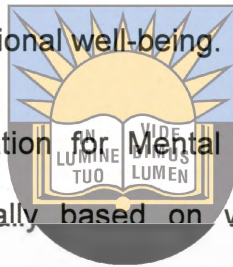
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2.2.1 Role of supervisors.

- Explanation, maintenance and use of referral instruments
- Discussion of confidentiality, non punitive nature of the EAP programme,
- Source of help and assistance for supervisors,
- Conducting job performance reviews,
- Characteristics of impaired workplace,
- Explanation and discussion of policy and procedural statements,
- Motivation to make referrals
- Early identification of impaired job performance.

2.3 Policy and the legal framework governing the implementation of EAP.

The need to protect employees from dangerous conditions at work has been long enshrined in legislation. Arroba and James (1999:25) point out that legislation is designed to ensure that no employee is damaged as a result of being at work and the belief that work should not be harmful to employees is well upheld by employers as well as enshrined in legislation. Arroba and James (1999:26) further argue that employers have a legal responsibility to ensure emotional well-being of their employees, and employers can no longer argue that they do not understand the elements of emotional well-being.



According to the World Federation for Mental Health (2000), the Employee Assistance Programme is usually based on written policy statements and provides a means for supervisors, managers, and union shop stewards to get expert guidance in dealing with subordinates or coworkers who need help.

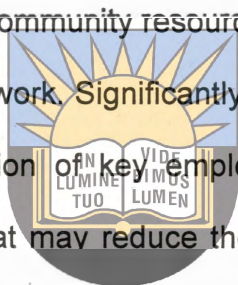
The Eastern Cape Provincial Administration EAP policy highlights that certain statutes, documents and a certain legislative framework shape the provision of the programme.

The researcher perceives that a lot of the success and survival of this programme may depend on how well the functionaries in the EAP structures adhere to its legal framework to appeal to its beneficiaries. It is for this specific reason that the next chapter in this study was solely dedicated to looking the legal framework of the planned activities of the programme.

2.4 Capacity and professional training of EAP staff.

The World Federation for Mental Health, (2000:1) observes that for an EAP to be most successful, it should comprise of expert consultation for employees and managers as well as training for appropriate persons in identifying and helping to resolve behavioral, health, or job performance problems.

Furthermore, confidential and timely problem assessment services, referrals for diagnosis, treatment, and other assistance are also important. The establishment of links between workplace and community resources that provide these services should form part of the entire network. Significantly, follow-up services, education and information on the prevention of key employees' problems, consultation about environmental changes that may reduce the incidence of the employees' problems as well as coordinated policy statements concerning wellness of employees should all be in place.



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Masi (1994) holds an opposite view to that of World Federation for Mental Health (2000) and argues that there are no universal standards for employee assistance programme services or for the qualifications of programme staff. However, in some states there are established guidelines as well as national organizations that address the question of standards, such as the Employee Assistance Society of North America which maintains an accreditation programme that sets standards for internal and external employee assistance programmes. Furthermore, the Employee Assistance Professional Association (EAPA) is a professional membership organization that certifies the qualifications of individual employee assistance practitioners. Carroll (2002:55) some how concurs with the above and observes that there is almost no training for counselors who either work or intend to work as counselors within organizations.

He further argues that usually the training that exists tends to be unsystematic, short, and usually arranged for people who will integrate counseling skills into their existing work roles.

According to the EAP standard guideline, EAPA-SA (1999:12), EAP managers have to ensure that the number and qualifications of the EAP professionals match the programme needs, whether the programme is internal or delivered by external contractors.

In the researcher's own analysis, the scholars above have put forward reasonable pre-requisites regarding the certification of EAP professionals. A diversified staff in terms of competencies and skills would provide a health environment in the delivery of the EAP. If the programme has personnel with mixed skills and competencies, the problems of the troubled employees would be handled in a holistic and integrated manner.

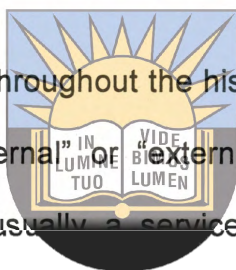


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2.5 Models used in the provision of the EAP.

An EAP model is the structure that an organisation uses to plan and implement to serve the needs of the troubled employees. Carroll (2002:12) notes that it would be wrong to think employee wellness as a uniform concept with the same meaning wherever it is applied, and further observes that there is no single model covering all instances. Summerfield and Oudtshoorn (1995) point out that most employer organisations have not quite known where to position EAP counselling into their midst. In other words, this may show that where and how to link EAP into the other processes of the organisation whilst maintaining its independence is still quite unclear to many employers.

The three basic EAP models are Hotline, Consortium, and Contract models. These three models provide services on a contract or external basis. The other models such as the In-house, Union-based, and Union-employer models provide services on an internal basis (Myers, 1980:83). Carrel *et al* (1995:598) agree with Myers (1980) when they categorise the programme's operations into two general categories as follows: internal programmes that use a full time staff of counsellors and other employees, and referral centres that use a full time specialist who identifies the problem and refers the employee to a community agency for treatment.



Carroll (2002:10) observes that throughout the history of work place counselling, the EAPs were set up as “internal” or “external”. The former is part of an organisation and the latter is usually a service specialising in providing the programme to a number of organisations. Carroll (2002:32) elaborates on the two broad categories of EAP models and argues that externally based models are those “brought in from outside the organisation”. Such programmes, he contends, are usually administered and organised from outside. On the other hand, internal programmes involve using an on-site EAP practitioner who might be either full time or part time. In some instances, according to Carroll (2002:34), in-house programmes may use a team of practitioners employed by the organisation to work with the employees of the company. In cases where the EAP is introduced as in-house, the service can either be part of an already existing department or an independent unit in its own right.

Dickman *et al.* (1988:133) are also of the opinion that several EAP models have evolved and part of the diversity has come from the variation in size of the organisations, the availability of internal resources to donate to employee

assistance services, and the willingness of the organisation to expand resources. They further contend that no particular model can be identified as the best model, and referral to the best model will depend on the specific type of the organisation. It would be of advantage for the organisation to first assess various EAP models before finalising the decision on implementing the plan.

Klarreich *et al.* (1985:112) corroborate that no one model for the development of the programme would fit all work situations. They contend that in most cases, the model to be used is determined by the size and the location of the organisation. However, the nature and the socio-demographics of the work force are also important factors to consider. Carroll (2002:25) also supports the above argument and contends that an effective employee counsellor has access to a range of models applicable to different clients and different situations. Carroll (2002:10) further points out that there has been a serious debate on the relative merits of each of these, but Hoskinson (1994) urges for a movement away from this artificial adversarial approach towards seeing the advantages of both.

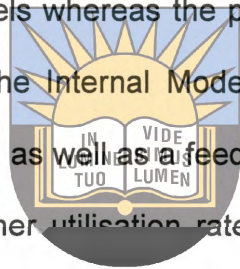
2.5.1 The Internal Model.

The Internal model is referred to as In-house or On-site Programme. There are many good In-house programmes. When they are staffed by professional clinicians and supported by the organisation in which they are placed so that they are not just “paper” programmes, they could be very effective (Klarreich et al, 1985:9).

According to Myers (1984:7), the employees of the organisation will staff the internal programme and these could include social workers, alcoholism

counsellors, psychologists, and representatives of the personnel department. This model is commonly utilised where there is an exceptional need for confidentiality. Should the orientation be towards limited counselling, the programme may utilise external resources for treatment and make inside counselling resources available to employees in this system that views them as different civilians.

Dickman *et al.* (1988:55) indicate that large industries or organisations tend to opt for internal programme models whereas the plan is organised as an integral part of the organisation. With the Internal Model, the resources for treatment could coordination and follow up, as well as a feedback. Collins (2000:88) argues that the internal model has higher utilisation rates most probably because the service is more accessible in comparison to other models.



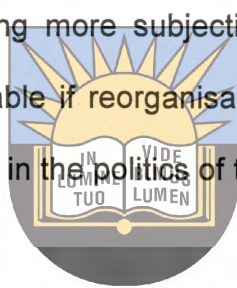
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(a) Strengths of the internal / In-house EAP model.

Carroll (2002:35) outlines the merits of an internal programme and highlights that with the in-house programme, the EAP practitioner is in touch with the culture of the organisation. They also have access to the formal and informal structures of the organisation. This makes it easy for the system to receive a feedback from the counselling work. Still the work of the programme can be adapted to the organisations' needs, as the practitioners may have flexibility to adapt to their clients' needs. Assessments too can be made in light of the various organisational systems. The practitioners may provide mediation as well as serve multiple roles with this model.

(b) Weaknesses of the internal / in-house EAP model.

Carroll (2002:35) further outlines the demerits of an in-house programme and points out that with the in-house approach, it is more difficult to maintain confidentiality. Therefore, the employees may be worried about the leakage of personal information. This might come from unfounded suspicion that the management may use the programme to do its "dirty work". The EAP practitioner could be identified by employees with management and vice versa and the counsellor can be seen as being more subjective in their assessments. The programme can become vulnerable if reorganisation takes place, and the EAP counsellor can easily be involved in the politics of the organisation.



2.5.2 The External Model.

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According to Carroll (2002:34), external EAP programmes have multiplied over the past decade. It is anticipated that they will continue to increase over the next few years. External programmes are operated and staffed by personnel employed by the organisation that provides EAP services (Myers, 1984:10). Klarreich et al. (1985:10) argue that in the external model, an employer contracts with an independent EAP service provider to provide the planned services. This approach often enables the client organisation to purchase and implement a programme specifically tailored to their needs. With this model, employees can receive treatment off the work site making it possible for the employees to utilise the programme without the fear of being seen by their colleagues.

Chiabotta (1987: 45) supplements the above views and argues that with the external model, there is no actual diagnosis but treatment is provided directly by

the contracted organisation. The service provider therefore only offers assessment, short-term counselling, and referral of the employee to the relevant resources. Bokoba (2005) highlighted three types of external models namely the Hotline, Consortium, and Contract Models.

This discussion will now consider these models individually, to determine what might be the most appropriate for the provincial Department of Agriculture in the Eastern Cape Province of South Africa. The researcher notes here that the province is largely rural.

(a) The Hotline Model.



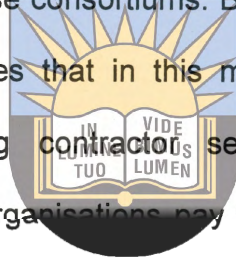
According to Myers (1984:14), a hotline is either a local or a long distance telephone service. Employees experiencing problems dial the publicised number and talk to a listener who is trained to assess problems. After the assessment, the employee will then be referred to a relevant and listed service provider from their community, where assistance can be obtained.

The researcher views the Hot line model as similar to the current AIDS help line service, and thinks that it would be appropriate for the government employees who have access to telephone services, more specifically those that work in urban areas. However, the diversified nature of the Eastern Cape Province and its topography could make this model inaccessible for the public sector employee who works in the most rural settings of its large rural geographical area.

(b) The Consortium Model.

Consortium in terms of an Employee Assistance Programme means that a group of employers in a given geographical area work together in order to establish effective EAPs serving their common interest. (Beugger, 1987:11)

Klarreich et al. (1995:60) corroborate the above and highlight that the members of the organisation that collectively own the system will also govern the consortium. Organisations that for economic or other reasons do not wish to initiate their own programmes use consortiums. Bokaba, (2005:28) also supports the above scholars and argues that in this model, the costs of a full time coordinator tasked with hiring contractor services is split amongst the participants. The participating organisations pay for services on a capital basis, which is a fixed fee per employee per month, and in this way helps to reduce the responsibility of a single employer.



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Similar to the above, Emener and Hutchison (1988:138) discuss another external model referred to as Union based. They argue that the employees' union provides the planned services within this programme structure. Motivation for assistance can be done at the work-site by union coordinators.

Employee Assistance Programmes in the Eastern Cape Province is rather a new innovation and it is the opinion of the researcher that most departments still do not have the capacity to run independent programmes. In other words, the relevant workers and appropriate systems that form the foundation of a

successful EAP are not well established. If different departments could come together as a unit and run a single programme, then the impact would be felt.

However, the researcher fears that because not all the departments are at the same functional levels of employee wellness, the impact of a consortium EAP may be difficult to assess.

(c) The Contractor model.

According to Bruce (1990:131), a Contractor Model differs from the Consortium Model in that a contractor is a profit-making agency whose services are paid for by the contracting organisation. There are three types of Contractor Models and these are discussed below.



Bokoba (2005:29) states that the first version involves supplying EAP services for one or two problems such as drug and alcohol abuse. The second version is an extension of the first. Here after care and assistance with job re-entry is provided to employees. The last version again differs from the second in several ways and is considered a comprehensive service. In this version, the contractor will provide the employer with expertise during the planning phase which will include the integration of EAP and organisational goals. They will assist the employee with aspects such as out placement and career, financial and pastoral counselling.

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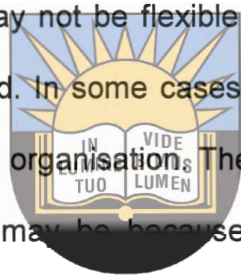
2.5.2.1 Strengths of the external model.

Klarreich and Franchek (1985:10:66) state that out of the house programmes are less expensive to operate and thus the return of investment is greater. Confidentiality too may be easy to maintain, and there is likely to be a higher number of self-referrals. In corroboration with the above,

Carroll (2002:33) points out that the external EAP programme is usually not part of the politics of the organisation. The external EAP service programme can offer a number of counsellors with different skills, background and competences, and the out-house programme can challenge what is taken for granted by the organisation.

2.5.2.2 Weaknesses of the external model.

Carroll (2002:33) points out the criticisms of the external model and argues that the external service provider may not be flexible in what they offer, the service provider is usually profit oriented. In some cases, the contractor can unwittingly get involved in the politics of the organisation. They may also not understand the culture of an organisation. This may be because the external service provider may not know much about the organisation from which the clients come, and the staff of the contractor may not have had experience of workplace counselling. Compared to the in-house model, the external model has no ownership of the programme.



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2.6 The Union-Based Model.

The South African public and private sector workplace is highly unionized. It is for this reason that most programmes that are initiated by the workers' unions and labour movements are likely to be heavily supported.

Harper (2000:129) explains that the union at their office or hiring hall provides the EAP services within the Union –Based programme structure. The motivation for assistance is carried out at the work site by union co-ordinators. This is followed by a treatment referral. In essence, external treatment resources are fully utilized and the EAP personnel organize any follow-up. It is important to point out that the

union approach does not prohibit management from making referrals of any union members to the programme's offices should management recognise the need to do so.

The union –based EAP Model has its advantages and disadvantages. To begin with, the researcher recognises that employees tend to have confidence in their representatives as authentically having their interests at heart. This implies that union representatives can sincerely assist management in defining the objectives and functioning of EAPs. They can also offer support for the in-house policy.

Due to the credibility with the union members, union representatives can be requested by management to assist in marketing the programme. They can therefore encourage their members to increase the utilization of the EAP. Another advantage for this model is that the programme will cost less for the work organisation.



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Harper (2000) admits that on the other hand, union- based models may be disadvantageous because they may not serve non-union members. This may tend to be discriminative against those troubled employees who are not union members, for membership to all labour movements in South Africa is, by law, voluntary as opposed to being imperative and compulsory. The work organisations may also sometimes view union-based models with suspicion as a method by which unions are trying to gain advantage of extending their influence among the employees. This may in turn fuel tension between union representatives and management. The necessary EAP skills and expertise required for a successful implementation process may also be limited or sometimes unavailable to the unions.

2.7. Conclusion.

Cunningham (1994) observes that the workplace is too complex to have “pure” forms of counselling models. A critical look at all the models suggests that a combination of all the models needs to be the norm rather than the exception. That is to say, blended models would provide a wider choice for the troubled employees in a sense that it would bring “richness” rather than a “dilution of purity”. The above view is espoused by Carroll (1994) when he points out that EAP service providers need to blend the approaches and come up with an eclectic style in their work. Therefore, the researcher observes that creativity and innovativeness are paramount in designing the model(s) to be followed in the implementation of the programme. The major concern in determining the model would be the needs of the troubled employees. Aspects like flexibility of the model, confidentiality, follow-up, and rehabilitation of those who have gone through the programme need to be considered when selecting. The employee’s participation ought to be considered when choosing the model. This can be done in the form of a pre-test of the model before it is fully adopted.



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In conclusion, Carroll (2002:44) points out that a combination of models should be the norm rather than the exception. Blended models provide a wider choice of EAP services for the concerned organisations’ employees. The researcher concedes to the notion that a mixture of models will more than likely bring richness and variety rather than a dilution of purity.

2.8 The utilisation of the EAP by its intended beneficiaries.

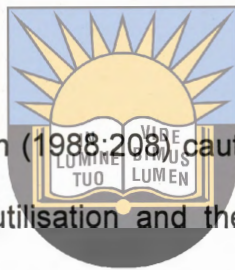
Utilisation and publicity of the programme are mutually exclusive and cannot be dictomised. Campbell and Graham (1988:208) observe that there is a direct correlation between the successful implementation of the programme and the amount of publicity that goes with it. They add that one can inaugurate a programme with posters, handouts, buttons, pay envelope enclosures, information booths, and a visit from Santa Claus himself, but in a short time a large number of the employees would have forgotten all about the company EAP. Therefore, they state, to promote the utilisation of the programme, the programme promoter will have to facilitate the company employees with the same information repetitively.



A case study of the United States indicates that Employee Assistance Programmes designed to help employees overcome personal crises such as alcoholism, job burnout, or family problems are offered by over 73 percent of large employers. Carrel (1995:594) has noted that such programmes have proved that valuable, skilled employees who experience problems can be helped. According to Carrel (1995:594), once they have dealt with their problems, employees often provide many more productive years of service, and they may be particularly grateful to employers who lent them assistance during a time of personal or financial crisis. The researcher emphasises here that the EAP was established as a practical means of ensuring the wellbeing of employees. Therefore, all attempts should be made to carry out timely identification of those employees having trouble to avoid any form of crisis management on the part of the EAP personnel.

Chiabotta (1987) supports this and argues that the ultimate cooperation and trust between labour and management will directly and indirectly benefit the employee. The mere existence of a good EAP is a meaningful employee benefit.

He further highlights that when labour and management jointly demonstrate that “to be troubled is to be human” a more trusting environment will exist and employees will tend to feel more comfortable asking for and accepting help and assistance. Bokaba (2005: 34) agrees with this and points out that only those employees who make use of the programme will benefit from the services it offers.



However, Campbell and Graham (1988:208) caution about the seasonal-interest trends that affect programme utilisation and the image that the programme's broadcasts may have on its intended beneficiaries. They argue that seasons of the year can either promote or hinder the participation in the programme's activities. Therefore, they advise that the image of any successful EAP should combine caring with a prevention theme.

The researcher concurs with Chiabota (1987:67) when he points out that the mere existence of a good EAP in and by its self is a meaningful employee advantage. However, utilisation cannot be looked at in isolation.

A troubled employee would only be willing to make a self-referral to the service provider if they look at the whole idea as not being an “incriminating strategy”. In a situation where the troubled employees feel at a risk of losing their jobs if they disclose their personal problems to another person, it would be very unlikely for them to seek help. Further, more employees who feel grateful to the employer for lending them assistance when they were faced with personal problems need to

come out and give testimony if they are willing to do so. This would build trust among others who may wish to utilise the programme. In a situation where the employer does referrals, it has to be carried out in a manner that does not deprive the employee of their rights, such as the employee's right to privacy. In all cases, the important principle of confidentiality has to be maintained.

2.8.1 Employee Assistance Programmes' support to the beneficiaries.

Quick (1998:21) divides employee problems into three broad categories namely: organisational stressors, extra-organisational stressors, and transitional stressors. Organisational stressors include problems arising from the work place, while extra-organisational stressors include problems outside the workplace such as family problems. The latter refer to those problems threatening the employee after employment such as preparing for retirement. An employee bombarded with all these stressors will need assistance in order to overcome the troubling situation.

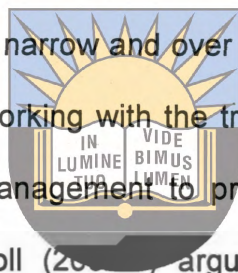


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According to Carroll (2002:9), there is still little agreement on what constitutes overall employee assistance programmes due to the sophisticated nature of employee problems. He argues that services differ from one another as providers adapt to different organisational needs and cultures. Campbell and Graham (1988:62) support this perspective and suggest a broader view of the EAPs when they argue that the objective of this structured assistance is the re-establishment of the employee's effective job performance. In further support of this, Carrell (1995:597), points out that contemporary EAPs have a broader and more

comprehensive approach to helping employees identify and solve their personal problems regardless of the cause.

However, Sonnenstuhl and Trice (1990:1) suggest a narrower description of EAPs that is more applicable in most instances. Their description views EAP as a job-based programme that operates within a work organisation for the purpose of identifying troubled employees, motivating them to resolve their troubles, and providing access to counselling or treatment for those employees who need such services. Carroll (2002:9) enlightens the description given by Sonnenstuhl (1990), and criticizes it as being narrow and over concentrating on the individual. He adds that while EAPs are working with the troubled individuals, they should work with organisations and management to prevent employees reaching the stage of individual care. Carroll (2002) argues that nowadays, EAPs are connected to employee performance, management practice and the style of leadership in organisations.




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They carry out training for supervisors and may offer support at all levels. He further argues that if this programme were viewed in the above context, it would bring it close to being some form of a tangible and valuable asset towards individuals' and organisational change. The latter view is corroborated by Carrel .(1995:596) when they point out that typical planned activities should address psychological and physical challenges, including job stress, chemical dependency (alcohol and drugs), depression, marital and family problems, health, anxiety, and even job boredom.

In Swaziland, according to Makhonta (2005), some EAP service providers are also able to offer other important services including retirement or lay-off assistance. They add wellness, health promotion and fitness (such as weight

control, nutrition, exercise, or the eradication of smoking). Others also do offer advice as far as long-term illness and other physical disability issues are concerned. It is revealed further that EAP activities include counselling for crises such as death at work, as well as advice aimed at managers and supervisors who deal with difficult situations at their places of work.

According to EAPA-SA, (1999:5) the Employee Assistance Programmes in South Africa align with the broader scope of EAPs, and their activities include the range below:

- 
- consultation and training to appropriate persons in the identification and resolution of job performance issues related to employee personal concerns and difficulties;
 - confidential, appropriate, relevant, and timely problem assessment services;
 - appropriate and relevant referrals for diagnosis, treatment and assistance;
 - the formation of linkages between the work-site EAP, community resources and individual practitioners who provide such services; and
 - follow-up services for employees who utilise the services.

The authors above have given a comparative analysis of the EAP in the various areas. They all give a very broad range, which may require putting aside various resources yet these may not be readily available in the public sector. The scope of EAP as indicated is quite impressive. Nevertheless, the researcher feels that a

"prior needs assessment" would determine the range of services necessary for a particular department. Though the EAP in the various departments may be similar in principle, the needs of the troubled employees will differ depending on the specific work-environment. It is also imperative that the management keeps revisiting the services provided by the EAP from time to time to ensure their relevance and appropriateness.

2.9. The EAP and employee productivity.

Pfeffer (1994) indicates clearly that the most important ingredient for an organisation to meet the bottom line is the care for the employees. Arroba and James (1999:21) argue that wherever stress is present, performance will not be at its best. They further point out that when the level of pressure that an employee is experiencing is at optimum, then performance will also be on optimum. In addition, for an organisation to achieve top performance, Arroba and James (1999:21) emphasise that there needs to be a balance between demands on the employee and his or her ability to respond to those demands. If there is an imbalance between these two, then performance will also be below optimum.

Carroll (2002:4) supplements the above view when he argues that the direct link between care for the people and the drive for success and profit should be a major factor in convincing employers to install EAP counselling in their organisations. Carrel (1995:594) agrees with the above opinions and points out that the employees are the company's greatest asset, and their state of health affects their contribution to the company in such measurable ways as absenteeism, lowered productivity, fatigue-caused accidents, reduced alertness and creativity, and high health care claims and insurance premiums.

Carrell et al. (1995:597) further note that the major cause of the increasing number of EAPs is their success in increasing employee productivity. They continue to argue that the recovery rate of participants in EAPs is three times that of the public. This is attributed to identifying problems early in their development.

The use of positive and negative employer reinforcements to motivate EAP patients to continue treatment and the programme's follow-up monitoring to minimise relapse problems, can also be advantageous in this regard.

Bokaba (2005:32) supplements the above view and maintains that the programme can be viewed as a means of reducing costs by decreasing absenteeism, tardiness, accidents, error judgement, and the like. By initiating the EAP, work organisations establish a cost saving programme that will improve bottom-line profits. Furthermore, the planned activities should be supportive in mitigating a decline of performance from employees with normally satisfying job performance and potential. It should therefore be reactive in the identification, assessment as well as treatment of underachievers for successful work performance and productivity.

Similarly Quick et al. (1998: xiv) point out that clearly and properly designed and implemented programmes can provide physical and mental health rewards for workers. As such, these programmes could boost the fiscal health of organisations by reducing absenteeism, turnover, medical and legal expenses, as well as by increasing productivity and the all-important bottom line. Quick et al. (1998: xvii) continue to highlight that stress in the workplace has both humanitarian and economic concerns; the latter meaning that mismanaged stress and strain on the side of the employee can cost the organisation billions of

dollars annually in lost productivity, health care costs, and workers' compensation payments.

In line with the above, the findings of a research study conducted by Cooper et al. (1990:10) indicate that there is a direct relationship between EAP counselling and service delivery. The study discovered a significant improvement in terms of reduced absence from work after the clients had received EAP counselling. Carroll (2002:23) agrees with these findings and contends that it makes practical, human and economic sense to provide some counselling forum where employees can deal with their personal and professional problems.



However, Reddy (1996:11) referring to the findings of Ahern's survey of top managers of British firms ~~confirms the views of the proponents of the EAPs~~ when he questions the existence of a direct commercial relationship between the programme's counselling and business performance.

Though the EAP may ideally play a very significant role in uplifting employee productivity, it needs not to be viewed as a panacea. As noted above, EAP plays a crucial role, but the researcher feels that if looked at in isolation from other enabling factors such as access to relevant training, little if not nothing will change in the level of employee productivity. Verifiable indicators as well as the programme's monitoring tools as regards productivity also need to be put into consideration.

2.10 Standards for Employee Assistance Programmes in South Africa.

In order to promote a quality service, standards and guidelines are established to enhance the functioning of the EAP in South Africa. Assessment and referral are both major elements of the programme that must be executed. This has to be done in such a manner that the quality of the service is not compromised. The researcher believes that the long-term success of the Employee Wellness Programme in the Eastern Cape public sector depends mainly on the quality of the product that is on offer. The researcher therefore views the EAP Standards as a basic provision of a form of a quality assurance framework for the programme's implementation.



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According to the Standards Committee of EAPA SA (2005:7), a standard is the agreed level of the best professional practice or at least a description of the envisaged ideal situation. The EAP personnel should adopt the standards. However, caution should be taken not to compromise the underlying principles of the programme such as confidentiality. Standards have been set to streamline the functioning of various aspects of the programme such as its design, consultation and case management, as well as the training of various EAP personnel such as supervisors. Other important aspects covered by the standards document include issues on the management and administration of the EAP such as staffing, confidentiality, record keeping and the ethics expected of EAP professionals. For purposes of this presentation, only one aspect regarding standards namely supervisory training is discussed.

The objective of this is to highlight and elucidate the importance of setting standards for the programme.

2.11 The relevance and significance of supervisory training.

It is logical to start by highlighting the importance of the training of the supervisors. Effective implementation of the EAP should begin with a well-planned and executed supervisory training programme. Myers (1984:237) justifies this trend and asserts that supervisors may fail to commit themselves to the programme since it involves the confrontation of employees, unless these supervisors become aware of the programme's objectives through training. This training explains to them the details of problem-work deficiencies.



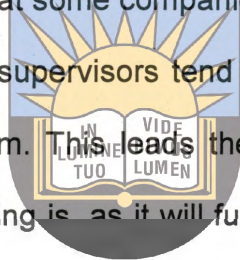
Supervisors are likely to exhibit enthusiasm and initiative in connection with the EAP when the training offered to them outlines their role in the entire procedure and shows them how they can assume responsibility for their charges in this direction. The researcher concurs with the idea that training could ease the supervisors' tension in confronting fellow employees since some of these employees may even be older. This could mean that they could take exception if not confronted appropriately and tactfully. Thus, it is imperative for these supervisors to undergo training to be able to apply the correct procedure in the rather sensitive role of confronting their fellow workers in order to refer them to the EAP for assistance.

Looked at from a similar angle, Blair (2004:19) observes that the essence of the programme is the application of knowledge about behaviour to make accurate assessment, followed by appropriate action to improve productivity and a healthy

functioning of the workforce. The researcher accepts this observation in line with its reflection on the need for supervisory training to enable the supervisors to identify the troubled employee.

The researcher contends that the supervisors carry out their day-to-day duties in the department according to specific set rules and policies. This implies that their training is important as it explains the policies and the procedures that they need to follow in order to be able to make EAP referrals.

Some EAP research indicates that some companies using an in-house model are at a disadvantage because the supervisors tend to think that the programme is taking their jobs away from them. This leads the researcher to realize further, how significant supervisory training is as it will further clarify how the EAP could help the supervisors do a better job by reducing the deficiencies of the employees who receive assistance.



Related to the above important point, Meyers (1984:237) has correctly asserted that an ill-trained supervisor will be poorly prepared to handle confrontation interviews with the employee. This may lead the concerned supervisor to ignore the employee's deficiencies until a stage where only severe disciplinary action will be necessary to put back the concerned employee in line with the departmental expectations. It should be noted that the programme is meant to assist employees and employers maintain sound relationships. Certainly disciplinary confrontations of this nature do not maintain cordial relations between employer and employee.

2.12 Objectives of supervisory training.

According to the EAPA SA standards, the following are the objectives for supervisory training.

- To enhance functioning of the EAP in the organisation.
- To clarify for supervisors on their role in the assessment of poor performance and the referral process.

Blair (1990:23) identified the following objectives for supervisory training:

- To teach supervisors how to confront an employee constructively.
- To teach supervisors procedures they are expected to follow.
- To teach them how to identify a troubled employee.



The above requirements have been discussed elsewhere in this presentation and re-emphasizing them would not put the point home any further.

However, the researcher wants to note that both the standards committee and the scholar above partially put the long-term success of the implementation of the EAP on the skills of the supervisors.

The researcher would also like to put across two reasons why the supervisors should be considered as key role players in the implementation of the EAP.

Primarily, the supervisors are in contact with the employees daily. This means that training them would be a good investment for the department because they will be in a better position to identify troubled employees than the departmental EAP practitioner. Secondly, supervisors do have a closer working contact relationship with the employees and are therefore likely to know them better than

the practitioner because they are in one form or another the performance managers for the department.

The Standards Committee of EAPA-SA seems to have set out well understandable, meaningful and attainable goals and standards for the implementation of the programme in South Africa. It is important that these standards and set procedures are clearly communicated to all the staff in the department. This will militate against any rising inconsistency in actions, tension or conflict when corrective action may be necessary for deviation from set official standards.



2.13. Conclusion.

The purpose of this chapter has been to analyse the different EAP models that are used by EAP practitioners in the Eastern Cape Provincial Department of Agriculture. The strengths and weaknesses of these models are highlighted. The standards compiled by EAPA South Africa Chapter that regulate all relevant role players have been unpacked. These include top management, employees, and supervisors, to enable them to contribute meaningfully to the effective operation of the programme.

The next chapter considered the Legislative Framework for Employee Assistance Programmes within the South African context.

CHAPTER THREE
THE LEGISLATIVE FRAMEWORK FOR THE EMPLOYEE ASSISTANCE PROGRAMME.

3.1 Introduction.

The Employee Assistance Programme is based on certain aspects of the law, which form the legal framework for it. Although EAP does not have any direct legislation, the laws discussed in this chapter have a very large influence on the course of its implementation in the Eastern Cape Provincial Administration. The researcher observed that employees spend the bulk of their day in the environment of the workplace, so the employer has a legal responsibility towards their well-being. If the employers fail to fulfil or meet their obligations, they are likely to contravene the following legal provisions illustrated in this chapter.

Arroba and James (1999:25) argue that the workplace has experienced recent developments with legal actions brought by employees against their employers for damages resulting from working conditions. This has prompted the extension of the scope of health and safety legislation so that the workers' emotional, psychological, along with their physical well-being are covered by law. Arroba and James (1999:26) add that the experience of being at work is not supposed to cause emotional difficulties and each organisation has a legal responsibility to ensure a health emotional well-being of its employees.

A number of policies and legal framework justify the establishment of the Employee Assistance Programme. These include the following:

- The Constitution of the Republic of South Africa. (Act 108 of 1996).
- The Labour Relations Act. (Act 66 of 1995).
- The Public Service Act. (NO. 5 of 2001).
- The Basic Conditions of Employment Amendment Act.(No. 11 of 2002)
- Occupational Health and Safety Act. (Act 5 of 1993).
- The White Paper on the Transformation of the Public Service (WPTPS) of 1997.
- Employment Equity Act, 1998 (No. 55 of 1998)
- Compensation for Occupational Injuries and Diseases Act, (No. 130 of 1993)
- Health Professions Act (No. 56 of 1974)



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Although the above legislation and other regulations as well as guidelines and protocols have linkages to employee wellness, yet for purposes of this study only a few of these are discussed below.

3.2. The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996).

The Constitution of the Republic of South Africa of 1996 which is the supreme law of the land guarantees employee safety and wellness. Article 23 subsection 1 of Chapter Two of the Constitution states that “...every one has the right to fair labour practices...”. “Fair labour practices” in this regard includes employee wellness activities such as workplace programmes that aim at addressing the physical, psychosocial, as well as the emotional wellbeing of the employee. An

employee whose performance is short of the required standards due to personal or workplace related problems is cushioned under this legislation from unfair dismissal. The employers have a legitimate responsibility to ensure that their employees are given assistance to overcome the troubling situation.

Article 27 section 1 subsections (a) and (c) highlight that “...every one has the right to have access to health care services including if they are unable to support themselves , and their dependants, appropriate social assistance....”.

Therefore, the state is obliged to take reasonable legislative and other measures, within its available resources to achieve the progressive realisation of this right.

The EAP in this light is a state initiative to allow employees to exercise a right that relates to their quality of life.



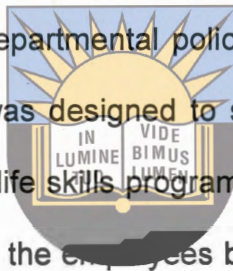
By giving support to the troubled employees and their immediate families to overcome those emotional and some times psychosocial problems, the EAP is improving their quality of life. The vital issue here however, will be the extent of the resources available to maintain the EAP for the realisation of these rights. It is therefore essential that all EAP stake holders i.e. the troubled employees and their immediate families, managers and practitioners, and others exercise strict managerial expertise to ensure that the resources are used optimally. When the EAP strives to ensure physical and emotional health of the employees, it is serving this right.

3.3 The Public Service Act, (No.5 of 2001).

Part Six, (Section D) of the above Act requires the head of a government department to create and maintain a safe and healthy work environment for the

employees. By establishing the EAP in the Department of Agriculture, there is a clear attempt to fulfil this mandate.

Furthermore, Part Six (Section E5) specifically mandates a head of department to establish a health promotion programme. This programme is to take the form of the provision of appropriate education, awareness and prevention programmes on HIV/AIDS and other sexually transmitted infections for the employees in the department and, where possible, their families, and as far as possible, integrate those programmes that promote the health and wellbeing of employees. The EAP internal Departmental policy of Agriculture in the Eastern Cape clearly points out that it was designed to support employees in terms of counselling, financial education, life skills programmes, and stress management. It also offers professional help to the employees by referring them to appropriate psychologists, or sending them to rehabilitation centres where appropriate. This is in line with the provisions of the Act cited above.



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Part Six (Section F) of this Act also provides for a Head of Department (HOD) to introduce measures for the monitoring and evaluation of the impact of any health promotion programme among the departmental employees. The EAP may surely be such a health promotion programme in the sense that it does promote health through its life skills programmes, therapeutic counselling and other numerous functions that seek to strike a balance between the employees psychosocial and occupational existence.

Finally, Part Nine (Section E) of the Act provides that in the case of unsatisfactory performance on the part of the employee, the departmental executing authority shall provide systematic remedial or developmental support to assist the employee to improve their performance.

According to the EAP provincial policy of the Department of Agriculture, the EAP is also viewed as a Performance Management Tool. This is because managers have the responsibility to monitor and manage the work/job performance of the employees.

When a manager realizes that an employee's work performance has deteriorated (through quarterly reviews, day-to-day communication, or any other method), a number of steps may be taken. Among those steps is the provision to the employee of the option of participating in EAP to try to identify the factors that militate against their performance. This will help the management to identify means to effect the desired improvement. Clearly, in such instances, the managers would be carrying out the mandate of the Act cited above.



3.4 The Labour Relations Act (105 of 1995).

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The mandate for EAP is enshrined in the Code of Good Practice (Schedule 8) of the Labour Relations Act 66 of 2002. The Code of Good Practice deals with some key aspects of dismissal for reasons related to employee conduct and capacity. The Act emphasises the primacy of collective agreements, but does not replace disciplinary codes and procedures established because of collective decision making between an employer and a workplace forum. The code highlights the need for both employment justice and efficiency in business, and underscores the trade-off that ".....while employees should be protected from arbitrary action, employers are entitled to satisfactory conduct and work performance from their employees"

3.4.1 Dismissal of an employee.

Section 2 (1) of the Code of Good Practice (Dismissal) states that "a dismissal is unfair if it is not affected for a fair reason and in accordance with a fair procedure, even if it complies with any notice period in a contract of employment or in legislation governing employment...." The Act is directed at the different facets of employee dismissal and these are: dismissal on grounds of misconduct of the employee, dismissal on grounds of incapacity of the employee, dismissal on grounds of operational requirements of the employer's business, and dismissal on the grounds of poor work performance.

i. Dismissal on grounds of misconduct.

The essence of EAP is embedded in Section 3 (2) of the Code of Good Practice. This section underscores the responsibility of the employer to correct an employee's behaviour through a system of graduated disciplinary measures such as counselling and warnings. An employer will have to consider alternative measures such as a referral to EAP counselling for an alcoholic who comes to work drunk for example, and dismissal will be reserved for cases of serious misconduct or a repeatedly committed offence.


ii. Dismissal on grounds of incapacity (ill-health/injury).

According to section 10 of the Code of Good Practice, the onus is on the employer to investigate the extent of the incapacity and devise possible alternatives short of dismissal in order to assist the affected employee. Section 10 (3) highlights that ".in case of certain kinds of incapacity, for example alcoholism or drug abuse, counselling and rehabilitation may be appropriate for an employer to consider." An employee experiencing psychological and mental

disorders due to drug dependency will need to be referred to an EAP professional to help them with assistance possibly with chemical dependency counselling.

iii. Dismissal on grounds of poor work performance.

Section 8 of the Code of Good Practice states that “.....an employee should not be dismissed for unsatisfactory performance unless the employer has:-

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- a) Given the employee appropriate evaluation, instruction, training, guidance and counselling; and
 - b) After a reasonable period of time for improvement, the employee continues to perform unsatisfactorily...”

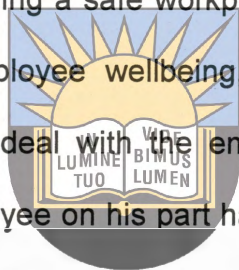
The section also underlines the need to investigate the reason for unsatisfactory performance before dismissing the employee and the employer should consider other ways, short of dismissal, to remedy the matter.

In other words, the Act indicates that dismissal on grounds of poor performance should be the last option for the employer to consider when other alternatives including the EAP holistic approach have failed.

3.5 The Basic Conditions of Employment Amendment (Act, No. 11 of 2002).

Sections 78 and 79 of this Act state that an employee has a right to hold discussions with the employer or fellow employees with regard to the conditions of employment. Thus, an employee troubled by personal/ work-related problems is given a right to seek assistance from an EAP service provider or practitioner.

Employees are entitled to reasonably safe and healthy working conditions. This places the obligation of maintaining a safe workplace on both the employer and the employee. As regards employee wellbeing, the employer takes it upon himself to provide the EAP to deal with the employee to maintain a healthy working environment. The employee on his part has a duty to make self-referrals to the programme where this may serve the purpose of maintaining a safe workplace.



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3.6 The White Paper on Transformation of Public Service (WTPS) of 1997.

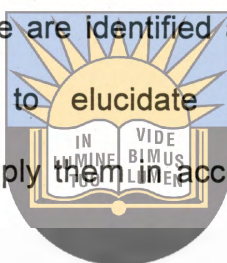
The introduction of the Employee Assistance Programme in all public service departments may be looked at as a tool of transforming public service delivery. This is advocated in the eight "Batho Pele" principles in terms of increased efficiency and effectiveness of the public servants. The researcher views the EAP as an intervention directly benefiting the public servants by influencing both their private and public life.

A troubled employee is consequently inefficient and ineffective and thus compromising the ultimate goal of the public service transformation programme dubbed the "Batho Pele" approach. On the other hand, public servants need to be taken as part of the general citizenry. They ought to be treated with dignity.

To ensure success of the Batho Pele principles, it is imperative that the commitment, energy and skills of public servants are harnessed to tackle inefficient and outdated practices. There is a need to identify new and better ways of delivering services.

The EAP is thus a noble approach geared at harnessing employee efficiency and commitment, and establishing a conducive environment for service delivery.

The eight principles of Batho Pele are identified and discussed in broad terms below. An attempt is made to elucidate on how the EAP in the Department of Agriculture can apply them in accordance with their own needs and circumstances.



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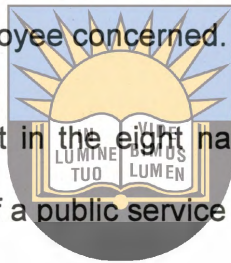
Consultation: this important principle specifies that the citizens of the country should be consulted about the level and quality of the public services that they receive, and where possible, they have to be given the right to choose among the services that they are offered.

In the context of the EAP, this principle will give both the employer and the employee the opportunity of influencing decisions about EAP services, by providing objective evidence that will determine EAP services delivery priorities. Consultation will encourage a more participative and co-operative relationship between the Department as the EAP provider and the employees and their immediate families as the users.

A number of methods may be applied to carry out this principle. These may include employee surveys, interviews, consultation with the labour movements to

which the employees belong, and others. The researcher points out that whatever methods are adopted; they should be chosen to suit the characteristics of the employees and their immediate family members.

Due to the sensitive nature of the EAP services, the credibility of this consultation may depend on the maintenance of confidentiality. This implies that the employees may not be asked to reveal unnecessary personal information, and they should be able to give their views anonymously if they wish. Whatever model is decided on, it is imperative that the important Batho Pele principle of consultation is done with the employee concerned.



Access and courtesy as set out in the eight national principles of the “Batho Pele” focus on the individual life of a public service employee.

Access: The WPTPS emphasises that all citizens should have equal access to the services to which they are entitled and this gives every employee a mandate to utilise the EAP services when needed. More so, the EAP managers are legitimately required to specify and set targets for progressively increasing access to the services to include even those employees who have not previously received them. It is important that the EAP programme specifically address the need to progressively redress the disadvantages to all barriers to access such as cultural, social, communicational, and attitudinal barriers.

Courtesy: The principle of Courtesy revolves around the idea that citizens ought to be treated with courtesy and consideration. In this sense a troubled employees should not be stigmatised, but rather assisted courteously to overcome the problem. The way employees facing performance problems ought to be treated must be specified in the policy statement of the department. Supervisors should

also be trained on how to handle their supervisees and the procedure of making referral for EAP assistance.

The White Paper indicates that, as part of the broader transformation of South African society, public sector management will be guided according to the principles of equity, effectiveness and efficiency, as well as public accountability. The EAP personnel in the public sector are expected to carry out their activities not only efficiently but with courtesy too.

Information: this principle points to the notion that the Departmental employees should be given complete and accurate information about the services they are entitled to receive.



All updated information on the services provided by the EAP in the department should be provided to the employees and their immediate families. This may call on the department to provide this information in a variety of media and languages to meet the differing needs of the employees. This may be necessary as to ensure that those who are, or have previously been disadvantaged by disability, language, race, gender, or any other way have access to these important services.

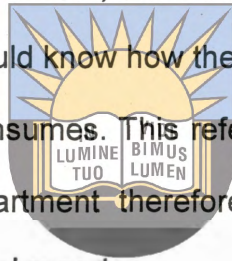
The researcher recommends that all EAP information should be plain and free of jargon, and where possible supported by graphical material that may make it easier to understand.

The researcher also confirms having come across various posters and flyers which have information about EAP services in the Department of Agriculture at the various points of delivery.

Openness and transparency: this principle prescribes that citizens should be informed how the departmental EAP is run, how much it costs the taxpayer and who is in charge.

This is an important principle that acts as a yardstick of the democratic dispensation that South Africa enjoys today.

Increasing openness and transparency builds confidence and trust between the service provider (the Department of Agriculture) and the beneficiaries (employees and their immediate families). The key feature here within the EAP context is that the employees should know how the programme is run, how well it performs and the resources it consumes. This refers specifically to its operating expenses. The Agricultural Department therefore needs to include the EAP services prominently in their annual reports.



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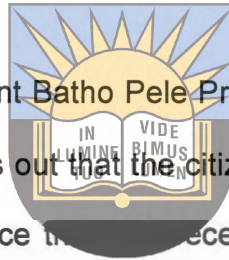
Redress: the Batho Pele principle of redress validates the idea that if the promised standard of service is not delivered, citizens ought to be offered an apology, an explanation, and an immediate remedy.

This principle points to the idea that the EAP providers in the department should possess the capacity and willingness to take action where and when things go wrong. The EAP personnel in the employment of the Department of Agriculture should acknowledge that dissatisfaction that may be expressed in writing or verbally could be an indication that the employees do not consider that the promised standard of EAP services is up to scratch. The service providers therefore should create ways of measuring all expressions of dissatisfaction. This step will enable it to correct the imbalances affecting those employees who have not enjoyed the benefits of the programme up to now.

To ground the above principles, the Employee Assistance Programme requires basing its objectives on them.

For example, the institutional plans that are included in its mission and vision statement are indicative of a series of plans for equity and staff development, for quality improvement of the work and private lives of public sector employees.

The researcher further notes that two other Batho Pele Principles namely Service Standards and Value for Money stand out as strongly relevant for the EAP. These will be discussed below.



Service Standards: This important Batho Pele Principle is critical for the EAP in the public sector because it points out that the citizens should be informed about the level and quality of the service they receive so that they are aware of what to expect from the department. The employees ought to receive an EAP service delivery model that is consistent with their organizational and employee needs. The Standards Committee of EAPA-SA has set out to develop standards that are to be utilized by EAP professionals and practitioners. Once the employees receive a high standard EAP service, it will assist them in militating against factors that can affect their efficiency. They in turn are expected to increase their job performance and hence increase the level and quality of the service they offer to the citizenry from the Department of Agriculture.

Value for Money: This Batho Pele Principle stipulates that public services should be provided economically and efficiently in order to give citizens the best possible value for money. The relevance of this principle to the EAP is that the programme is viewed as a strategic resource that produces tangible benefits for both employer and employees as it is supposed to realise higher productivity by

creating a healthy working environment.(Moss 2004;2). Seen from another angle, the researcher points out that with the realization of high productivity by the employees, they would certainly be giving value for the money they receive from the Department of Agriculture as remuneration. There is therefore an important link with the Batho Pele Principle of Value for Money.

This White Paper on transforming the public service delivery outlook represents a broad framework of a transformative vision, goals and principles and not an implementation plan for the EAP.

However, it is the opinion of the researcher that EAP authorities in the Eastern Cape Provincial Department of Agriculture can take valuable lessons in the manner in which they may implement the programme. Several further incremental steps are necessary in developing the implementation process through aspects like building its systematic capacity, developing a more adequate information base, and finalizing the EAP funding framework. The latter seems very fragile to the researcher as of now.



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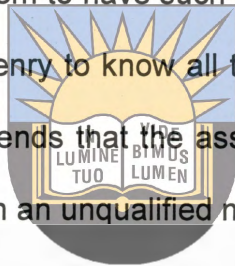
3.7. The Occupational Health and Safety, (Act 8) of 1993.

The legal aspects of the Department of Agriculture within the ECP Administration in respect of Occupational health and safety lies in the examination of the department's duties in terms of ensuring a safe risk free and hazard free environment in which the employees operate The EAP subscribes to these principles.

3.8. Why employees and EAP personnel should have knowledge of the law.

Although employees, EAP practitioners and managers should have knowledge of the legal rules applying to the implementation of the programme, yet the law does not expect them to be lawyers. They remain employees in the public sector who should apply their knowledge of legal principles to their own and their clients' advantage. The reasons why they should have knowledge of the relevant rules and principles are summarised by the researcher as follows:

To begin with, the law requires them to have such knowledge. While it is true that the law does not expect the citizenry to know all the legal rules applicable to all areas of life, the researcher contends that the assumption that ignorance of the law is an excuse does not apply in an unqualified manner any longer.



The law would require anybody who ventures into a specific field area to make a living from it (such as government employees, EAP practitioners, supervisors and others) should be abreast of the legal rules applying to that particular field. The value of the law to the EAP personnel and employees is therefore, the researcher observes, that this knowledge could prevent employees and managers alike from getting involved in litigation.

The researcher is also of the view that EAP practitioners and managers knowing the demands of the law will probably be better equipped to care for the safety of the employees and other persons in their work places than somebody who is ignorant of these demands.

Another important aspect that the researcher wants to point out is that legal rules form a framework outside which no decision or act in the public sector may fall. Somebody who knows these rules well will therefore probably be able to make

better decisions than another person who does not. Legal rules indicate what a practitioner or manager should do as well as what they may not do. As such, they create a safe and secure space within which they may move.

Finally, the researcher points out that the managers and other personnel who have mastered the rules of the law relevant to the implementation of the EAP will be able to look after their own interests better than someone who has not mastered them. They will also know exactly what the rights and duties of the other parties concerned are such as the private service providers.

3.9 Conclusion.

The legislation, regulations, and guidelines listed above are largely health-specific and employment-specific and apply to the public sector workplace and workforce. The list is not exhaustive, neither does it give all the details of the documents. In this short chapter, an attempt has been made to highlight the responsibilities of the employer relating to employee wellness. How these responsibilities are underpinned by the legislative framework has been elucidated too.

The next chapter presents a description of the research techniques that were applied in this study.



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CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction.

This study aimed at reviewing the process of implementing the Employee Assistance Programme in the Department of Agriculture and the progress made *vis-à-vis* helping the troubled employees on EAP referral. In order to ensure comprehensiveness, reliability, and validity of data, the researcher used both quantitative and qualitative methods that included guided in-person interviews, questionnaires, document reviews, library search and internet browsing. This chapter discusses the research design used by the researcher, as well as the description of the methods and instruments used in data collection.

It continues with the description of the population and sample used for the study, the procedure used in selecting the sample, and the techniques used in data handling and analysis. The chapter ends with the problems that the researcher encountered during the study and ethical considerations.

4.1.1 Purpose of the Study.

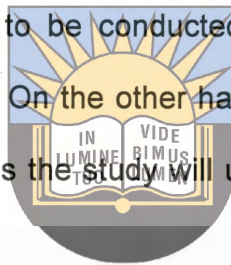
As stated earlier on in this report, the purpose of the study was to review the implementation of the EAP in the selected department, and assess the progress

made vis-à-vis addressing the problems of the troubled employees (personal and work-related) as well as their job performance.

The researcher chose the following research design to collect raw data to fulfill this purpose.

4.2 Research Design.

Rubin and Babbie (1989:310) define a research design as the decisions made about how a research study is to be conducted. It also connotes a plan for collecting data (Leedy, 2005:85). On the other hand, Hofstee (2006:113) argues that the way a researcher designs the study will usually be a variation of one or more designs.



In conducting this study, the researcher used a combination of a survey based research approach as well as a case study design.

4.2.1 Survey-based research.

A survey based design elicits information from a limited number of individuals who are presumed to have the information the researcher may be seeking and who are also able and willing to communicate, and are nearly representative of a larger group (Hofstee, 2006:122) . Before this study was carried out, the researcher sampled a small number of respondents from each sub-group. These included troubled employees on EAP referral, supervisors of the employees on EAP referral, key decision makers, and EAP practitioners. The external EAP service providers and immediate family members of the employees on EAP referral were also sampled.

4.2.2 Case study.

In this research, the Department of Agriculture was selected as the unit for study. According to Welman and Kruger (2000:190), a case study is a limited number of units of analysis (often only one), such as an individual, a group or an institution that is studied intensively. The techniques used for data collection included an open-ended questionnaire, structured interview schedules, and Focused Group Discussions (FGDs). The reading of literature on similar case studies was also carried out. The works of several scholars in the area under study were reviewed.



Leedy (2005:135) points out that in a case study, a programme or event may be studied in depth for a defined period. The researcher chose this design because the EAP is a unique programme that commenced in the Eastern Cape provincial administration fairly recently. Reviewing it and finding out how it has been implemented so far in the Department of Agriculture would be beneficial in many ways. To begin with, this would promote understanding and appreciation of the programme. Secondly, this study would inform practice in similar situations in the other provincial departments.

4.2.2.1 Open ended questions as opposed to close-ended ones.

The Azaliah College (1999:68) is of the view that open ended questions are used for complex questions that cannot be answered in a few simple categories but require more detail and discussion, whereas close ended ones are used where the answers are discrete, distinct, and relatively few in number. The

researcher opted to use open-ended questions for the study for the good reason that the respondents would answer adequately giving detail and clarification to their answers. Open-ended questions allowed more room for creativity and self-expression by the respondents.

On the other hand, open-ended questions had weaknesses in that worthless and irrelevant information was at times collected. The non-standardised data made statistical analysis difficult, and at times, these types of questions required more of the respondents' time.



4.2.3. Structured in-depth interviews

The Azaliah College (1999:78) elaborates that in a structured in-depth interview, the content and procedure are organised in advance. The sequence and wording of the questions are determined by means of a schedule and the interviewer is left little freedom to make modifications.

Cohen and Manion (1982:246-250) distinguish between three kinds of structured interviews. These comprise of fixed alternative items that allow the respondent to choose from two or more alternatives, and open ended questions where a minimum restraint is put on the answers given by the respondents. The third kind consists of scaled items where the responses are structured by means of a series of gradations. This research project mainly utilised the first two types.

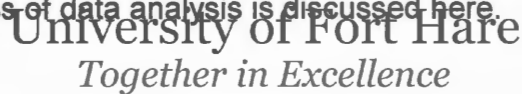
The researcher asked a standard set of questions. Leedy (2005:184) advises that researchers are more likely to gain the participants' cooperation if they show a genuine interest in what the participants have to say. During the course of this

research, the researcher was able to establish a meaningful working relationship with the EAP practitioners in the sampled department. This factor worked favourably in the collection of data.

4.3 Methodology used in the Study.

Leedy (2005:94) states that although there may be a wide variety of research methodologies, yet many researchers categorize research studies into two broad categories. These are qualitative research and quantitative research. The researcher used both approaches in this project.

This section looks at the research instruments that were used for the study. The population from which the sample was selected and its characteristics are considered. The process of data analysis is discussed here.



4.3.1 Instruments used for the study.

The instruments used for the study included: questionnaires, audio tape recorders, note books, structured interview schedules, and flash discs.

4.3.1.1 Questionnaires.

Structured questions including open-ended and category questions were designed on the computer, printed out and later given to the respondents by hand delivery. In preparing the questionnaires, the researcher started with the simpler questions and structured the more personal, controversial, and discomforting questions at the end of the questionnaire. The researcher ensured that all the items on the questionnaire were consistent, direct and neutral before administering the instrument on the study population.

A questionnaire was used to capture data from the immediate family members of the troubled employees on EAP referral. In order to guarantee reliability and validity, the researcher submitted the instrument to the supervisor to comment before using them for the study. The researcher considered the use of a questionnaire because this sub-population is scattered and it would save on the costs if the instruments were posted to the respondents. (See appendices for a sample of the questionnaire used for the study).



4.3.1.2 Audio tape recorders.

Audiocassette recorders were used during an in-depth one on one interview with troubled employees on EAP referral, supervisors, and the EAP practitioners.

This undertaking resulted in capturing all the key points and ensured that no information was missed during the interviews.

The tape recorders were used with the permission of the respondents to capture qualitative data. During the process of data analysis, the cassettes were replayed in order to retrieve the desired pieces of information.

4.3.1.3 Structured Interview Schedules.

Structured open-ended questions were designed by the researcher to guide in-depth interviews with the respondents. Before interviewing the respondents, the researcher first obtained some background information about them. The researcher had to make sure that the interviewee understood the purpose of the study. The researcher always began the interview with the more obvious questions and then the more sensitive ones came later. The researcher opted to

use interview schedules because of their high response rate and more so, the ability to clarify some questions and probe for the unspoken. (See appendices for the samples of the interview schedules used to collect data).

4.3.1.4. Note Taking.

This technique involved the researcher taking personal notes using a pen and notebook during the face-to-face interviews. The researcher made notes on some of the observations, and other pieces of information. The notes were taken to facilitate further interpretation of the data captured in the structured schedule.



4.3.1.5. Data Triangulation:

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Azaliah College (1999:17) advances the notion that triangulation in research is a feature that puts together both qualitative and quantitative approaches. The main reason for applying triangulation is to ensure cross validation among data sources. There are different types of triangulation but the researcher chose data triangulation for purposes of this study. Information regarding the implementation of the programme was solicited from four major sources. These were the supervisors, EAP practitioners, employees, and the immediate family members of those employees. This was done to support the reliability and hence the validity of the findings.

Stead (2001:135) is of the view that interview reliability is boosted if those interview schedules are used in a pilot study. This will determine if the participants understand the questions. The researcher conducted a pre-test of

the instruments with data sources specifically EAP practitioners, the supervisors and the employees of the Department of Agriculture. This undertaking was carried out in order to ensure the reliability of the results of this research project.

4.3.2. Population used for the study.

According to De Vos, (1998:190) population is a term that sets boundaries on the study units. It is the collection of objects, events or individuals having common characteristics that the researcher is interested in studying (Mouton, 1996:134). The population for this study included: the people working with the Department of Agriculture in the Eastern Cape Province of the Republic of South Africa troubled with either personal or work-related problems. These employees along with some of their family members were, or had been, on EAP referral. The supervisors of those employees and the EAP practitioners in the employment of the department were also part of the population.

For further clarification about how this programme operates, the researcher took time to have discussions with some of the key decision makers in the department as well as the EAP service providers on contract. Although these did not constitute a direct part of the population for this research, the researcher would like to acknowledge their input on explanations concerning the EAP models that are currently in use in the public sector.

Records from the Department of Agriculture indicated that there were approximately one hundred and twenty six employees with their family members who were utilising or had utilised the Employee Assistance Programme. There

were an unspecified number of EAP practitioners employed by the department. The aggregate number of the population involved was approximately one hundred and fifty.

4.3.3. Size of the sample studied.

De Vos (1998:191) defines a sample as a small portion of the total set of objects, events, or persons, which together comprise the subject of the study. McMillan and Schumacher (1997:401) point out that most researchers propose a minimum sample size and then continue to add to the sample as the study progresses. For proportionate representation, efficiency and cost effectiveness the researcher used a sample of 48 respondents. These included 8 practitioners, 16 employees on EAP referral, 16 immediate family members, and 8 immediate supervisors for the troubled employees. This number was arrived at having considered the approximate population under study and the availability of resources.

4.3.4 Procedure for selecting the sample.

As indicated above, the population for the study was not uniform as it was characterised by various sub-groups. Therefore, in selecting the sample the researcher considered a proportionate number of respondents to represent each category of people in the actual sample using percentage margins.

Non-probability purposive sampling was used in determining the representatives to the sample. Singleton (1988) explains that purposive sampling is based entirely on the judgement of the researcher, in that a sample is composed of

elements that contain the most characteristic, representative or typical attributes of the population. McMillan and Schumacher (1997:397) describe it as picking out information-rich cases for in-depth study. Using the knowledge of the EAP service providers and practitioners, the researcher made judgement about which subjects were most likely to provide the best information to address the purpose of the research.

4.4 Techniques used in Data Analysis.

As indicated earlier on, both the qualitative and quantitative data analyses were undertaken. A qualitative analysis was used in analysing responses from verbal interviews specifically Focused Group Discussions (FGD) which was one of the instruments that were used during data collection. Everything depended on logical development and force of argument.

A quantitative analysis was done on data that were collected from structured interview schedules and the questionnaire. The rating of statements was translated into percentages. The findings were presented in tabular form, graphs and pie charts. Professional assistance was rendered to the researcher from the Fort Hare Department of Statistics in quantitative data analysis. The findings were also integrated with the literature review, which was grounded in the Humanism Theory.

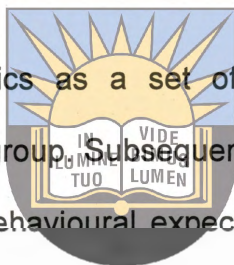
4.5 Limitations to the study.

This programme bases itself on the maintenance of full confidentiality between the EAP personnel and their clients. It matters not whether the clients are participating in the programme voluntarily or formally referred.

The many cases identified in the study included ill health, incapacity, excessive absenteeism and poor performance. A number of potential participants opted not to participate further after the initial pilot study. Understandably, there was fear that their confidentiality, which had been assured prior to their participation in the programme, might probably be compromised. This was despite assurances by the researcher to the contrary. This limitation may have affected how far the researcher was able to generalise the conclusions in this study.

4.6 Ethical procedures.

Strydom (2000:24) defines ethics as a set of moral principles, which are suggested by an individual or a group. Subsequently, these are widely accepted, and they may offer rules and behavioural expectations about the most correct conduct towards experimental subjects.



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This section unpacks details about the measures that the researcher took to make sure that this project adhered to ethical guidelines. Hofstee (2002:118) suggests that such ethical concerns encountered during research may include:

- Informed consent
- Violation of privacy
- Actions and competence of the researcher

Each of these aspects is dealt with in detail here.

4.6.1 Informed consent.

This implies serving the potential subjects with adequate information on the purpose of the investigation. The methods and procedures used for the investigation, merits and demerits of the study, the credibility of the researcher,

and all the necessary information that the respondent may need to know before participation. Strydom (2000:25-26) adds that the emphasis about the concept of informed consent must be put on accurate and complete information. This will enable the subjects to comprehend the investigation and consequently be able to make a voluntary, thoroughly reasoned decision about their possible participation.

Before conducting the study the researcher prepared an informed consent form and served it to all the potential subjects so that they could choose whether to participate in the study or not.



This document made the respondents aware of the importance and relevance of the study for the EAP practice. The subsequent reasons on the importance of the interviews or the questionnaire in which they were free to take part or otherwise were made clear. (See appendices for a copy of the Informed Consent Form signed by the potential respondents.)

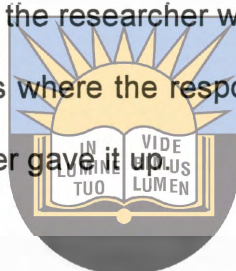
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4.6.2 Violation of privacy.

Sieber (1982:145) defines privacy as something that is usually not intended for others to observe or analyse. Similarly, Singleton (1988:454) explains that the right to privacy is the individual's right to decide when, to whom, and to what extent their attitudes, beliefs and behaviour may be revealed. On the other hand, confidentiality indicates the handling of information in a confidential manner (The Azaliah College of Education, 1999:87). The researcher assured the respondents of anonymity in the introductory paragraph of the questionnaire, and elsewhere during the interviews.

On every occasion before conducting an interview, the researcher would also verbally confirm to the respondents the assurance of confidentiality of all the information generated.

No names were asked on the instruments to protect the identity of the respondents, as indicated in the appendices attached to this report. More so, prior to using the audio recorder, the researcher would first ask for the consent of the respondents. In a few cases where the respondent did not feel comfortable with this technique, the researcher gave it up.



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4.6.3 Actions and competence of the researcher

De Vos et al. (2000:30) emphasise that the ethical obligation rests with the researcher to ensure that they are competent and skilled to undertake the investigation they have in mind. They further point out that when sensitive investigations are involved, such as research across cultural boundaries, this requirement is even more important.

The nature of this study involved people with different cultural and historical backgrounds typical of the diverse nature of the South African society.

Bearing this in mind, the researcher was extra careful not to make value judgements on any cultural aspects of any of the communities involved in the study.

4.7 Conclusion.

This chapter dealt with the research methodology and highlighted the procedures that were followed in the process of this research. Aspects discussed include sampling, research design, data gathering method and the instruments used to collect data.

In the next chapter, the focus is on the presentation and analysis of the data gathered, and the final interpretation of the information reviewed.



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CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 Introduction.

The previous chapter elucidated how the researcher went about obtaining data from various respondents that included among others decision makers concerned with the EAP, practitioners, and employees along with their supervisors.



This chapter of the report presents the interpretation of the data collected. The importance of this section of the study cannot be underestimated. Hofstee (2006:137) calls it the heart of the dissertation.

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The data that were collected in the study on the implementation of the EAP in the Department of Agriculture reviewed certain aspects of the programme. Particularly, it looked at the progress made vis-à-vis addressing the problems of the troubled employees and their immediate family members. The programme is a new policy. This effectively implies that its implementation has just started. This meant that the researcher had to collect data from a rather small sample of respondents on whom the impact of its implementation has been felt. The actual number that was willing and able to participate in this study included 6 practitioners, 8 supervisors, 8 employees and 8 immediate family members. The entire sample studied was therefore 30. This gave the researcher a response rate of 63%.

The instruments used to collect this data included structured interviews, a questionnaire as well as Focussed Group Discussions (FGD). The fact that the EAP is relatively new may imply that the researcher cannot be emphatic that these findings are static and can never be altered.

The data analysis was carried out using the SPSS (Statistical Package for Social Scientists) version 15 software. The analysis was mainly descriptive and was presented in the form of frequency and percentage distribution tables. The results were also presented graphically, using pie charts and bar charts, where appropriate.



Significance testing was not possible due to the small samples involved. The results are presented below, starting with a description of the sample of respondents followed by an analysis of the responses.

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5.2 Presentation of Biographical Data.

5.2.1 Immediate family members: Sample description.

Eight immediate family members were interviewed and of these, two were females and six were males. Their age distribution is shown in Chart 1 below and shows that most of them (37.5%) were in the 25 to 35 years age group. The above 55 years age group was next with 25% of the respondents and the rest equally distributed across the age groups.

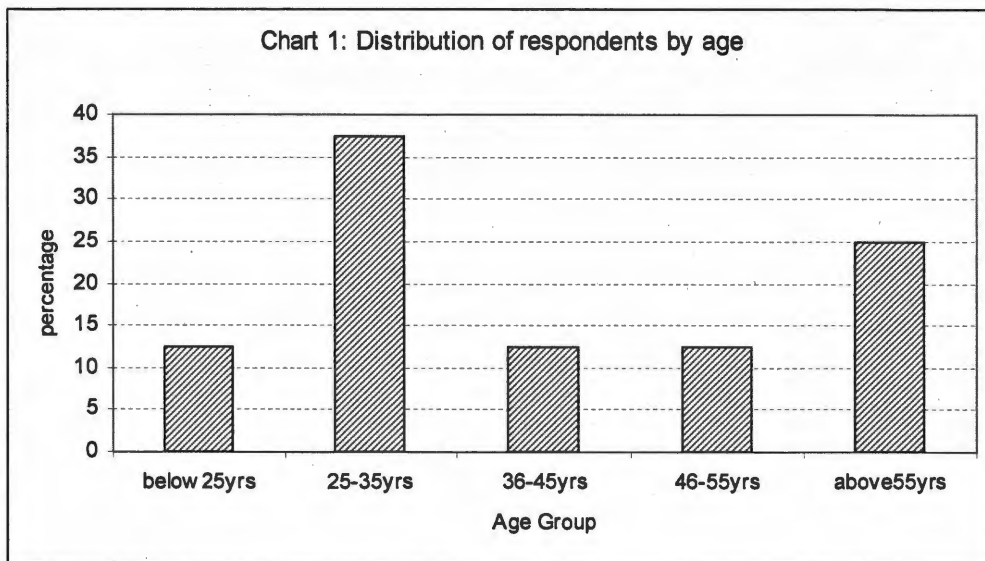
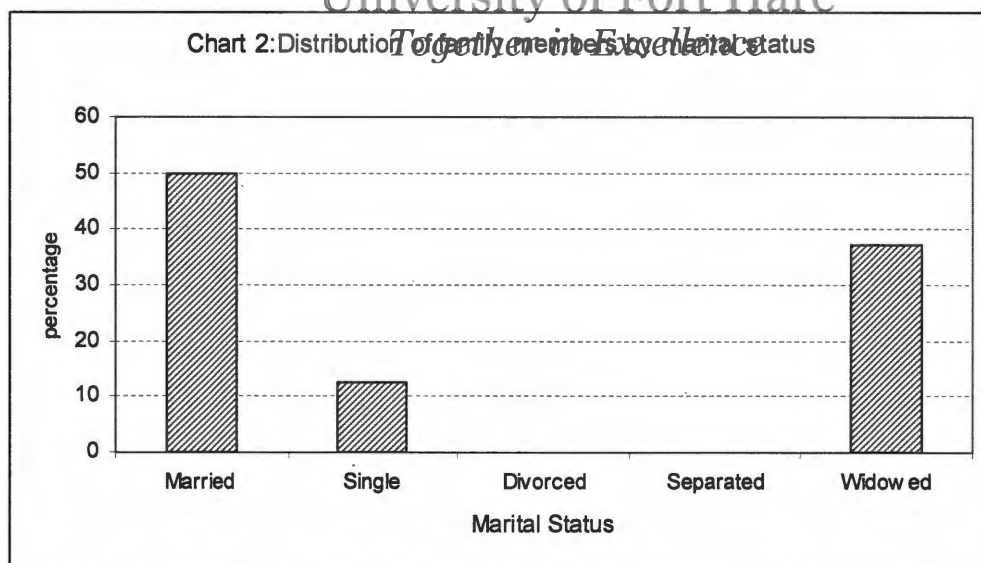
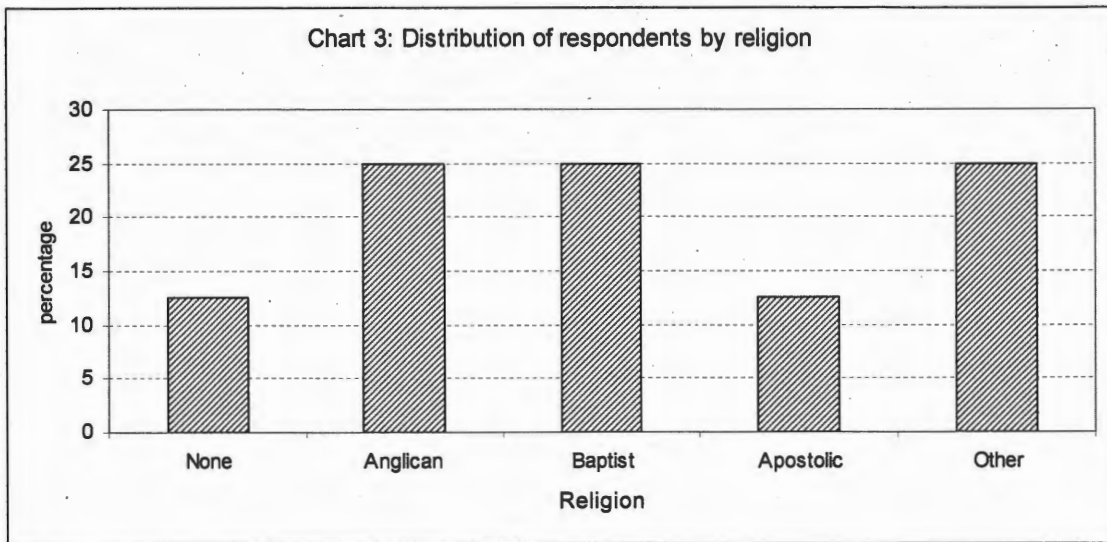


Chart 2 shows that very few (about 10%) of the respondents were single while half of them are married and the rest are widowed.

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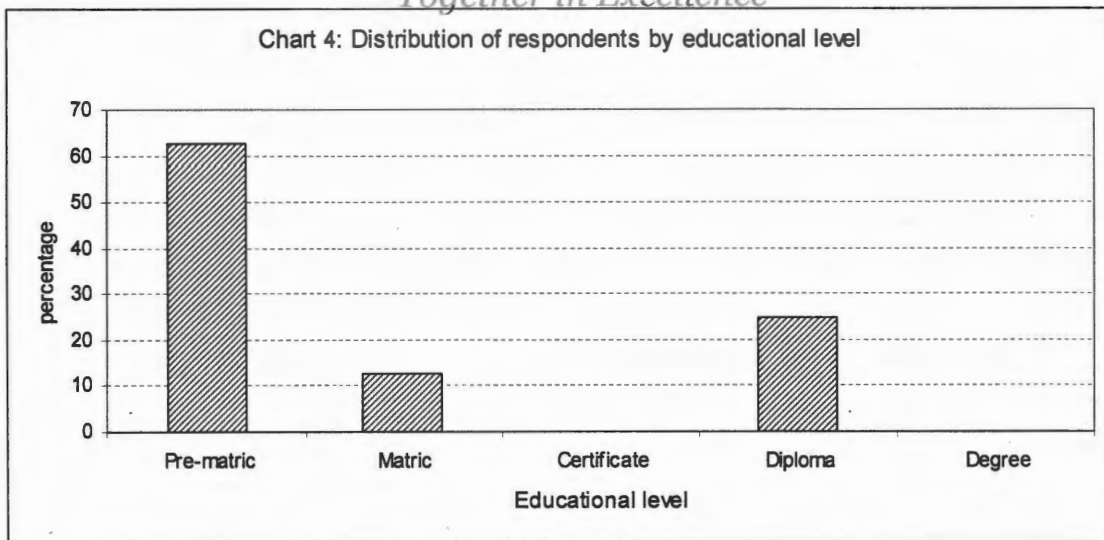


About 10% of the respondents do not follow any particular religion and just as many were Apostolic and the rest were equally distributed across Anglican, Baptist and other religious beliefs (Chart 3).



The respondents were not so highly educated with 62.5% of them not having completed matric (Chart 4)

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5.2.2 Immediate Supervisors.

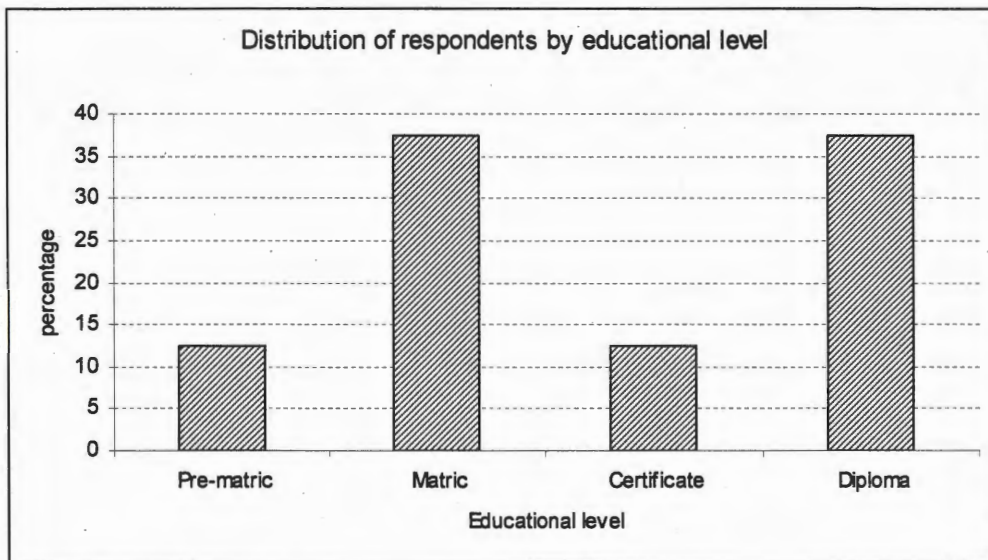
The six supervisors interviewed were black males. Half of them were between 36 and 45 years old and the rest were older than 45 years. Four of them were

married men and the other two were divorced and widowed respectively. Three of them attend the Methodist church and each of the others is Anglican, Zionist and Baptist respectively. The least educated (17%) completed matric and the most educated (50%) have at least a Masters degree and the remainder has a post matric certificate and a diploma. All have at least four years experience in the department. About 33% of them have worked for the department for at least twenty years with 83.3% of them being in the administrative levels of employment

5.2.3 Employees utilizing the EAP: Sample description.

A total of eight predominantly black employees who were utilizing the programme were interviewed. Of these 75% were males and 62.5% were in the 36 to 45 years age group and the rest were older. About 62.5% of these EAP users were married and the rest equally distributed across single, divorced and widowed. They were mostly of unspecified religions (50%), followed by Methodists who constitute 25% of the sample. The rest are equally represented between Catholic and Zionist.

Their educational levels ranged from prematric to post matric and diplomas distributed as shown in the bar chart below. 62.5% of them had at least 16 years work experience.



5.2.4 EAP Practitioners: Sample description.



All the EAP practitioners in the sample were black females with minimum age of 25 years and mostly single (75%). They all came from different religious denominations and had all completed matric with about half of them having at least a first degree. Their work experience ranged from at least one year to at most 20 years.

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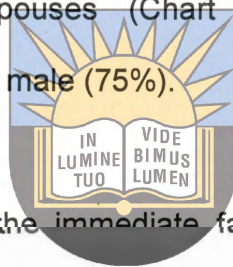
5.2.5 Summary of findings on biographical data.

Generally, there are more females than males in society. However, the researcher made a unique observation regarding gender in the sample under study. This was that the population among the employees and their immediate family members who are utilizing the EAP services were almost 75% males. This may probably suggest that men are more prone to personal problems that militate against their performance at work than their female counterparts. However, since the males outnumbered the females in their use of the

programme, there may still be some work to do for the relevant authorities to try and balance the scales possibly by further advocacy of the programme.

The respondents specifically among the supervisor, practitioners, and the employees are well educated which gives the researcher confidence that this factor would help in enhancing quality in this study.

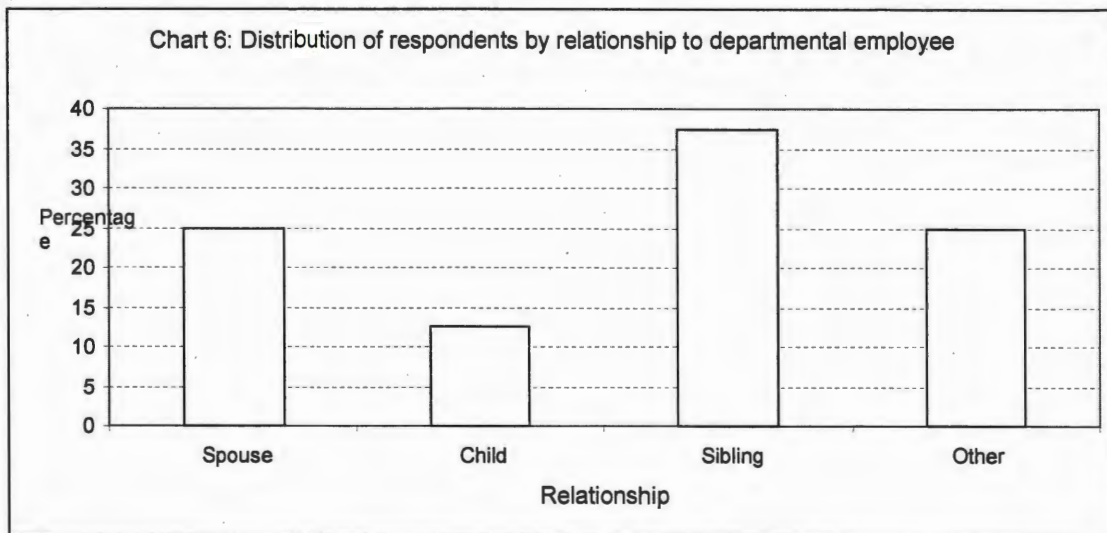
Most of the respondents were siblings (37.5%) of the concerned departmental employee and 25% were spouses (Chart 5). The respondents were predominantly black (87.5%) and male (75%).



The chart that follows depicts the immediate families of the employees who participated in this study and defines their relationships to the departmental employees.

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Although the immediate families who were willing to participate in the study seem to be positive about the services that the departmental EAP offers, the researcher did not detect much effort from the department in marketing the programme to them. Understandably the budget allocated may not be able to stretch that far. The researcher is also of the view that the primary responsibility of involving this category of respondents should rest with the employees.



5.3 Systems to oversee EAP implementation in the Department of Agriculture.

The study looked at the systems/pre-requisites for an effective implementation of the programme.

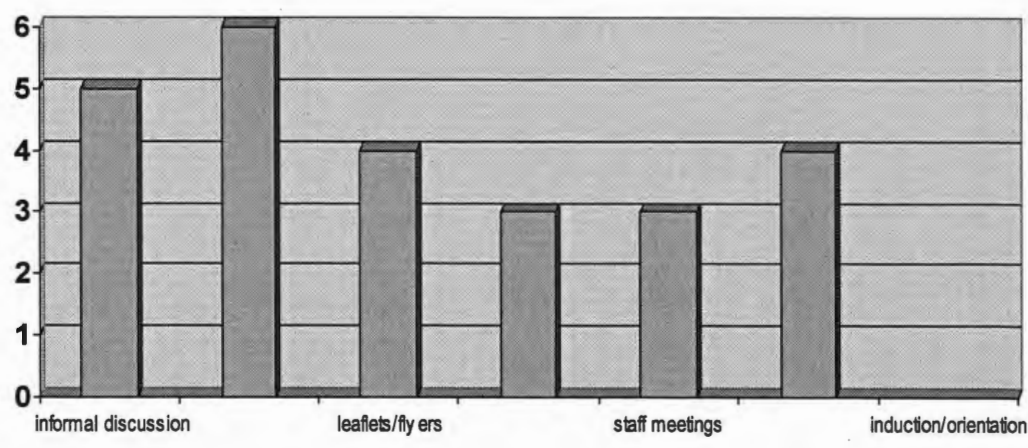


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Of interest to the researcher were the stakeholders' orientation systems, post-counseling follow-up systems, the programme's publicity and marketing, and how its monitoring and evaluation are carried out.

Below are the findings of the study illustrated.

n=6



The above findings seem to suggest that the Department of Agriculture has in place a variety of systems of orientation of its employees to the EAP. The methods that the department uses to communicate EAP services to the employees and their families include informal discussions, posters, workshops and others depicted above.

In all events, employee education, as well as the orientation of management and union representatives is crucial. These seemed to the researcher to be some of the most critical ingredients for the successful implementation of the programme.

The study also revealed that training and other education programmes are used by the Department of Agriculture to inform the general employees about the EAP.



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5.3.1 Policies governing implementation.

To verify the EAP staff familiarity and knowledge of policy documents and legal framework at the Department of Agriculture, the researcher conducted in-depth individual interviews with the practitioners.

This study investigated preparedness at three different levels: policies and legal framework for the EAP, implementation systems to oversee the process, and the capacity of the personnel.

The researcher conducted an on-spot check as well as interviewing the practitioners on the existence of those policies and legal framework. These had been pointed out by EAP experts as indispensable for the programme's implementation. The findings are presented in Table 1 on the following page.

The preparations for the delivery of the programme's services according to Liebenberg (2002:18) would involve having the appropriate policies and procedures as well as putting the supportive administrative functions into place. Liebenberg further explains that the policies and procedures should identify how the individual is referred by management or a union representative. This is not to forget that individual employees and their family members can also use the programme voluntarily. The administrative functions include the determination of the physical location, the record-keeping systems, and others. The researcher had these in mind while investigating the preparedness of the EAP in the Department of Agriculture before carrying out the spot check.



Table 1: Spot check for EAP Pre-implementation documents.

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Particular Document(s)	Available	Not Available
1. National EAP policy	√	
2. Provincial EAP policy	√	
3. Departmental EAP policy	√	
4. EAP-procedural statement	√	
5. EAP practitioners Training Manual		√
6. Supervisor's Training Manual		√
7. Other Legal Support Documents	√	

The findings depicted in Table 1 above seem to indicate that the Department of Agriculture had in place at least 71% of the necessary documents. These are the national, provincial and departmental EAP policies. The procedural statement is also already in place. However, the practitioners' and supervisors' training manuals were unavailable.

The findings of the spot check were supported by the EAP practitioners when interviewed on the issue. The researcher took time to check on these documents mainly because the department's practitioners did concur on their importance. One of them explained that "The department's policies on the programme are meant for setting standards and measuring performance."



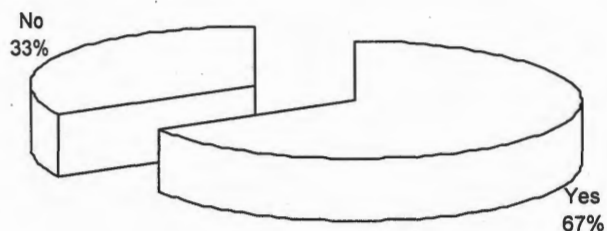
5.4 Presentation and analysis of the capacity of the EAP personnel.

This study set out to look at the capacity of the EAP personnel in the Department of Agriculture in terms of helping the employees to manage the negative effects of the latter's personal problems. The objective was to find out how they can be able to enhance the work environments thereby improve the employees' work performance. The findings below address this task.

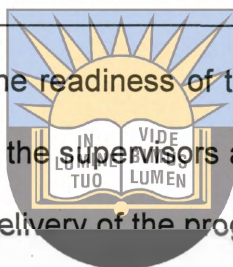
5.4.1 Supervisors.

The EAP provincial policy for the Eastern Cape does indicate that the training of supervisors in the applicability of the programme is one of the core functions. Asked if they had received any form of training from the Department, the majority of them answered in the affirmative as the chart below indicate.

Chart 8: Pie chart of EAP training



The chart above also indicates the readiness of the Department to enhance the knowledge, skills and attitudes of the supervisors and ensure that they are aware of the new developments in the delivery of the programme to their employees.

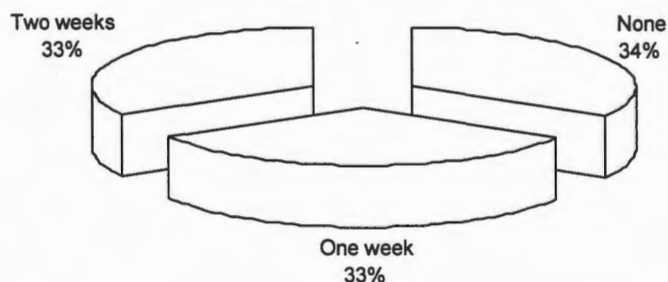


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Two thirds of the immediate supervisors and half of them have received two weeks training. The remainder report having attended a few days training.

Chart 9: EAP training duration

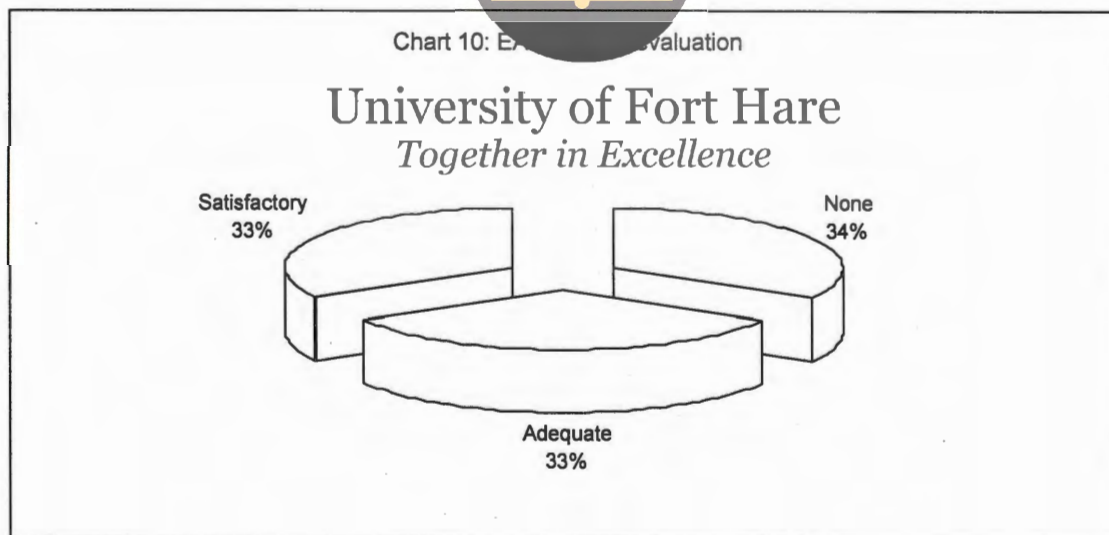


The durations of the training may seem short according to the chart above. However, the researcher would like to point out that the supervisors indicated

that they maintain regular ongoing contact and short courses with other EAP professionals.

According to them training mostly covered the programme's policies and procedures (75%) and motivations for referral. The researcher would like to add here that some respondents in this category rated high the importance of early identification of impaired performance as an important theme covered during training.

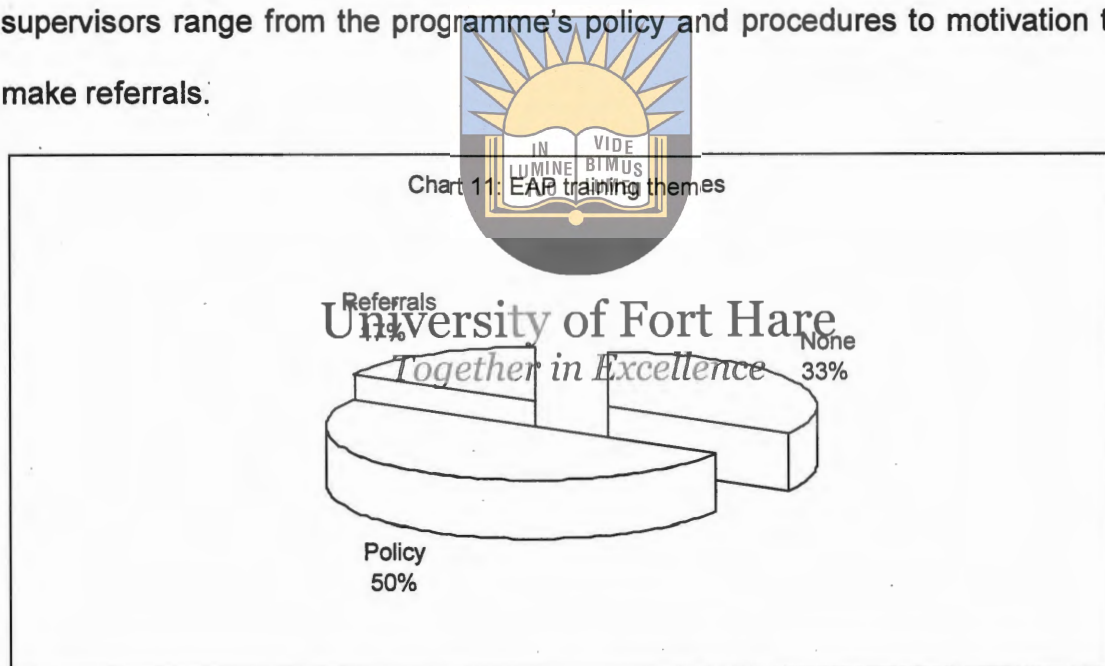
Those supervisors who received training evaluated it as satisfactory (50%) to adequate (50%).



The supervisors' evaluation of the training they received above seems to indicate that the majority of them deem the EAP training as satisfactory and adequate. This seems to suggest that the supervisors tend to view the programme as a welcome additional intervention to normal supervisory procedures in addressing work performance problems.

The researcher wants to point out here that the supervisor is in contact with employees daily, therefore training supervisors would be a good investment for the programme. This is because they would be in an even better position to identify the problem employee. It is also to be considered that supervisors are performance managers in one form or the other. Therefore, they are in a position to clearly observe deteriorating job performance of the employee.

The findings on the following chart are suggestive that the training themes of the supervisors range from the programme's policy and procedures to motivation to make referrals.



The supervisors training seems to be in line with the EAPA SA standards that points out that the objectives for supervisory training should include the clarification on their role in the assessment of poor performance and the referral process. This will enhance the functioning of the programme in the department.

5.4.2 EAP Practitioners' capacity to deliver the EAP.

Seventy five percent of the respondents have received some specialized form of EAP training and the others did not respond to this particular question. The same percentage as above had previously worked as social workers or personnel officers. About 60% of them became EAP practitioners after a short EAP focused training over 3-4 days or experiential training. Half of them hold an EAP practitioner's certificate while the rest did not have any formal qualification specifically aimed at the programme's practitioners besides the short training course.



The practitioners in the Department of Agriculture indicated their participation in professional EAP organizations that provide them with support and collegiality. EAPA was given as one of them. They also regularly attend EAP related conferences and training programmes in order to increase their capacity to deliver the programme's services to its beneficiaries.

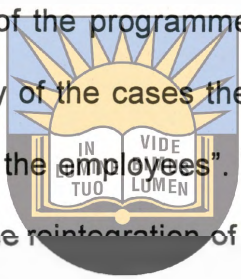
5.5 How the provision of EAP services has affected the productivity and performance of the troubled employees.

The study sought to examine the relationship between the programme and employee productivity. The researcher reiterates here that employee health and wellness are important in ensuring that the department's productivity goals are met.

5.5.1 The Practitioners' opinions.

Regarding how the programme has impacted on the job performance trends of the employees who have utilized it, most of the practitioners believe that the EAPs have had a very positive (50%) to somewhat positive (25%) impact on the job performance of the beneficiaries. The rest of the practitioners believe it has had some negative impact, though.

The practitioners are in the “driving seat” of the EAP, because they ought to conduct an ongoing evaluation of the programme. The respondents elaborated further and said that “the majority of the cases there has been a positive impact reported by the supervisors and the employees”. The practitioners also reported to have successfully facilitated the reintegration of some troubled employees.

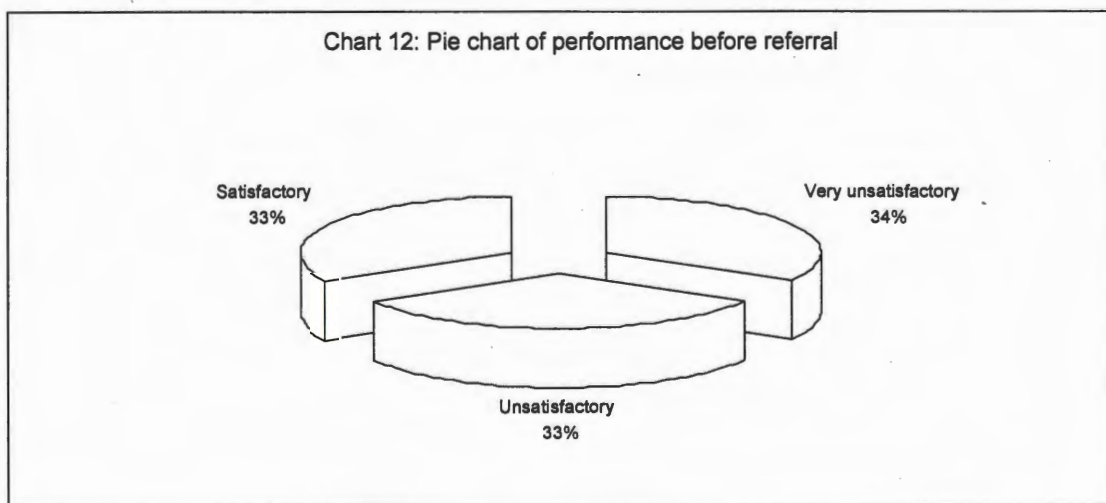


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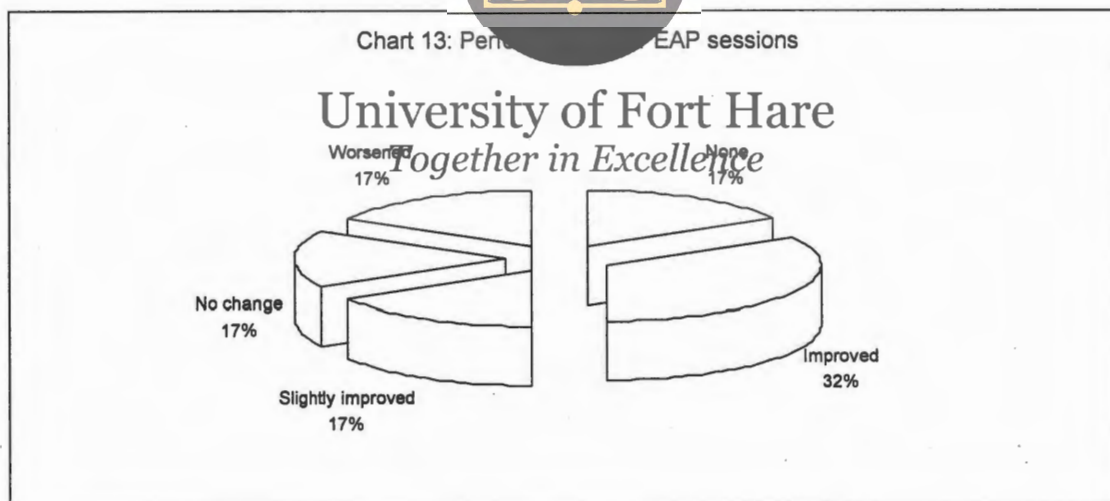
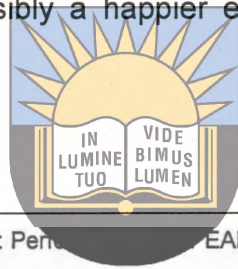
5.5.2 The Supervisors' opinion on the EAP and productivity.

The supervisors were asked to rate their supervisee's performance at the time they were referred to the programme and after. This was carried out to test whether the programme actually boosted productivity among employees. Below are the findings.



The role of the supervisor first and foremost is to detect deteriorating performance when measured against the expected levels. The researcher found out in this regard that the supervisors may have made the job descriptions and the standards for performance available to the employees of the department but the employees seemed unclear about these issues.

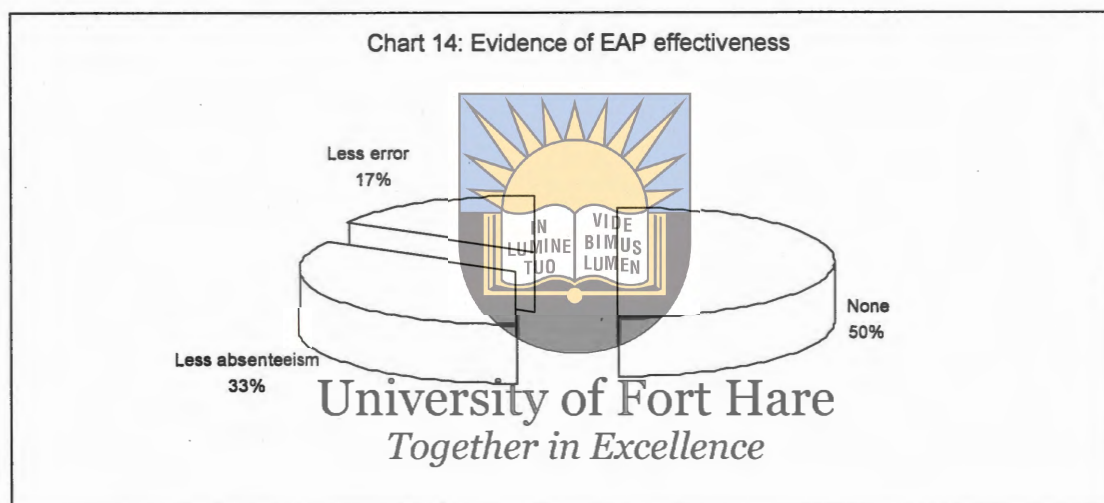
It seems to the researcher that a good prognosis to the referred employee by the practitioner may lead to improved work performance which in turn may lead to increased productivity and possibly a happier employee. The pie chart below illustrates this point



All respondents agree that the people referred to the programme would have been showing signs of unsatisfactory performance in the execution of their duties through lack of concentration and absenteeism. While there was a general agreement that there was improved performance after an employee's attending EAP sessions, about 16.7% of the respondents witnessed no change at all or witnessed a worsening of the situation (16.7%). On the question of evidence of

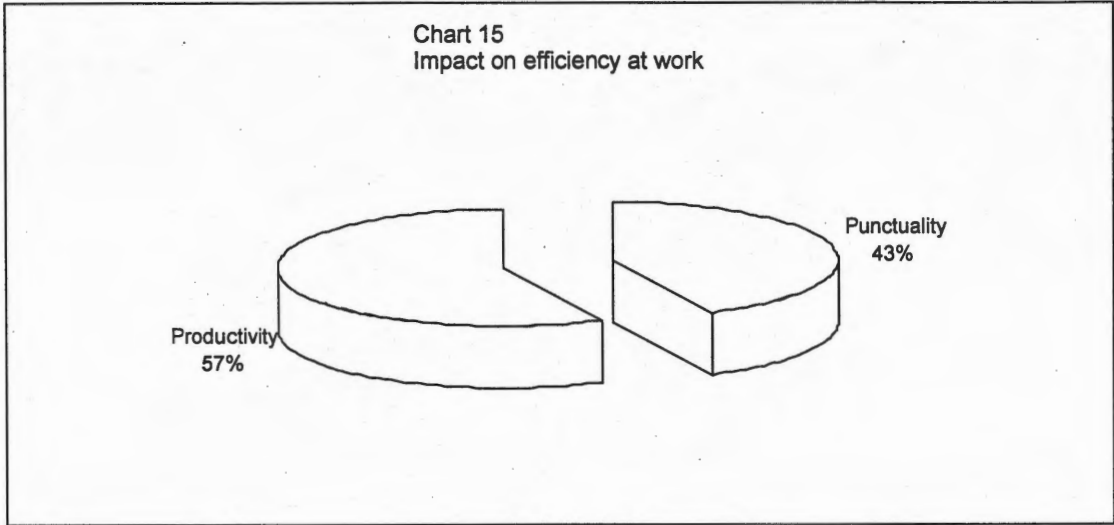
the effectiveness of the EAP, 50% of the respondents say they have not seen any benefits as yet and the remainder cited reduced absenteeism (33%) and reduced errors (17%) as evidence of the effectiveness of the programme.

The pie chart that follows testifies these findings.



5.5.3 The Employees' opinions on the EAP and Productivity.

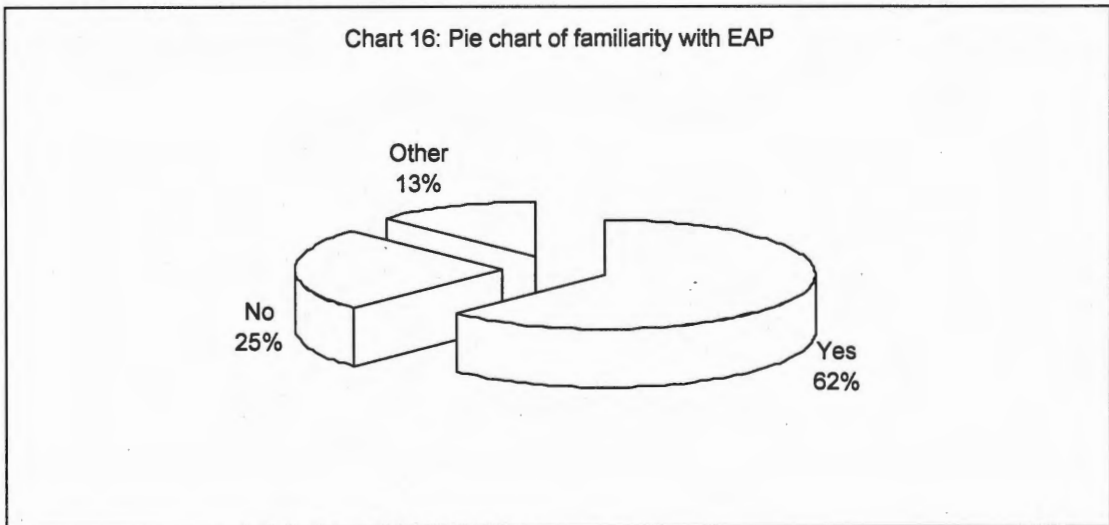
The employees were asked in which ways the utilization of the programme contributed to their efficiency at work and this is how they viewed this contribution. The findings to this effect are reported on the next page.



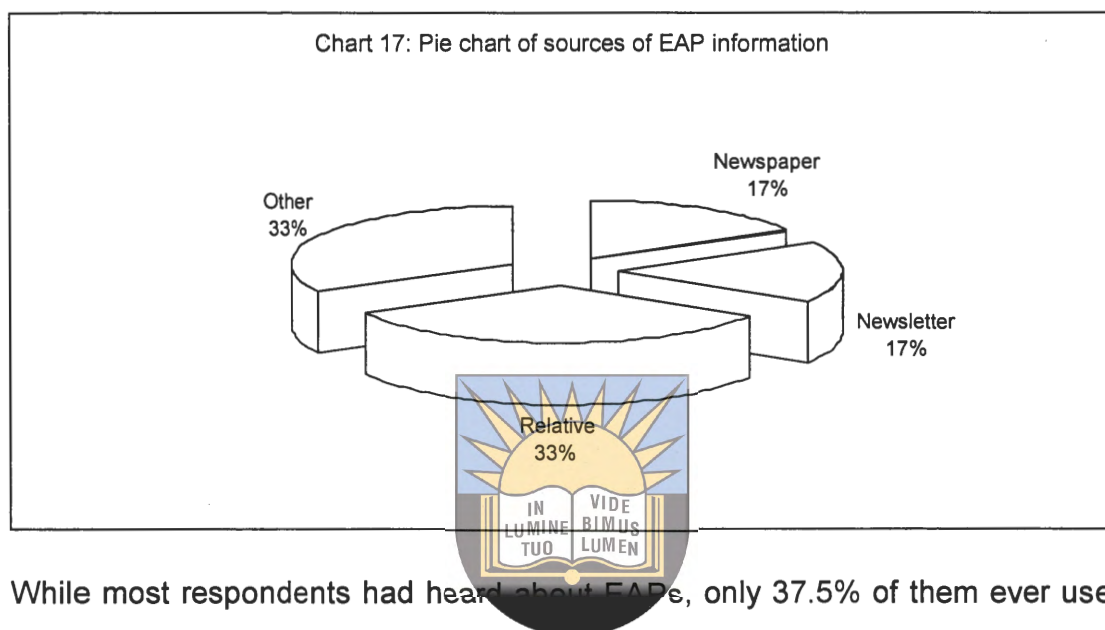
Most of the respondents have heard of the Employee Assistance Programme (62.5%). The response here does talk to good work of the advocacy that was done by the department. This is specifically the employees who did involve their families in their work situations, as long as this involvement yielded positive results.



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34% of them got this information from newspapers and departmental newsletters/magazines and the rest heard of the programme from relatives (33%) and other unspecified sources (33%).



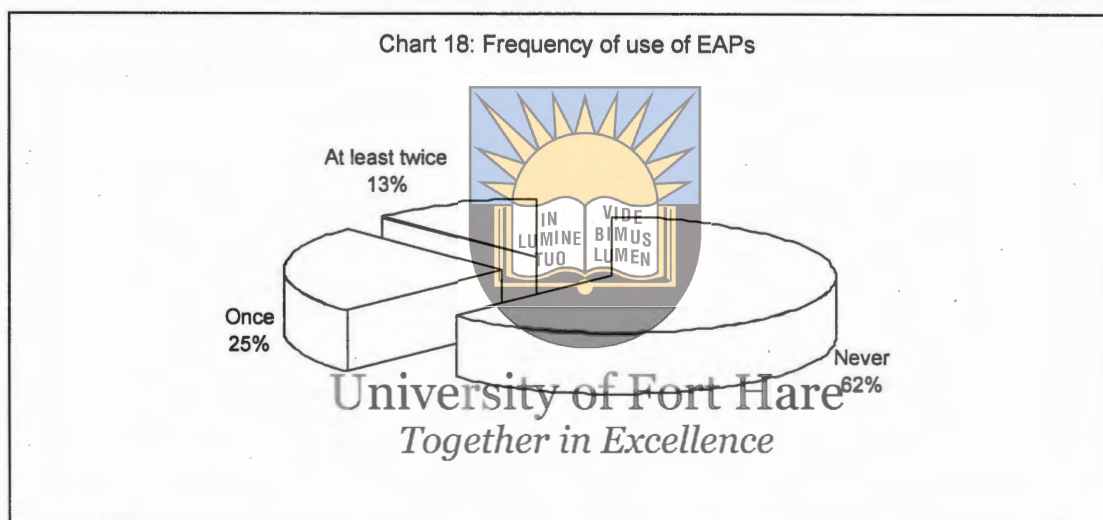
While most respondents had heard about EAPs, only 37.5% of them ever used the services. This suggests an important finding in this study which reveals that the programme in the Agriculture Department of the Eastern Cape is not being utilized to its fullest extent yet.

Many reasons could explain this phenomenon. This study does detect that when the assistance is offered according to a structured program, there may be an unfounded fear that it will lead to punitive measures against the troubled employee.

As such, the researcher proposes that the service could be offered in an unstructured way sometimes. This too could be an indication that some of the beneficiaries need more clarification on how the programme is supposed to be beneficial to them. As one respondent pointed out, what the Department has to do in order to improve the programme is "to explain more about its scope in helping people."

The findings here also talk to the specific models that the department uses to meet the specific needs of its employees. These may need review on the part of the EAP staff so that more ideal and suitable models could be identified to the enhancement of an effective service to the beneficiaries.

Data were obtained on the accessibility of services to the employees and the following chart points out the findings.



The researcher is of the view that the physical location of the offices of the EAP in the Department of Agriculture could well be one of the major determinants of the degree of support for the programme. The researcher has contrasted it with the well placed and secluded EAP offices for the Department of Education. Most people would rather not have their problems detected at their places of employment by their colleagues.

82% of those who have made use of the services were referred by supervisors and the rest by relatives.

The interesting findings on the types of referrals for the employees suggest vehemently that some of the respondents' relatives do actually value the programme as an important source of help for their troubled family members.

5.6 Post-counseling and follow up systems.

The researcher conducted an in-depth Focus Group Discussion with the supervisors of the employees utilizing the programme, and the EAP practitioners to collect their views on post-counseling/follow up systems. The findings are discussed below:

Table 2 showing follow up systems.

n=14



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Categories of Response.	Frequency.
Reintegration of the employee into the workplace.	6.
Linking the employee to community resources in the area.	2.
Periodic review of employee after EAP sessions.	5.
Periodic visits to employee/family after EAP sessions.	1.
Keep on-going relationship with employee.	10.
Not done follow-up.	4.

The practitioners seemed to suggest that depending on the kind of client they see, follow ups can sometimes be very challenging. One practitioner lamented” it is all about showing commitment and meeting each other half way”.

Unfortunately, relapses do actually happen. In such a case, the practitioners may not have much in their power to do because the programme is voluntary. However as one practitioner put it, “In cases of relapse, new referrals may have to be made to maintain the positivistic approach of the EAP, and sometimes for the good of the client”.

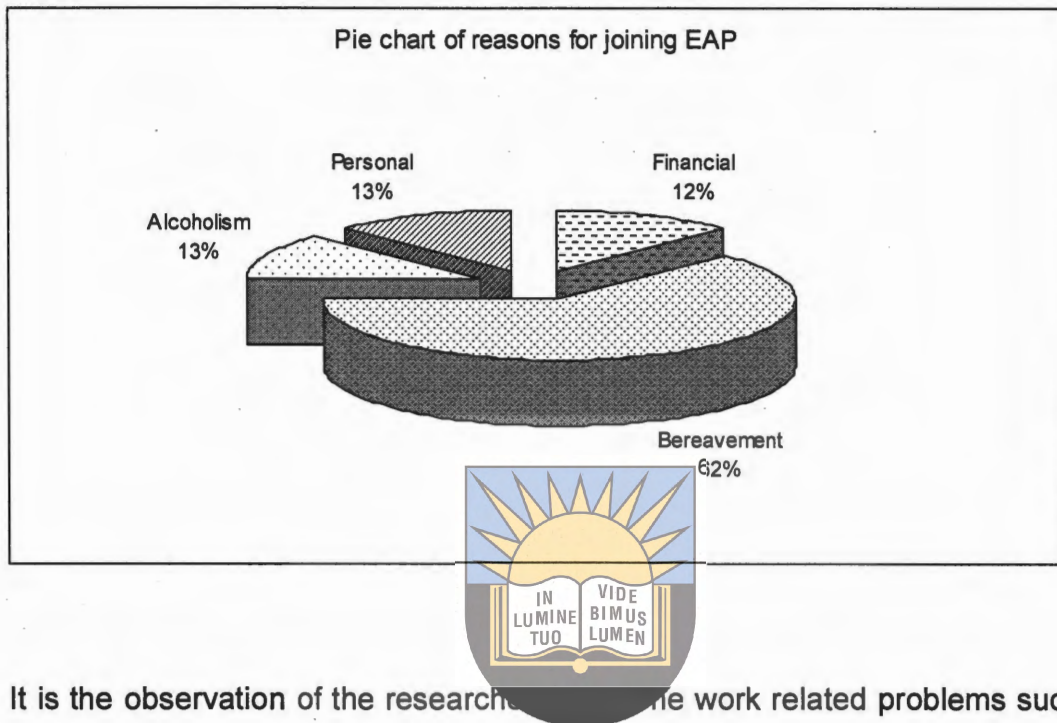


5.6.1 Reasons for employees’ utilization of the EAP.

The reasons for attending were bereavement (62%), alcoholism (13%), financial (12%) and other personal reasons (13%). The researcher would not discuss this point very deeply due to the fact that confidentiality, as mentioned elsewhere in this presentation is a cornerstone of the programme. That being the case therefore, the EAP personnel in the department could not give any personal information of anyone receiving assistance. They rightfully pointed out that this research report should be made available to the respondents who would be interested when published, and hence there was a need to safeguard against any possible embarrassments.

However, certain psychosocial problems are being dealt with at the department. These include: dependence on alcohol and drugs (both legal and illegal), social problems, communication problems, behavioral problems, impaired family relationships such as conflict in marriages, financial difficulties, as well as legal problems.

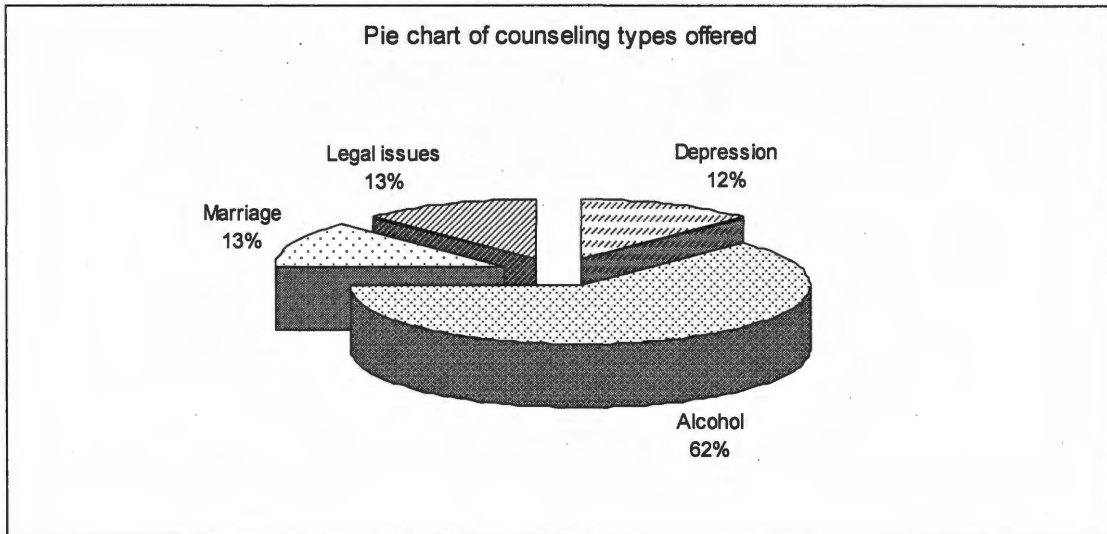
The chart that follows gives the findings of this study in that regard.



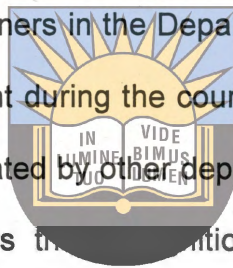
It is the observation of the researcher that the work related problems such as redeployments currently taking place in the public sector in the Eastern Cape were not referred to by the respondents in the study.

5.7 The Practitioners opinion on the counseling types offered.

The practitioners on the other hand indicate that the majority of their clients do have challenges of alcohol mainly. The researcher had pre-tested the instruments on a similar population in the department and had obtained the same reflection of the practitioners. However a number of respondents among the employees who participated in the pre tests opted out of the study and those that remained gave a somehow different view. The statistical attrition of the respondents could therefore explain the discrepancy.



The records kept by the practitioners in the Department of Agriculture tend to be meticulous. The researcher learnt during the course of this study that they are a best practice model that is emulated by other departments and acknowledged by the OTP. The researcher views this recognition as an endorsement of the programme's benefits to the public sector by the provincial leadership.



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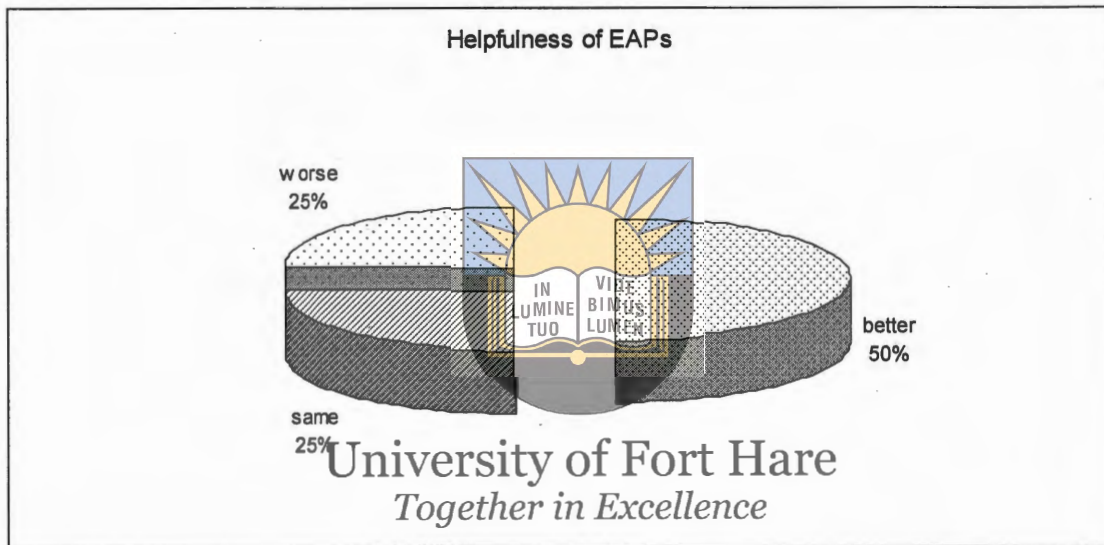
5.8 The EAP and the betterment of the employee's private lives.

The EAP is supposed to be successful in terms of offsetting its financial parameters through rehabilitation of its troubled employees as the general trend looks at offering treatment to troubled employees to be cheaper than the dismissal, retraining and replacement of employees. The employees were asked if the EAP were not a mere wastage of the tax payers' money and to categorize the EAP services.

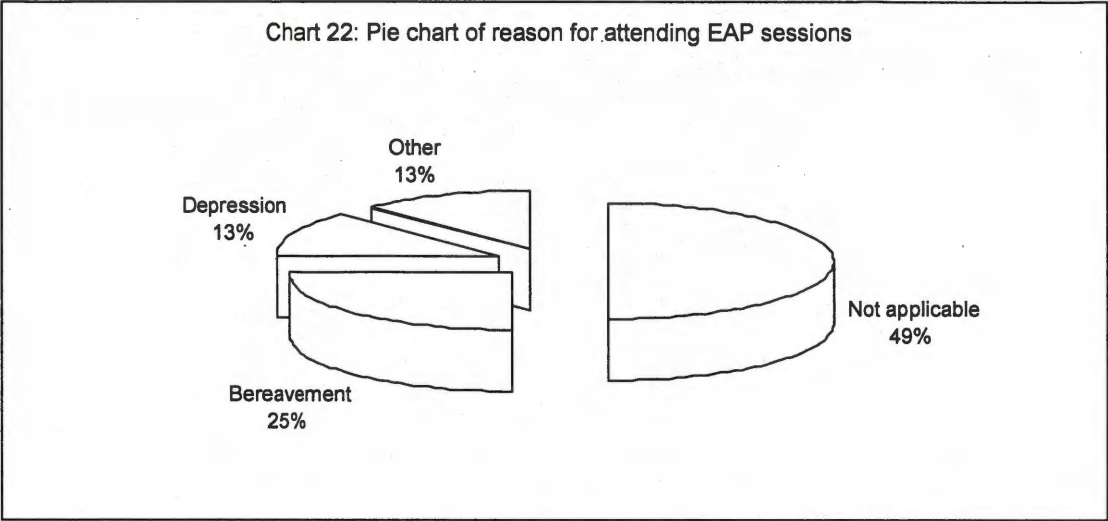
The study did confirm the existence of job productivity problems associated with employees such as family and legal concerns. The EAP is a work-based

programme and the researcher therefore wanted to establish if there could be any correlation of this service and the finding of solutions to these concerns by the employees

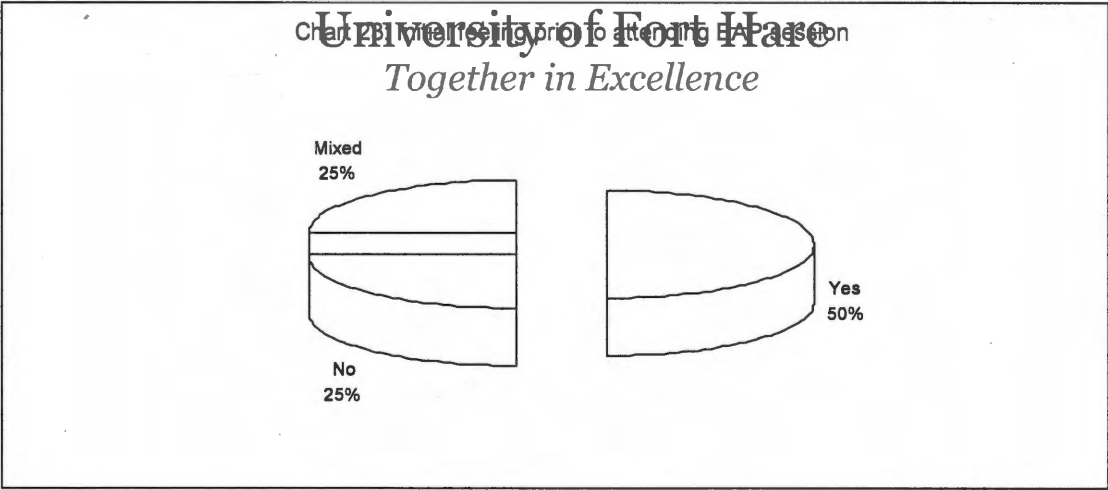
The reaction of the employees to this probe is reported in the Chart that follows.



Half the respondents gave it a thumbs-up sign because it had successfully assisted them. In the words of one of the respondents, "I had so many debts from the banks and the cash loans but the EAP taught me about the consolidation of my debts with a single debt". The researcher adds that in EAP as in any other form of counseling, the attitudes of the people may either block or reinforce the effectiveness of the sessions. It is therefore imperative that the person on referral gets into the programme with the right attitude.

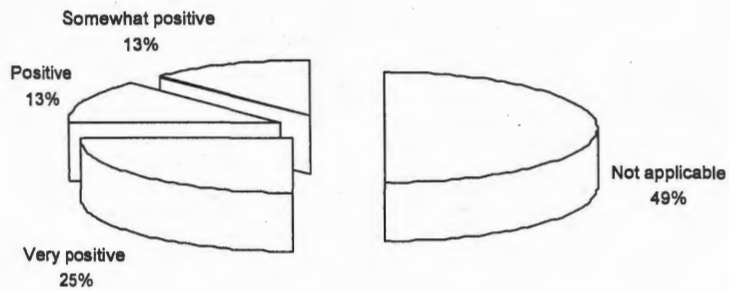


The initial feelings before attending EAP sessions were those of keenness (50%) and mixed (50%).

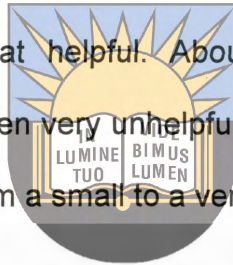


However, the feelings after attending the EAP were equally divided between very positive and somewhat positive.

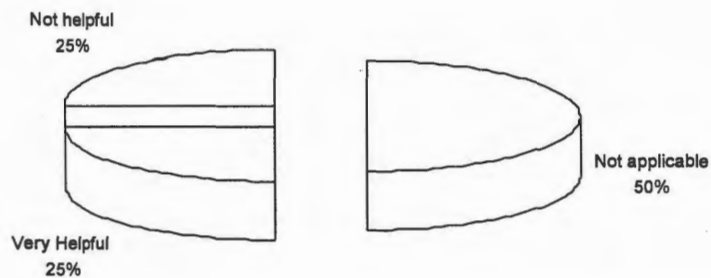
Chart 24: Subsequent feeling after EAP sessions



To about half the beneficiaries of the EAP felt that it was very helpful and the other half feels it was not that helpful. About 12.5% of the respondents acknowledge that EAPs have been very unhelpful to their relatives while the rest agree that it has been helpful from a small to a very large extent.



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5.8.1 The employees' immediate family members.

This was a minor target sub-group in the study that the researcher included in the study with a view of ensuring that the different segments of the population utilizing the EAP acquire sufficient representation in the sample. The researcher feels that they added value to the study in many aspects.

From this category of respondents, the researcher discovered that only 37% of them ever used the services. The findings seem to suggest that the majority of the respondents did not use the programme, and even those who had used the programme had done so only once.

The recurring theme here is that the family members who utilized the EAP were mostly counseled for trauma. To some, the benefits are clear, as one respondent remarked: "After our house burnt down, my daughter was so upset and helpless. She was worried about me, but the EAP intervened". Some family members received counseling for bereavement and others for incredible traumatic events in their lives such as car hijackings and armed robbery.

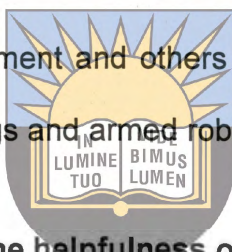


Table 3 showing opinions on the helpfulness of the EAP

Table 3: Helpfulness of Employee Assistance Programmes			
Feeling	Not applicable	Very helpful	Not helpful
Percentage	75	12.5	12.5

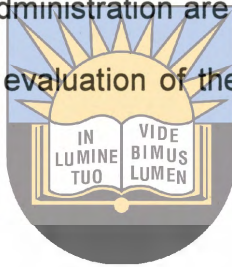
5.9 Chapter summary

The foregoing chapter presented and analyzed the data that were collected with the aid of mainly Focused Group Discussions (FGDs), and interviews. The data were collected from four different categories of respondents namely employees, their immediate family members, EAP practitioners and supervisors in the provincial Department of Agriculture in the Eastern Cape.

The data were gathered to establish the systems in place to oversee the implementation of the Employee Assistance Programme in the above mentioned department, and to look at the capacity of the EAP functionaries there. The effects of the programme on the departments' productivity as well as the benefits to the beneficiaries were also interrogated.

From the data gathered, the following information was established:

- The systems to implement the EAP in the Department of Agriculture of the Eastern Cape provincial administration are already in place. Aspects such as orientation, marketing, evaluation of the programme are being carried out.
- The capacity of the EAP functionaries specifically the practitioners and the supervisors is being increased in an attempt to meet the demand for EAP services. Capacity building is carried out through various means that include training.
- The case management approach, strength-based counseling and other constructive approaches of the EAP are taking place in the workplace. These may provide some positive results in terms of job efficiency and the betterment of employees' private lives and those of some of their immediate family members.



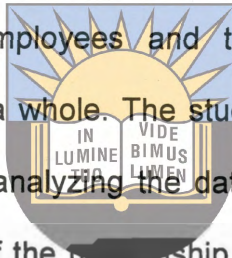
The next chapter concludes this study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS.

6.1 Introduction.

This inquiry looked at the Employee Assistance Programme in the Department of Agriculture in the Eastern Cape Province. It attempted to ascertain the value it provides specifically to the employees and their immediate families, and generally to the department as a whole. The study's theoretical framework that was used by the researcher in analyzing the data collected was Humanism. A brief section of the discussion of the relationship of Humanism to this study will follow before the final conclusion.



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6.1.1 Modern Humanism relies primarily upon reason and science, democracy and human compassion. (Edwards1989:1). Proponents of this theory include Abraham Maslow with his famous hierarchy of needs. The argument holds that man must strive to better himself always as a lifelong commitment. It calls upon the rationale for living life joyously and an overall sense of purpose.

The programme's execution serves the personal, and where possible, the social needs of the employee. Humanism teaches us that we have to act to take responsibility for the kind of world and the circumstances in which we live. We must constantly try to improve our lot by attempting to reach a higher need. It is a continuous and lifelong calling. The programme is in line with this philosophy when it assists troubled employees and their families to use all their faculties by

offering them counseling to try and get them back to their good ordinary lives from where they can again continue to strive for higher needs.

The programme's intentions are in line with today's enlightened social thought on the public sector scene in South Africa. There is an open approach to solving social problems such as alcoholism in the workplace, and this approach allows for the testing of new alternatives.

The programme is not a replacement to disciplinary action at the work place but rather assists troubled employees to take responsibility for their own lives and relish the adventure of living in a new more humane South Africa. Human beings are just that-human beings!



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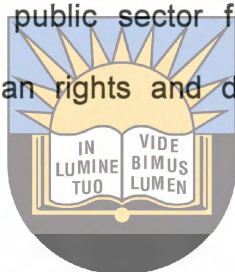
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The employer has to realize that all human beings may at some point in their lives face challenges that may even militate against their attempts to excellent performance at work. The programme views counseling and therapy from the standpoint of Humanistic Psychology. The chairperson of EAPA Ikhala Branch summed it up when she said that, "the counseling centers on the client's capacity for self-direction and understanding of one's own development."

Humanism views a person under stressful conditions to be moving towards regression unless such challenges are addressed timeously. (Edwards1989:8). Therefore, when an employees' career and family tend to be falling apart, the EAP, like Humanism, treats such problems as challenges that demand solutions.

6.2. Conclusion

The EAP introduced in the public sector of South Africa could not have come at a better time. To begin with, South Africa's miraculous transition to democracy after 1994 brought with it an unprecedented culture of human rights never witnessed in all her history. The values of the philosophy of "Ubuntu" that emphasizes human dignity irrespective of one's race came to the forefront in both public and private life. Regrettably, with these freedoms sometimes comes some irresponsible behaviour like alcohol abuse. The government was left with an obligation to look after her public sector functionaries in line with her championing the issues of human rights and dignity throughout the African continent and beyond.



The strides made to date by the programme are encouraging but the study reveals that more has to be done if the Department of Agriculture is to benchmark this model among the best elsewhere. In line with the findings and conclusion to the study, the researcher recommends the following steps to be put in place to reinforce the work of the EAP to its intended levels.

6.3 Recommendations

6.3.1 From the Practitioner's perspective, it seems imperative that the Department of Agriculture has to increase their capacity so as to enable them to meet the high demand for their services.

The researcher found it very hard to access the practitioners for interviews because they seemed to be almost overworking all the time. If it was not an EAP session, it had to be conducting training or an employee wellness workshop and

so on. It seems to the researcher therefore that at present, the demand for the programme's services in the Department of Agriculture is greater than the supply.

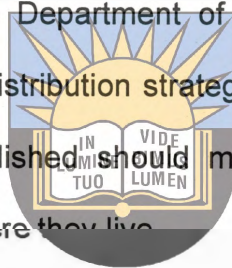
6.3.2 There also seems to be a great need for supervisors as well as union shop stewards to receive further training on using the EAP as a performance management tool.

6.3.3 The study clearly found an overwhelming need of reinforcing the marketing, publicity and advocacy system of the EAP. The major objective of this recommendation is that there is a need to increase employees' knowledge of the programme and its services, activities and key components. There seems to be very little knowledge of the programme, especially with the immediate family members of the employees who, incidentally, are also entitled to this service. In this regard, the departmental employees themselves have got a duty to educate and inform their families about the existence of this important resource for them.

6.3.4. The Management of the Agriculture Department should seek means that can increase familiarity and comfort with the planned operations and to enhance acceptance and use of the service by employees, managers and labour representatives. The latter would be a very advantageous marketing tool. This is because, as it has been indicated elsewhere in this presentation, the South African work place is highly unionized. It's time the unions are motivated to fully embrace the benefits of the programme and thereby turn to advocating it among their followers.

Union influence should play a big role in getting buy-in of their members within the bargaining unit to influence and use the programme's services. Union involvement ought to be used as physical evidence that the unions are satisfied with the services provided to its members. Therefore, the researcher recommends that trade unions themselves need continual motivation from EAP personnel for them to help maintain employee involvement in the programme.

6.3.5. The EAP services in the Department of Agriculture should develop a marketing plan that could be a distribution strategy clearly defined and efficient. The distribution channels established should meet the employees' needs in terms of what they value and where they live.



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At present, the EAP services seem to be strongly visible at the Head Offices in Bhisho. However, they tended to fade as the researcher moved towards the outlying districts such as Umtata and Kokstad. Accessibility to the programme's activities should therefore relate not to just physical accessibility but to other means of communication and contact as well.

6.3.6 There is no clear visible service development plan for the programme in the Department of Agriculture. It is very important that as the programme develops its services, there must be assurance of resources and the capacity to run it.

6.3.7. While the researcher vehemently denies being a sexist but acknowledges being gender sensitive, he couldn't but notice the overwhelming domination of the EAP personnel in the Department of Agriculture by females. This does

contrast with the Departments of Health, Public Works, as well as the Treasury where males are also represented among the programme's personnel. Noticeable also was the fact that all the supervisors in this department who participated in this research project were male. There is probably a need to address gender representation in this regard so as to embrace the notion of gender equity that is quite high on the agenda of the new political dispensation in South Africa. This will, in the humble opinion of the researcher, complement and legitimize the EAP in the eyes of all its intended beneficiaries.

6.4 Suggested areas for further study.

The EAP and Employee Wellbeing Programmes is a relatively new field in the public sector in South Africa. There is therefore a lot of ground that still needs to be investigated. However, this particular study left a few potential research projects in its path. Such ideas of research developed along the way include whether there are enough mechanisms in place to prevent the abuse of the programme, logistical arrangements, protocol reviews, and a closer look at the approaches that are used in the provision of these services.

In general terms, factors that can reinforce or militate against the sustainability of the programme could further be studied. Comparative studies involving other provinces would also be beneficial to the Eastern Cape.

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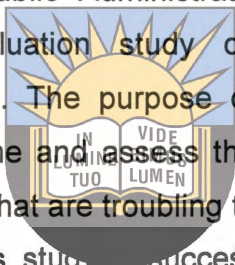
APPENDIX II

AN INTERVIEW SCHEDULE FOR THE IMMEDIATE SUPERVISORS OF THE EMPLOYEES ON EAP REFERRAL IN THE DEPARTMENT OF AGRICULTURE IN THE EASTERN CAPE PROVINCIAL ADMINISTRATION

Dear respondent,

I am a student of the M.A Public Administration Programme at Fort Hare University conducting an evaluation study of the Employee Assistance Programme in your department. The purpose of this study is to review the implementation of the programme and assess the progress made vis-à-vis the personal/work-related problems that are troubling the employee.

Please do assist in making this study a success by answering the following questions. You do not have to provide your name. The information solicited will be treated as confidential and only used for study purposes.



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SECTION A (PERSONAL DATA)

Instructions

Put a tick in the appropriate box.

- 1. Sex of the respondent.
 - a. Male.....
 - b. Female.....
- 2. Age bracket of the respondent.
 - a. Below 25 years of age.....
 - b. Between 25 and 35 years.....
 - c. Between 36 and 45 years.....
 - d. Between 46 and 55 years.....
 - e. Above 55 years.....
- 3. Marital status of the respondent.
 - a. Married.....

- b. Single.....
- c. Divorced.....
- d. Separated.....
- e. Widowed.....

4. Race of the respondent.

- a. Black.....
- b. Africana.....
- c. Indian.....
- d. White.....
- e. Others.....

If others specify-----

5. Religious affiliation of the respondent

- a. Roman Catholic.....
- b. Anglican.....
- c. Moslem.....
- d. Zionist.....
- e. Baptist.....
- f. Methodist.....
- g. Apostolic.....
- h. Others.....



If others please specify-----

6. Highest level of education attained.

- a. Below metric.....
- b. Completed metric.....
- c. Certificate from tertiary college.....
- d. Diploma.....
- e. First degree.....
- f. Masters degree and above.....

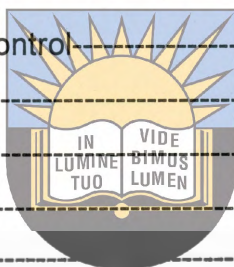
7. Period that the respondent has worked in the department

- a. Less than a year.....
- b. One to three years.....

- c. Four to five years.....
- d. Five to ten years.....
- e. Ten to fifteen years.....
- f. Sixteen to twenty years.....
- g. More than twenty years.....

8. Which section are you attached to?

- a. Accounts.....
- b. Administration.....
- c. Animal research.....
- d. Pest and disease control.....
- e. Crop research.....
- f. Animal husbandry.....
- g. Crop husbandry.....
- h. Others (specify).....



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SECTION B (SPECIFIC QUESTIONS) *Esigona in Excellence*

9. Did you receive any form of EAP training from the programme in your department?

- a. Yes.....
- b. No.....

10. If your response is YES to the question above how long was the training?

- a. Less than a week.....
- b. One week.....
- c. Two weeks.....
- d. Three weeks.....
- e. One month.....
- f. More than one month.....

11. How would you categorize the EAP training you received?

- a. Adequate.....
- b. Inadequate.....
- c. Satisfactory.....

d. Others (specify)-----

12. Which of the following themes / topics did your EAP training involve?

a. EAP policy and procedural statement-----

b. Characteristics of the impaired workplace-----

c. Motivation to make referrals-----

d. Impaired job performance patterns-----

e. Importance of early identification of impaired performance-----

f. Conducting job performance reviews-----

g. Confidentiality and non-punitive nature of EAP-----

h. Sources of help for supervisors-----

i. Employee records keeping-----

j. Reintegration of the employee-----

k. Others (outline)-----



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13. Who referred your ~~supervisor~~ ~~employee~~ to the Employee Assistance Programme?

a. Him/her self-----

b. Supervisor-----

c. Family members-----

d. Colleagues at work-----

e. No idea-----

14. If referral was done by the supervisor what was the cause of the referral?

a. Lateness to work-----

b. Absenteeism-----

c. Always left work before time-----

d. Accidents-----

e. Short term disability-----

f. Sick days-----

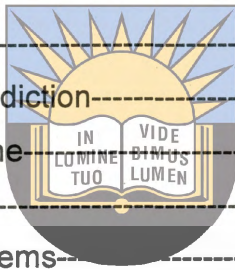
g. Alcoholism-----

h. Chemical / drug dependency-----

- i. Decline in performance-----
- j. Lack of concentration at work-----
- k. Others (elaborate)-----

15. When you referred the employee to the EAP what was the basic problem leading to the behavior(s) noted above?

- a. Burn-out-----
- b. Job Stress-----
- c. Financial problems-----
- d. Alcoholism/drug addiction-----
- e. Death of a loved one-----
- f. Depression-----
- g. Marital/family problems-----
- h. Job boredom-----
- i. Legal problems-----
- j. HIV/AIDS-----
- k. New technology-----
- l. Others (specify) -----



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16. How would you rate your supervisee's overall performance at the time he was referred to the EAP programme?

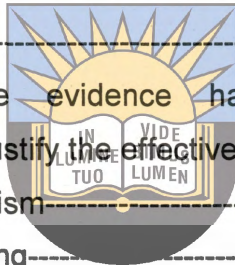
- a. Very unsatisfactory-----
- b. Unsatisfactory-----
- c. Satisfactory-----
- d. Excellent-----
- e. Very excellent-----

Please elaborate your answer-----

17. How would you categorize the employee/ supervisee's performance after being referred to the Employee Assistance Programme?

- a. Greatly improved -----
- b. Improved -----
- c. Slightly improved -----
- d. Not changed -----
- e. Worsened -----

Please elaborate your answer -----



18. What other observable evidence have you noticed with the employee/supervisee to justify the effectiveness of the EAP?

- a. Reduced absenteeism -----
- b. Reduced late coming -----
- c. Reduced errors -----
- d. Increased speed -----
- e. Increased ability to meet deadlines -----
- f. Increased output -----
- g. Increased team work -----
- h. More able to work at own initiative -----
- i. More able to work extra hours -----
- j. More able to work longer hours -----
- k. Increased morale -----
- l. Increased observation of work ethics -----
- m. Others (specify) -----

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19. Some people have noted that EAP simply offers short term relief to the problems troubling the employee. Do you agree?

- a. Very much agree -----
- b. Agree -----
- c. Disagree -----
- d. Very much disagree -----

Please elaborate your answer-----

20. A lot of money is spent by the department each year on the EAP, but how would you comment on the programme?

- a. Wastage of resources and not required-----
- b. Highly important, but poorly managed-----
- c. Highly important, and well managed-----
- d. A trap for non performing employees-----
- e. No comment-----

Please elaborate your answer-----



21. What suggestions would you have for the department to improve EAP service delivery?-----

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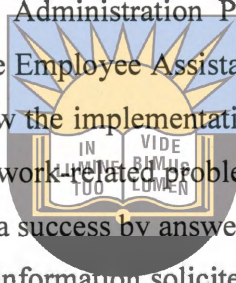
Thank you for your participation

APPENDIX III

AN INTERVIEW SCHEDULE FOR EAP PRACTITIONERS WORKING WITH THE EMPLOYEES' ASSISTANCE PROGRAMME IN THE DEPARTMENT OF AGRICULTURE OF THE EASTERN CAPE PROVINCE OF THE REPUBLIC OF SOUTH AFRICA.

Dear respondent,

I am a student of the M.A Public Administration Programme at Fort Hare University conducting an evaluation study of the Employee Assistance Programme in your department. The purpose of this study is to review the implementation of the programme and assess the progress made vis-à-vis the personal/work-related problems that are troubling the employee. Please do assist in making this study a success by answering the following questions. You do not have to give your name. All the information solicited will be treated as confidential and only used for study purposes.



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SECTION A (PERSONAL DATA)

Instructions for the interviewer

Put a tick in the appropriate box.

1. Sex of the respondent.
 - a. Male.....
 - b. Female.....
2. Age bracket of the respondent.
 - a. Below 25 years of age.....
 - b. Between 25 and 35 years.....
 - c. Between 36 and 45 years.....
 - d. Between 46 and 55 years.....
 - e. Above 55 years.....
3. Marital status of the respondent.
 - a. Married.....
 - b. Single.....
 - c. Divorced.....

- d. Separated.....
- e. Widowed.....

4. Race of the respondent.

- a. Black.....
- b. Africana.....
- c. Indian.....
- d. White.....
- e. Others.....

If others specify-----

5. Religious affiliation of the respondent

- a. Roman Catholic.....
- b. Anglican.....
- c. Moslem.....
- d. Zionist.....
- e. Baptist.....
- f. Methodist.....
- g. Apostolic.....
- h. Others.....



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If others please specify-----

6. Highest level of education attained.

- a. Below metric.....
- b. Completed metric.....
- c. Certificate from tertiary college.....
- d. Diploma.....
- e. First degree.....
- f. Masters degree and above.....

7. Period that the respondent has worked in the department

- a. Less than a year.....
- b. One to three years.....
- c. Four to five years.....
- d. Five to ten years.....
- e. Ten to fifteen years.....
- f. Sixteen to twenty years.....

g. More than twenty years.....

SECTION B (SPECIFIC DATA)

8. Did you receive specialized training in EAP?

a. Yes -----

b. No -----

9. What is your previous occupation before joining EAP?

a. Social worker-----

b. Medical doctor-----

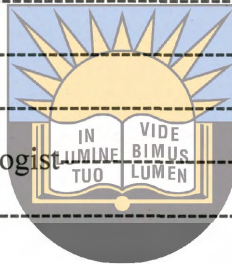
c. Nurse-----

d. Workplace counselor-----

e. Teacher-----

f. Organizational psychologist-----

g. Others (specify).-----



10. Of the following ways which one did you go through to become an EAP practitioner?

a. Formal/professional training in EAP e.g. diploma-----

b. Short EAP focused training courses e.g. 3-4 days training.-----

c. Experiential training e.g. apprenticeship-----

d. A combination of A and B-----

e. A combination of A and C-----

f. A combination of B and C-----

g. A combination of A, B, and C-----

h. Others (specify)-----

11. What is your highest qualification in Employee Assistance Programmes?

a. Degree-----

b. Diploma-----

c. Certificate-----

d. Non of the above-----

12. Some people have said that EAP is only a temporal means in solving the employees' problem, but in no time the employee is facing the same problem. Do you agree?

a. Very much agree-----

b. Agree-----

- c. Disagree-----
- d. Very much disagree-----

Please elaborate your answer-----

13. Like in other government departments a large majority of employees in agriculture are not aware of the availability of the EAP in your department. Would you agree with this view?

- a. Very much agree-----
- b. Some how agree-----
- c. Agree-----
- d. Disagree-----
- e. Completely disagree-----

Please elaborate your answer-----



14. What mechanisms has the department put in place to avoid employee relapse to the original situation after undergoing the EAP programme?
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15. Which techniques do you employee to orient/educate the general employees about the EAP in your department?

- a. Informal discussions-----
- b. Newspapers-----
- c. Posters-----
- d. Radio/TV programmes-----
- e. Leaflets/fliers-----
- f. Written handouts-----
- g. Internet-----
- h. Staff meetings-----
- i. Workshops-----
- j. Induction and orientation courses-----
- k. Letters to family members-----
- l. Notice clipped to salary slips-----

- m. Personal notification after identification-----
- n. Newsletters-----
- o. Videos-----
- p. Information in internal telephone directory-----
- q. Information at normal scheduled meetings-----
- r. Others (specify)-----

16. To what extent does your programme adhere to/comply with the established EAP policies i.e. provincial and department EAP policies?

- a. To a very high extent-----
- b. To an extent-----
- c. To a limited extent-----
- d. To a very limited extent-----

Please elaborate your answer-----



17. Does your department have an EAP procedural statement?

- a. Yes-----
- b. No-----

ii) If yes, how do you ensure compliance with the set out procedures in your procedural statement?-----

18. To what level does your department's EAP programme meet the expectations of those employees that come to it?

- a. To a very high extent-----
- b. To an extent-----
- c. To a limited extent-----
- d. To a very limited extent-----

Please elaborate your answer-----

19. How would you categorize the employees' level of awareness about the legal backing for EAP in your department?

- a. Excellent-----
- b. Good-----
- c. Fair-----
- d. Poor-----
- e. Very poor-----

Please explain your answer-----

20. What steps have you considered to raise employee awareness about the legal backing for the EAP in your department?

- a. Workshops on EAP and the law-----
- b. Radio/TV programmes-----
- c. Handouts-----
- d. Posters on the laws backing EAP-----
- e. Newspaper articles-----
- f. Newsletters-----
- g. Others (specify)-----



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21. How has the employee assistance programme impacted on the job performance trends of the people who have utilized it in your department?

- a. Very positively-----
- b. Some how positively-----
- c. No effect-----
- d. Negatively-----
- e. Very negatively-----

Please elaborate your answer-----

22. What is the maximum duration that your organization prescribes for some one to receive the EAP service?

- a. One month-----
- b. Two months-----
- c. Three months-----
- d. Above three months-----
- e. No limit-----

23. How do you feel about the duration of the EAP referrals?

a. Perfect-----

b. Satisfactory-----

c. Unsatisfactory-----

ii)And what do you suggest must be done to improve EAP service delivery in the department?-----



Thank you very much for your participation.

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APPENDIX IV

A QUESTIONNAIRE FOR THE IMMEDIATE FAMILY MEMBERS OF THE DEPARTMENT OF AGRICULTURE EMPLOYEES ON EAP REFERRAL

Dear respondent,

I am a student of the M.A Public Administration Programme at Fort Hare University conducting an evaluation study of the Employee Assistance Programme in the Department of Agriculture in the Eastern Cape Province. The EAP programme is a free service targeting all employees faced with personal/work-related problems and the immediate family members of those employees. The purpose of this study therefore is to review the implementation of the programme and assess the progress made vis-à-vis the personal/work-related problems that are troubling the employee and their immediate family members.



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Please do assist in making this study a success by answering the following questions. You do not have to give your name. All the information solicited will be treated as confidential and only used for study purposes.

SECTION A (PERSONAL DATA)

Instructions

Put a tick in the appropriate box.

1. Sex of the respondent.

a. Male-----

b. Female-----

2. Age bracket of the respondent.

a. Below 25 years of age-----

b. Between 25 and 35 years-----

c. Between 36 and 45 years-----

d. Between 46 and 55 years-----

e. Above 55 years-----

3. Marital status of the respondent.

a. Married-----

b. Single-----

c. Divorced-----

d. Separated-----

e. Widowed-----

4. Race of the respondent.

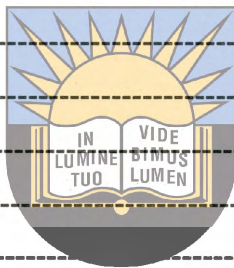
a. Black-----

b. Afrikaner-----

c. Indian-----

d. White-----

e. Others-----



If others specify-----

5. Religious affiliation of the respondent

a. Roman Catholic-----

b. Anglican-----

c. Moslem-----

d. Zionist-----

e. Baptist-----

f. Methodist-----

g. Apostolic-----

h. Others-----

If others please specify-----

6. Highest level of education attained.

a. Below metric.....

b. Completed metric.....

c. Certificate from tertiary college.....

d. Diploma.....

e. First degree.....

f. Masters degree and above.....

7. What is your relationship with the concerned departmental employee?
- a. Spouse-----
 - b. Daughter/Son-----
 - c. Sister/Brother-----
 - d. Others (specify)-----

SECTION B (SPECIFIC QUESTIONS)

8. Have you ever had about the Employee assistance Programme?
- a. Yes-----
 - b. No-----

9. If you chose YES to the above, where did you first hear about the Employee Assistance Programme?

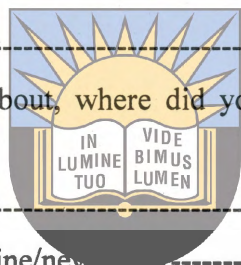
- a. Newspapers-----
- b. Departmental magazine/newspaper-----
- c. Radio programme-----
- d. Television programme-----
- e. From your relative-----
- f. Poster-----
- g. Leaflet-----
- h. Handout-----
- i. Workshop-----
- j. Others (specify)-----

10. How often have you utilized/been referral to the EAP programme in the department of agriculture?

- a. Once-----
- b. Twice-----
- c. More than twice-----
- d. None at all-----

11. What system of referral did you use in order to enter the EAP programme?

- a. Self referral-----
- b. Referred by your relative-----

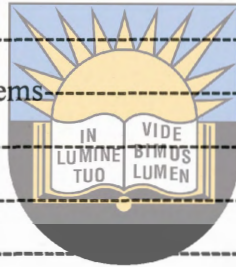


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- c. Referred by your relatives supervisor-----
- d. Referred by relative's colleagues-----
- e. Others (specify) -----

12. What kind of problem(s) did you have for you to go to the EAP programme?

- a. Financial problems-----
- b. Alcoholism/drug abuse-----
- c. Death of a loved one-----
- d. Depression-----
- e. Marital/family problems-----
- f. Trauma-----
- g. Legal problems-----
- h. Others (specify)-----



13. How did you feel before referring to the EAP programme?

- a. Keen -----*Together in Excellence*-----
- b. Mixed-----
- c. Reluctant-----
- d. Others (specify) -----

14. How did you feel in subsequent EAP sessions?

- a. Highly positive-----
- b. Some how positive-----
- c. Positive-----
- d. Some how negative-----
- e. Negative-----
- f. Highly negative-----
- g. None at all-----

15. Has the EAP programme been helpful to you?

- a. Very helpful-----
- b. Helpful-----
- c. Not helpful-----

d. Undecided-----

Please elaborate your answer-----

16. Would you think that the EAP programme has had a positive effect on your relative?

a. To a very large extent-----

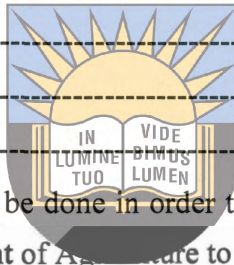
b. To a large extent-----

c. To a small extent-----

d. To a very small extent-----

e. Not at all-----

Please elaborate your answer-----



17. What would you suggest to be done in order to improve the delivery of the EAP programme in the department of Agriculture to its intended beneficiaries?

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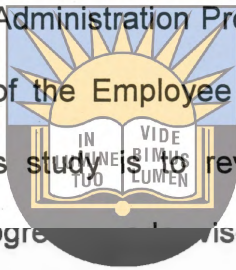
Thank you so much for your time.

APPENDIX V

AN INTERVIEW SCHEDULE FOR EMPLOYEES UTILISING THE EMPLOYEE ASSISTANCE PROGRAMME IN THE DEPARTMENT OF AGRICULTURE OF THE EASTERN CAPE PROVINCE OF THE REPUBLIC OF SOUTH AFRICA.

Dear respondent,

I am a student of the M.A Public Administration Programme at Fort Hare University conducting an evaluation study of the Employee Assistance Programme in your department. The purpose of this study is to review the implementation of the programme and assess the progress vis-à-vis the personal/work-related problems that are troubling the employee.



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Please do assist in making this study a success by answering the following questions. You do not have to give your name and all information solicited will be treated as confidential. Strictly, it will only be used for study purposes.

SECTION A (PERSONAL DATA)

Instructions.

Put a tick in the appropriate box.

1. Sex of the respondent.

a. Male.....

b. Female.....

2. Age bracket of the respondent.

a. Below 25 years of age.....

b. Between 25 and 35 years.....

- c. Between 36 and 45 years.....
- d. Between 46 and 55 years.....
- e. Above 55 years.....

3. Marital status of the respondent.

- a. Married.....
- b. Single.....
- c. Divorced.....
- d. Separated.....
- e. Widowed.....



4. Race of the respondent.

- a. Black.....
- b. African.....
- c. Indian.....
- d. White.....
- e. Others.....

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If others specify-----

5. Religious affiliation of the respondent

- a. Roman Catholic.....
- b. Anglican.....
- c. Moslem.....
- d. Zionist.....
- e. Baptist.....
- f. Methodist.....
- g. Apostolic.....
- h. Others.....

If others please specify-----

6. Highest level of education attained.

- a. Below metric.....
- b. Completed metric.....
- c. Certificate from tertiary college.....
- d. Diploma.....
- e. First degree.....
- f. Masters degree and above.....

7. Period that the respondent has worked in the department

- a. Less than a year.....
- b. One to three years.....
- c. Four to five years.....
- d. Five to ten years.....
- e. Ten to fifteen years.....
- f. Sixteen to twenty years.....
- g. More than twenty years.....



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SECTION B (SPECIFIC DATA)

8. How did you get to know a bout the employee assistance programme?

- c. Over the radio.....
- d. In newspapers.....
- e. From a friend
- f. In a workshop.....
- g. From your supervisor.....

h. From your family member(s).....

i. Others.....

If others please specify-----

9. Which of the following ways did you use to join the EAP programme?

j. Supervisor referral.....

k. Suggested by a friend.....

l. Suggested by a family member.....

m. Self referral.....

n. Others.....



10. Which of the following was the reason(s) for you to join the EAP programme?

o. Absenteeism.....

p. Burn-out.....

q. Job Stress.....

r. Financial problems.....

s. Alcoholism/drug abuse.....

t. Death of a loved one.....

u. Depression.....

v. Marital/family problems.....

w. Job boredom.....

x. Others.....

If others please specify-----

11. How many times have you utilized (been referred) the EAP services?

a. Once.....

b. Twice.....

c. More than twice (specify).....

(ii) If more than one time what was the interval between-----

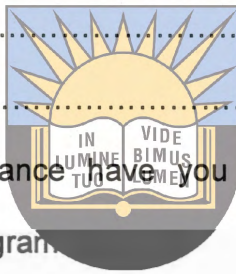
(iii) If you have selected option (b) or (c) in item number eleven above was your referral for the same problem?

a. Yes

b. No.....

c. Related

12. What kind of help/assistance have you received since you joined the Employee Assistance Program



a. Depression counseling.....

b. Job stress counseling.....

c. Grief counseling.....

d. HIV/AIDS counseling/support.....

e. Chemical dependency counseling e.g. alcohol and drug use.....

f. Marriage/family counseling.....

g. Rape counseling.....

h. Emotional distress counseling.....

i. Stigmatization.....

j. Legal assistance.....

k. Financial management.....

l. Life skills education.....

m. Retrenchment/retirement counseling.....

n. Advice on physical disability.....

o. Others.....

(ii) If others please specify-----

13. Some people say that the EAP has been a mere waste of the tax payer's money. Do you agree?

- a. I very much agree.....
- b. I agree
- c. I disagree.....
- d. I very much disagree.....



(ii) Please elaborate your answer-----
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14. When visiting EAP for the first time were you:

- a. Keen.....
- b. Reluctant.....
- c. Mixed.....
- d. Others? Please specify

15. How did you feel about subsequent sessions?

- a. Keen
- b. Reluctant.....
- c. Mixed.....
- d. Confused.....

e. Others? Please specify-----

16. Did using the EAP service help you?

- a. Yes.....
- b. Made no difference.....
- c. Made things worse.....

17. Would you have liked?

- a. More sessions.....
- b. Fewer sessions.....
- c. Just right.....

18. What effect has the EAP programme had in your life?

- a. A very positive effect.....
- b. Some positive effect.....
- c. No effect.....
- d. A slightly negative effect.....
- e. A very negative effect.....



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19. How would you rate/categorize the services offered by the EAP office in your department?

- a. Very perfect.....
- b. Perfect
- c. Satisfactory
- d. Unsatisfactory.....
- e. Very unsatisfactory.....
- f. None of the above.....

ii) Please elaborate your answer above-----

20. Some people doubt the recovery rate of troubled employees under the Employee Assistance Programme and they have said that the programme has nothing to do in relation with employee performance at work in terms of efficiency, reliability and productivity. To what extent do you agree?

- a. A very large extent.....
- b. A large extent.....
- c. A small extent.....
- d. A very small extent.....
- e. No comment.....



ii) Please justify your answer

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21. In which way has the utilization of the EAP programme contributed to your efficiency at work?

- a. Reduced absenteeism.....
- b. Reduced late coming.....
- c. Reduced errors.....
- d. Increased speed.....
- e. Increased ability to meet deadlines.....
- f. Increased output.....
- g. Increased team work.....
- h. More able to work at own initiative.....

- i. More able to work extra hours.....
- j. More able to work longer hours.....
- k. Increased morale.....
- l. Increased observation of work ethics.....
- m. Others.....

(ii) If others please specify-----



22. To what extent has the EAP programme contributed to the betterment of your personal/private life?

- a. To a very large extent.....
- b. To a large extent.....
- c. To an extent.....
- d. To a small extent.....
- e. To a very small extent.....

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23. In which of the following ways has the EAP impacted your personal/individual life?

- a. Better life skills.....
- b. Better financial planning skills.....
- c. Reduced dependency.....
- d. Better career choices.....
- e. Enhanced decision making.....
- f. Increased savings.....
- g. Reduced family conflicts.....
- h. Discovery of latent skills.....

- i. Better retirement planning.....
- j. Better parenthood.....
- k. Others

(ii) If others please outline-----



24. Would you recommend the EAP programme to your friend?
- a. Yes.....
 - b. No.....

ii) Please explain the reason-----
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25. What would you like the department to do in order to improve the programme?-----

26. What further comments do you have for the EAP programme?-----

**School of Public Management & Development
Faculty of Management & Commerce
Department of Public Administration**

Bhisho Campus

PABX 2021 | Tel: +27 (40) 639 2445/ Fax: +27 (40) 639 2447
Email: mkanyane@ufh.ac.za/ nmaninjwa@ufh.ac.za



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July 11, 2007

To Whom It May Concern:



REQUEST TO CONDUCT RESEARCH IN YOUR INSTITUTION/UTILIZE RESOURCE FACILITY

Student Name: Musoke Alfred

Student Number: 8828686

University of Fort Hare

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The above named person is a Post Graduate learner at the University of Fort Hare (Master of Public Administration Programme). In accordance with the programme requirements, a series of academic researches are being undertaken. To this end, I kindly request that you assist the learner in any possible way.

Your support will be highly appreciated.

Thank you.

Yours faithfully

Nomxolisi Maninjwa
Administrator

For

Prof MH Kanyane
HOD: Public Administration
July 6, 2007

**Department of Public Administration
School of Public Administration &
Development
Faculty of Management & Commerce**

**Bisho Campus
P.O Box 1153
King Williams's Town, 5600**

**Tel: 27 40-635-2225
Fax: 27 40-636-4103**



July 19, 2007

**From: Prof. Kanyane MH
Ass. Professor and HOD
Department of Public Administration
INFORMED CONSENT FORM
Participant's name.....
Date.....**



**Principal Researcher:
Mr. A.K. Musoke
Department of Public Administration
Faculty of Management & Commerce
University of Fort Hare**

**University of Fort Hare
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Informed Consent

- 1. Title of Study:** A review of the Employee Assistance Programme [EAP] in the Eastern Cape Province of the Republic of South Africa between the years 2000-2005. A case study of the Department of Agriculture.
- 2. Purpose of the Research:** The purpose of this study is to review the implementation of the EAP and assess the progress made vis-à-vis addressing the problems of the troubled employees [personal and work related] in the Department.
- 3. Procedures:** I will be asked to complete a questionnaire in writing related to the EAP at my work place. This process should be between 15-20 minutes in duration. The researcher or his assistants will be present to provide clarity on the questions if I so require but will not influence the answers.
- 4. Risks and Discomfort:** There are no known physical, emotional, or medical risks and discomforts associated with this project. I have received permission to represent my employer for participation in this study. I understand that my participation is voluntary and the results of the study will be made available to me if I so require. There will also be no risk to my job security.
- 5. Benefits:** I understand there are no known direct benefits to me or my department for participating in this study. However, the results of the study may help researchers gain a better understanding of how EAPs are implemented so that EAPs can be evaluated and improved.
- 6. Participant's Rights:** My department and/or I may withdraw from participating in the study at any time.
- 7. Financial Compensation:** There will be no financial compensation for participation in this study.
- 8. Confidentiality:** I understand that my own identity will be kept confidential unless I ask that such information be released. The results of this study may be published in professional journals or presented at professional conferences, but my department's records or identity will not be revealed unless required by law.

9. If I have any questions or concerns, I can call Mr. A.K. Musoke at 083 740 1008 at any time during the day.

I understand my rights as a research subject, and I voluntarily consent to participation in this study, I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

Signature of Respondent

Date

Signature of Researcher

Date

Signature of Supervisor

Date



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