

**A COMPARATIVE STUDY BETWEEN EMPLOYEE ASSISTANCE PROGRAMMES
AND
OCCUPATIONAL SOCIAL WORK IN THE GAUTENG PROVINCE, SOUTH AFRICA**

By

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PRETORIA

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DECLARATION

Full names of Student: Kelebogile Heather Mbuyisa

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Declaration:

- I understand what plagiarism is and I am aware of the University's policy in this regard.
- I declare that this mini-dissertation is my own work and where other's work has been used, this has been properly acknowledged and referenced in accordance with departmental requirements.
- I have not allowed and will not allow anyone to copy my work with the intention of passing it as his or her own work

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JANUARY 2019

KEY CONCEPTS

Counselling

Employee

Employee Assistance Programmes

Employee Assistance Professionals Association of South Africa

Employee Health and Wellness Programme

Problems

Programmes

Occupational Social Work

South African Council for Social Services Professions

South African Occupational Social Work Association

The employer

ACRONYMS

EAP- Employee Assistance Programmes

EAPA-SA: Employee Assistance Professionals Association of South Africa

EHWP-Employee Health and Wellness Programme

HIV/AIDS- Human Immune Virus/ Acquired Immune Deficiency Syndrome

HR- Human Resource

OAP- Occupational Alcohol Programme

OSW- Occupational Social Work

SACSSP- South African Council for Social Services Professions

SAOSWA- South African Occupational Social Work Association

SIOSW- Specialist in Occupational Social Work

LIST OF TABLES

PROFILE OF THE PARTICIPANTS

Table 5.3.1 Employee Assistance Programme participants

Table 5.3.2 Occupational Social Work participants.

Table 5.4.1: Summary of the themes and sub-themes

Table 5.5.1 Summary of the themes and sub-themes

ABSTRACT

The purpose of the research report was to contextualise EAP and OSW theoretically. In order to compare EAP and OSW, each field of practice will be described individually and broken down into separate components. Whether the employees' issues are work-related, affecting their home-life or home-related affecting their work-life, the employee is experiencing imbalances relating to some form of stress, which ultimately affects their work productivity and job performance, as well as the workplace organisation.

Due to the impact that employees' stress has on their job performance and productivity, a need arises for workplace programmes that provide personal and social services to employees, also referred to as Employee Assistance Programmes or EAP (Mogorosi, 2009:343).

In the late nineteenth and early twentieth centuries, Occupational Social Work (OSW) was recognised as one of the core areas of social work intervention, evolving from the principles and background of generic social work practice, into a specialised field, and subsequently forming part of EAPs. Occupational social workers, as part of EAPs, were either employed by the organisation or hired, as part of outsourced services, to render counseling services and interventions to employees and their families. Overtime, EAP dominated the OSW scene, thus EAP and OSW were often used and referred to interchangeably (Mor Barak & Bargal, 2000:3).

Due to the increasing interest in both fields, and possibly due to their need to attain recognition and professional status within their respective disciplines and fields of practice, employee assistance professionals and practitioners, and occupational social workers established professional bodies that would ultimately serve the interests of their members and members' client systems alike. In 1997, the Employee Assistance Professionals Association of South Africa (EAPA-SA) became an official branch of EAPA Incorporated, while the South African Occupational Social Work Association (SAOSWA), formerly known as the Forum for Occupational Social Workers, was established in 2003 (EAPA-SA, 2016; SAOSWA, 2017).

The research report provides the key findings of research which explored the similarities and differences between employee assistance Programmes and occupational social work. Data was collected from two focus groups consisting of members of the EAPA-SA and SAOSWA.

The researcher had direct contact with participants through conducting field research, in the form of focus groups, “to gain a sense of subtle non-verbal communication and understanding the interaction in its real context. The study focused on the construction of detailed descriptions of the participants’ realities and the meanings they attach to their work experience, knowledge and settings. The research study aimed to understand, as opposed to control, the commonalities and differences through comparing EAP and OSW.

Data sources was determined and utilised, based on the richness of information participants offered, thus enhancing the researcher understanding of the specific phenomenon. Data was collected verbally from a small sample of participants through focus group discussions to gain an understanding of participants’ experiences relating to their respective fields.

The report further provides the conclusions and recommendations resulting from the key findings.

TABLE OF CONTENTS

Title page	I
Acknowledgement	II
Declaration	III
Key concepts	IV
Acronyms	V
List of tables	VI
Abstract	VII

CHAPTER ONE
GENERAL INTRODUCTION

	Page no
1.1 Introduction.....	1-3
1.2 Literature review.....	4-5
1.3 Theoretical framework.....	6-7
1.4 Problem statement and rationale.....	7-8
1.5 Goal and objectives.....	8
1.6 Research approach.....	9
1.7 Types of research.....	9-10
1.8 Research design.....	10
1.9 Research methods.....	11
1.9.1 Study population and sampling.....	11
1.9.2 Data collection.....	12-13
1.9.3 Data collection instrument.....	14
1.9.4 Data analysis.....	14-19
1.9.5 Pilot study.....	19-20
1.10 Ethical considerations.....	20-21
1.11 The limitations of the study.....	22

CHAPTER TWO

**LITERATURE REVIEW ON THE THEORETICAL CONCEPTUALISATION OF
EMPLOYEE ASSISTANCE PROGRAMMES AND OCCUPATIONAL SOCIAL WORK**

2.1 Introduction.....	23
2.2 Defining employee assistance programme.....	23-24

2.3 Historical overview.....	25-26
2.4 The development of EAP in South Africa.....	26-27
2.5 Service delivery and practice models.....	27
2.6 External EAP model.....	28
2.7 Problems addressed by EAPs.....	29
2.8 Core technologies and functions.....	30
2.9 Scope of practice.....	31-32
2.10 Client systems.....	32-34
2.11 Requirements for practice: registration with statutory bodies and Professional associations.....	34-36
2.11 Conclusion.....	36

CHAPTER THREE:

OCCUPATIONAL SOCIAL WORK: A THEORETICAL OVERVIEW

3.1 Introduction.....	37
3.2 Definition of occupational social work.....	37
3.3 Historical overview of occupational social work.....	38
3.4 Practice models and service delivery.....	39
3.4.1 Organisational interventions.....	40
3.4.2 Work-person interventions.....	41
3.4.3 Promotive interventions.....	42
3.4.4 Restorative interventions.....	42
3.5 Core technologies and functions.....	42-43
3.6 Scope of practice.....	43

3.7 Client systems.....	44
3.8 Micro, Meso and Macro practice intervention.....	45-48
3.11 Requirements for practice: registration with statutory bodies and professional association.....	49
3.12 Conclusion.....	49-50

CHAPTER FOUR:

**COMPARATIVE ANALYSIS BETWEEN EMPLOYEE ASSISTANCE PROGRAMMES
AND OCCUPATIONAL SOCIAL WORK IN TERMS OF SIMILARITIES AND
DIFFERENCES.**

4. 1 Introduction.....	51
4.2 Definition of employee assistance programmes.....	51
4.3 Definition of occupational social work.....	52
4.4 Historical overview of employee assistance programmes.....	52-53
4.4.1 The development of EAP in South Africa.....	54
4.5 Historical overview of occupational social work.....	54-55
4.6 Practice models and service delivery.....	55-57
4.7 Core technologies and functions.....	57
4.8 Scope of practice.....	58
4.9 Client systems.....	59
4.10 Requirements for practice: registration with statutory bodies and professional bodies.....	60-61
• Conclusion.....	61-62

**CHAPTER FIVE:
EMPIRICAL FINDINGS ON EMPLOYEE ASSISTANCE PROGRAMMES AND
OCCUPATIONAL SOCIAL WORK**

5.1 Introduction.....	63
5.2 Research methodology.....	63
5.2.1 Research approach.....	63-64
5.2.2 Research design and procedures.....	64
5.3 Profile of the participants.....	65
5.3.1 Employee assistance programme participants.....	65
5.3.2 Occupational social work participants.....	66
5.4 Themes and sub-themes from EAP responses.....	66-67
5.4.1 Theme 1: Professional requirements needed in EAP.....	68-70
5.4.2 Theme 2: Tasks.....	71-74
5.4.3 Theme 3: Client system.....	74-76
5.4.4 Theme 4: Practice models in EAP.....	76-78
5.4.5 Theme 5: Therapeutic services.....	78-79
5.4.6 Theme 6: Therapeutic approach followed in EAP.....	79-80
5.4.7 Theme 7: Suitability of the existing therapeutic approach applied In your workplace for all race/cultural groups.....	79-81
5.4.8 Theme 8: Shared views on the need for a typical culturally-based Therapeutic model within the EAP field.....	81-84
5.4.9 Theme 9: Suggestions on the improvement of the EAP service Delivery.....	84-85
5.5 Themes and sub-themes from OSW responses.....	86-87

5.5.1 Theme 1: Professional requirements needed in occupational Social work.....	87-89
5.5.2 Theme 2: Tasks in occupational social work.....	89-92
5.5.3 Theme 3: Client system in OSW.....	92-93
5.5.4 Theme 4: Practice models in the occupational social work.....	94-96
5.5.5 Theme 5: Therapeutic services.....	97-98
5.5.6 Theme 6: Therapeutic approach followed in OSW.....	98-99
5.5.7 Theme 7: Suitability of the existing therapeutic approach applied In your workplace for all race/cultural groups.....	100-101
5.5.8 Theme 8: Shared views on the need for a typical cultural-based Therapeutic model within the occupational social work.....	101-102
5.5.9 Theme 9: The improvement of the occupational social work Service delivery.....	102-103
5.6 Conclusion.....	103

CHAPTER SIX:

KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ON COMPARISON BETWEEN EMPLOYEE ASSISTANCE PROGRAMMES AND OCCUPATIONAL SOCIAL WORK

6.1 Introduction.....	104
6.2 Key findings in terms of similarities between EAP and OSW.....	104
6.2.1 Professional requirements.....	104
6.2.2 Tasks.....	104
6.2.3 Client system.....	105
6.2.4 Therapeutic services.....	105

6.3 Key findings in terms of the differences between EAPs and OSW.....	105
6.3.1 Professional requirements.....	105
6.3.2 Practice models.....	105
6.3.3 Therapeutic approach.....	106
6.4 Key findings on suitability of the existing therapeutic approach	
Applied in your workplace for all cultural groups.....	106
6.5 Key findings on shared views on the need for a typical cultural –based	
Therapeutic model within the EAP field.....	106
6.6 Conclusions.....	107
6.6.1 Conclusions in terms of the similarities between EAPs	
and OSW.....	107
6.6.2 Conclusions in terms of the differences between EAPS	
and OSW.....	108
6.6.3 Conclusions on the achievement of the goal and objectives of	
the study.....	108
6.6.3.1 Goal.....	108
6.6.3.2 Objectives.....	108
6.7 Recommendations.....	109
6.7.1 Recommendations in terms of similarities between EAPs	
and OSW.....	109-
110	
6.7.2 Recommendations in terms of differences between EAPs	
and OSW.....	110
References.....	111-119
Annexure: A.....	120

Annexure: B.....	121
Annexure: C.....	122
Annexure: D.....	123
Annexure: E.....	124
Annexure: F.....	125

CHAPTER ONE

GENERAL INTRODUCTION

1.1 INTRODUCTION

The National Association of Social Workers of the USA, in 1984, suggested that work related problems influence employees and often overflow into problems that occur at home or in the community. The converse applies, where problems at home, and within the community, affect the individual's work (Maiden, 2001:125). Thus, the assumption is made, that human beings, being holistic, are unable to compartmentalise their lives, by completely separating one part from another. Human beings consist of a variety of parts that work in harmony, with a natural overflow between these parts, including stress, conflict and crises. The above argument supports the decision to apply the Ecological Systems perspective as theoretical framework for this study.

In both instances, the employee's work performance and productivity are affected; there is disruption in the employee's work life balance. In some instances, the employee, through utilisation of personal resources and support systems, is able to rectify the imbalance in their work life equilibrium and restore order. However, in other cases this is not possible. Due to the holistic and systemic nature of human beings, and the natural overflow of (negative) energy from one part of the employee's life to another, the employee finds it difficult to resolve their work- or home-related issues without assistance and thus require some sort of external intervention.

Whether the employees' issues are work-related, affecting their home-life or home-related affecting their work-life, the employee is experiencing imbalances relating to some form of stress, which ultimately affects their work productivity and job performance, as well as the workplace organisation

In the late nineteenth and early twentieth centuries, Occupational Social Work (OSW) was recognised as one of the core areas of social work intervention, evolving from the principles and background of generic social work practice, into a specialised field, and subsequently forming part of EAPs. Occupational social workers, as part of EAPs, were

either employed by the organisation or hired, as part of outsourced services, to render counseling services and interventions to employees and their families. Overtime, EAP dominated the OSW scene, thus EAP and OSW were often used and referred to interchangeably (Mor Barak & Bargal, 2000:3).

Van Breda (2009:285) provides a similar account, by indicating that based on the working definitions of OSW and EAP, provided by Akabas (1995) and Barker (2003) respectively, both disciplines identify employees as the sole client systems, thus EAP and OSW became indistinguishable. However, Van Breda (2009:285) adds that “this view is not universally accepted; indeed it has been increasingly challenged in recent years”. Since the inception of EAP and OSW in the workplace, both internationally and locally, there has been a strong link between the two disciplines.

Subsequently, within the South African context, EAP, since the mid-1980's, and OSW, since the mid-1930's, are recognised as independent fields of practice rendering services to both employer and employee alike (Du Plessis, 1994 in Van Breda, 2009:285; Terblanche, 2009:207). The authors indicate that both disciplines have grown considerably since their introduction to the South African occupational setting.

However, the researcher are of the opinion that, despite their struggles for independence and autonomy, there still seems to be confusion concerning the difference between EAP and OSW practice within the occupational setting, relating to their purpose, role, function, goals and objectives, scope of practice, service delivery approach and client systems.

Thus, the researcher believes that there is a need to conduct the proposed research study, in order to theoretically and practically conceptualise EAP and OSW, in an attempt to determine their similarities and differences.

The following section will define key concepts relevant to the proposed study.

EAP Practitioner

“A person (not necessarily professionally trained) performing EAP-specific or related tasks, i.e. referral, liaison, training, marketing, evaluating” (Standards Committee of EAPA-SA, 2015:2).

EAP Professional

“A professionally trained person providing an EAP service, including clinical EAP-specific or related tasks, i.e. therapy, counselling” (Standards Committee of EAPA-SA, 2015:2).

Employee

“A person whose employment is governed by a contract of service or other relevant employment laws” (Standards Committee of EAPA-SA, 2015:2).

Employee Assistance Programmes

“Services offered by employers to their employees to help them overcome problems that may negatively affect job satisfaction or productivity” (Barker, 2003:141). “The work organisation’s resource based on core technologies or functions to enhance employee and workplace effectiveness through prevention, identification, and resolution of personal and productivity issues” (Standards Committee of EAPA-SA, 2015:2).

Employer

“A person or an institution who hires employees and offers remuneration in exchange for labour” (Standards Committee of EAPA-SA, 2015:2).

Occupational Social Work

“Policies and services, delivered through the auspices of employers and trade unions, to workers and those that seek entry in the workplace” (Akabas, 1995:1779).

“A specialised field of social work practice which addresses the human and social needs of the work community through a variety of interventions which aim to foster optimal adaptation between individuals and their environment” (Straussner, 1989:21).

“A form of social work professional practice at the workplace, which uses a workplace programme as a model” (Mogorosi, 2009:345).

Occupational Social Worker

“Occupational social workers provide services to employees attached to a work organisation. Depending on the mandate, resources and service scope, programme services may be extended to employees’ family members and significant others” (Mogorosi, 2009:343).

Service Provider

“An [external] agency providing professional services to clients and corporate clients in accordance with a formal contract” (Standards Committee of EAPA-SA, 2015:2).

1.2 LITERATURE REVIEW

The worksite is an important setting, which impacts on the social, mental, and physical wellbeing of the worker. A healthy workplace environment can induce many positive changes such as, a healthier workforce, increased morale, reduced absenteeism and, in turn, increased productivity. Conversely, an unhealthy and hazardous workplace can increase mortality and morbidity, lower the worker’s quality of life, escalate health care costs (Chu, 1994:182).

The purpose of this section is to contextualise EAP and OSW theoretically. In order to compare EAP and OSW, each field of practice will be described individually and broken down into separate components. These will be discussed in the following sections.

Employee Assistance Programmes

Employee assistance programmes (EAPs) as previously defined are work-based programmes and services offered by the employer to employees as a workplace resource, based on specific core functions and technologies, to address the organisations business needs and enhance workplace and employee effectiveness through the prevention, identification, and resolution of personal and productivity issues (Barker, 2003:141; Standards Committee of EAPA-SA, 2015:2).

In the following sections, the researcher will examine various aspects and components of EAP. The purpose of this section is to give an outline of EAP, service delivery and practice models, core technologies and functions, scope of practice, client systems, and statutory requirements for practice and registration with professional bodies.

As the South African political, economic and social climates fluctuate and change, organisations and employees alike, will continue to feel the effect of unrealistic and excessive demands placed on resources. Thus, the researcher is of the opinion that the demand for EAP and workplace-based interventions will steadily increase as employees are expected to perform under challenging circumstances, making it particularly difficult for them and their families to cope physically, psychologically, socially, and spiritually; thus influencing their productivity and job performance.

Occupational Social Work

“Occupational Social Work is an emerging profession with the potential to positively influence the workplace. However, Occupational social workers endeavour to develop the fit between the various client systems occurring within the occupational setting, striving toward gainful employment for employees (Mor Barak & Bargal, 2000).

The primary purpose of OSW is to enhance the social well-being and functioning of the work organisation as a community through contribution to the effectiveness and objectives of the work organisation (Kruger & Van Breda, 2001:947).

- **THEORETICAL FRAMEWORK**

In this section, the theoretical framework, that the researcher believes underpins the proposed study, presenting the main philosophical assumptions regarding the matter being studied, is the systems perspective. The Ecological Systems Perspective of Development, as developed by Urie Bronfenbrenner, proposes that a system consists of interrelated and interdependent elements working together to fulfil a specific goal or task, focusing on the systems structure rather than its function.

In addition, systems theory employs a systems approach in an attempt to understand complex phenomena and problems, which might influence the system as whole, or any part thereof. The Ecological Systems Theory suggests that complex systems share basic organising principles regardless of their function and purpose (Khubeka, 2015:10).

The focal point of systems theory is on 'wholes' and 'integration', explaining how all the parts of a system can affect and influence one another (Payne, 2015:193-194). For the researcher, this illustrates how the workplace organisation, as a macro system, is made up of smaller elements or sub-systems, including the employee as a micro system, and how the macro and micro systems affect and influence each other. Therefore, the workplace organisation has a direct impact, influence, and effect on the employee; the converse also applies.

Furthermore, systems theory explains how the public and private [systems] interact and how different change agents might be involved (Payne, 2015:194).

The researcher believes that EAP and OSW are change agents within the workplace, as well as sub-systems of the workplace macro system. This explains how EAP and OSW, as sub-systems, render services to effect change and thus influence the various systems and sub-systems within the occupational setting as a whole, including the employee as a microsystem. As a result, the researcher suggests that the purpose of both EAP and OSW as sub-systems and change agents within workplace, are to work towards facilitating change through service delivery and assist in maintaining equilibrium

between the various systems and sub-systems, and their interrelated and interdependent parts.

The researcher believe that systems theory is relevant to the proposed study, as it explores and describes EAP and OSW as individual systems, each consisting of interdependent and interrelated parts. Furthermore, the proposed study aims to determine the similarities and differences between EAP and OSW as [change agent] sub-systems of their respective workplace macro systems, by defining their purpose, role, function, scope of practice, and client systems within the workplace macro system. A detailed discussion of different sub-systems as relevant to both the EAP and OSW will be discussed in the literature chapter to follow in the main report.

- **PROBLEM STATEMENT AND RATIONALE**

Since their inception, Employee Assistance Programmes and Occupational Social Work have been closely linked. Maiden (2001:130) reports “Employee Assistance Programmes are by far the predominant practice arenas for occupational social workers”. Is it then accurate to assume that Employee Assistance Programmes and Occupational Social Work are synonymous? Alternatively, is it safe to assume that Employee Assistance Professionals and Occupational Social Workers fulfil similar duties and responsibilities within the workplace?

Conversely, Kenyon-Thompson (in Jantjie, 2009:21) argues that there is a distinct difference between EAP and OSW. She maintains that EAP follows a clinical approach, while OSW focuses on general employee problems. Furthermore, she emphasises that OSW is a specialist field, which services can only be rendered by registered social workers, while EAP services can be rendered by staff not necessarily qualified as a professional. These tasks however will exclude all therapeutic tasks. There is a considerable amount of literature addressing various aspects of EAP and OSW alike, describing in detail their nature, roles, and functions within the workplace. Broadly speaking, there are very distinct similarities and differences between EAPs and OSW, which various authors such as Kenyon-Thompson (in Jantjie, 2009:21) highlight Both

EAP and OSW are referred to in text as workplace resources addressing a variety of workplace and employee related issues.

The rationale for the study to be conducted is to determine the similarities and differences between EAPs and OSW theory and practice because there is a rather frustrating scarcity on the topic in the literature.

The researcher thus poses the following research questions in an attempt to gain a better understanding of the two concepts:

‘What are the differences and similarities between EAPs and OSW in theory and practice?’

• **GOAL AND OBJECTIVES**

Goal

The goal of the research is to compare Occupational Social Work and Employee Assistance Programmes within the Gauteng Province, South Africa.

Objectives

The objectives of this research was:

- To theoretically conceptualise Employee Assistance Programmes and Occupational Social Work;
- To explore and describe the similarities between Occupational Social Work and Employee Assistance Programmes in theory and practice; and
- To explore and describe the differences between Employee Assistance Programmes and Occupational Social Work in theory and practice, from the respondents’ perspective.

- **RESEARCH APPROACH**

The study will be rooted in an interpretivist paradigm within a qualitative framework, as it aims to conceptualise EAP and OSW theoretically, and to explore the participants' subjective experiences of reality, in an attempt to determine the similarities and differences between EAP and OSW in practice. It is based on the assumption that there are multiple realities, which can be explored and constructed through human interactions and meaningful actions. These realities exist due to the varying experiences, knowledge, views, interpretations, meanings, definitions, and perceptions of the participants relating to their fields of practice and workplace settings (Babbie& Mouton, 2001:28).

The researcher conducted an in-depth examination and reading of texts and literature relating to the phenomenon being studied to discover embedded meaning, with the intention of “seeking the connections among its parts” (Neuman, 2006:88) and gaining a deeper “understanding of how its parts relate to the whole” (De Vos, Strydom, Schulze & Patel, 2011:8).

1.7 TYPE OF RESEARCH

Fouché and De Vos (2011:94) describe two main types of research, namely basic and applied research. Basic (or pure) research is viewed as “research that seeks empirical observations that can be used to formulate or refine a theory”. This type of research does not lend itself to problem solving of a specific phenomenon, but rather developing and increasing the knowledge base relating to that phenomenon.

The objectives and subsequent sub-types of basic research are mainly exploration, description, and explanation. The type of research to be conducted in the proposed study is basic research, as it aims to acquire knowledge concerning the similarities and differences between EAP and OSW. This was achieved through pursuing exploratory and descriptive research. Numerous authors in Fouché and De Vos (2011:95) agree that exploratory research aims to gain further knowledge and understanding of a specific phenomenon. Exploratory research utilises focus groups or small group

discussions (Babbie, 2008:98). It aims to answer the “what” question. In the case of the proposed study, the “what” question would be, “What are the similarities and differences between EAP and OSW?”

In addition to exploratory research, there is also a descriptive element to the study. Descriptive research attempts to describe it through intensive examination of the phenomenon and its underlying meaning. The researcher observes the phenomenon and describes what was observed (Babbie, 2017:92). Descriptive research aims to answer the “how” and “why” questions. In the case of this study, the questions would be, “how are EAP and OSW similar or different?”, and “why are EAP and OSW similar or different?” (Fouché & De Vos, 2011:96).

- **RESEARCH DESIGN**

The research design is important to guide the researcher in the process of performing the research.

In order to conduct the proposed study, a formulated strategy or plan is required by the researcher that will guide the research process concerning data collection and analysis (Chetty, 2011:31). The research design best suited for the proposed study will be a case study as the researcher are primarily interested in the meaning participants attach to their personal work-related experiences.

The researcher will immerse themselves into the participants’ activities to intimate knowledge and understanding of their [work] spheres, seeking patterns in their “lives, words, and actions in the context of the case as a whole” (Fouché & Schurink, 2011:320-322). Furthermore, the specific type of case study will be a collective case study, as multiple cases, being EAP and OSW practice models, will be chosen with the intention of comparing the two cases and concepts, thereby extending and validating a specific theory regarding their similarities or differences (Mark, 1996:219).

- **RESEARCH METHODS**

- **Study population and sampling**

Population

The population can be described as the total group of interest to the researcher often consisting of a large number of individuals, too big in size to participate in the study (Gravetter & Forzano, 2009:128). For the purpose of the proposed research study, the population will be all registered members of the Employee Assistance Programmes Association of South Africa (EAPA-SA), approximately 350 and all registered members of the South African Occupational Social Work Association (SAOSWA), approximately 150.

Sampling

However, due to the potential size of these two organisations, it is not realistic for the researcher to include all the members in the study. Thus, a smaller group from each organisation is identified for inclusion in the study. The specific set of individuals, who will actually participate in the study, is known as the sample. The sample is characteristically representative of the population, thus the findings of the research study is applied and generalised to the entire population (Gravetter & Forzano, 2009:128).

When drawing a sample, certain factors should be considered, namely sampling approach and sampling technique. The prospective sample must be representative of and characteristically resemble the target population. The sample size will be determined based on the size of the population in order to gather the richest possible data (Strydom & Delport, 2011:391-392).

The sampling approach

The sampling approach to be used in the prospective study is non-probability sampling, as the exact population size is unknown to the researcher (Gravetter & Forzano, 2009:133). The type of non-probability sampling or sampling technique that will be utilised is purposive sampling, as the researcher will make use of specific criteria for participant inclusion. For the purpose of the proposed study, the following inclusion criteria will be used in selecting the sample:

- Participants must be registered members of one of their respective associations, EAPA-SA or SAOSWA;
- Participants must have at least five years' work experience in their respective fields, EAP or OSW; and;
- Participants must be based in Gauteng.

The focus group interviews will consist of 8 members of EAPA-SA and 8 members of SAOSWA, distinctively.

- **Data collection**

Data collection will be discussed in two parts, namely data collection methods and instruments.

Data collection method

The study is a group research project however the researcher will utilise a focus group as a method of data collection as there are other researchers who will utilise various data collection methods as face to face interviews, telephonic and e-mails interviews.

The focus group discussions will be used as a method to collect data. The purpose of such groups is to promote self-disclosure among participants, giving them the opportunity to express how they think and feel, providing multiple viewpoints on a

specific topic. Focus groups rely on constant communication between the researcher and participants, connecting their worlds. The advantage of small group discussions is that they are less time consuming than the interviews and could be less costly. However, they require greater logistical preparation and planning and would require the participants to travel to a specified location as opposed to the researcher traveling to the participants' respective locations during the one-to-one interviews (Greeff, 2011:361).

The researcher will conduct two focus groups, consisting of eight EAP and eight OSW participants respectively. This will give the researcher an opportunity to correlate and corroborate the data provided in the semi-structured interviews, thus verifying and validating the provided data, forming part of a triangulation strategy (Greeff, 2011:361). This researcher will make use of a co-facilitator to assist in facilitating the focus groups, thus supporting the researcher in observing group dynamics and behaviour, making notes, identifying possible themes or topics for further discussion, and assisting with logistical aspects of the discussion groups. Consent should be obtained from the group members, prior to the commencement of the groups, regarding the attendance and participation of the co-facilitator in the group discussion; this will be included in the informed consent form.

Digital recordings of the interviews and focus groups will be made, with permission from the participants. This will give the researcher the opportunity to focus and concentrate on the actual narrative content and interview or focus group proceedings. This will also give the researcher the opportunity to revisit the narrative material at a later stage, while compiling the interview and focus group transcripts, and analysing the data. However, recording does have a disadvantage.

The participant(s) might withdraw as they might not feel comfortable being recorded, thus limiting the quality and quantity of the narrative information (Greeff, 2011:359). All recordings will be transcribed, for use during the data analysis process, and for inclusion in the final research report. Qualitative data will be collected by means of the focus groups, i.e. two focus groups – one with EAP practitioners and one with Occupational social workers.

1.9.3 Data collection instrument

A focus group discussion schedule will be used while conducting the focus group discussions. The discussion schedule will consist of carefully formulated and sequenced questions allowing the researcher the opportunity to explore specific topics and issues. The questions will be based on specific themes and topics identified during the literature review. Questions will be simple, clear and concise, posed in an open-ended format (Greeff, 2011:369).

- **Data analysis**

Data analysis is the process of reducing the volume of raw information, by making sense of and interpreting the data, in an attempt to produce findings (Schurink, Fouché & De Vos, and 2011:397). Data should be analysed and processed according to the selected data analysis strategy, of which the results will be verified against literature (Schurink et al., 2011:402). Schurink et al. (2011:403) maintain that data analysis is a process consisting of logical and sequential steps, which will be discussed, with reference to the proposed research study, as follows:

- Preparing and organizing data
- Planning for recording of data: Recording devices, such as voice and/or video recorders will be used during the interviews and focus groups. These will assist the researcher in accurately transcribing the narrative discussions in detail, without interfering in narrative process. Note taking during the interviews will be kept to a minimum, thus preventing interference and disturbing the participant during the narrative process. In the case of the focus groups, a co-facilitator will be used to take notes throughout the discussion process, assisting the researcher in identifying specific themes for further discussion and later analysis. The necessary permissions for recording the individual and groups sessions will be obtained from the participants as part of the informed consent and prior to the commencement of the respective sessions.

- Data collection and preliminary analyses: This will be conducted in two parts, namely (a) in-field data analysis that will take place in the field while collecting the data, and (b) the office approach that will take place after field visits and after the data collection process is complete. The latter will assist the researcher in sorting, retrieving and indexing the data thus allowing the researcher to manage the high volumes of qualitative data. The researcher will electronically code the data as themes are identified, thus assisting the researcher in logically and systematically arranging and sorting the data as well as presenting it at a later stage. However, all the data will need to be collected before final analysis and interpretation thereof.
- Managing the data: Also known as the intensive data analysis phase. Data will be organised accordingly and all narratives will be converted to text through transcription of the audio or video formats. Once converted, the researcher will divide the data into two main groups, namely EAP and OSW. Once divided, an inventory will be compiled; detailing what data components the researcher has in his possession, and whether any further data collection will be required to fill any gaps. All data will be labelled and notated for manageable retrieval during the actual data analysis. Backup copies will be made of all written and typed notes, audio and video recordings, and electronic or computer-based content.
- Reading and writing memos: A process of data familiarisation in which the researcher engages, once the data has been completely organised and transcribed. The researcher will review and re-review all the data, especially the transcripts and recordings to get a sense and feel for the content. Notes and memos will be written to assist the researcher in committing the data content to memory. During this phase, the researcher will be able to identify general patterns and broad themes that will later be used when breaking down the data into specific parts for coding and analysis.
- Reducing the data

Generating categories and coding the data: This is considered the heart of data analysis. Thematic Analysis will be utilised during this step to assist the researcher in deconstructing the data into relevant categories and themes. Clarke, Braun and Hayfield (2015:230) propose the following phases:

- *Familiarisation*: As discussed previously in (4), the researcher must be well acquainted with the data.
- *Coding*: The researcher will systematically identify and label relevant features of the data, with regard to the research question. In coding the data, the researcher will colour code major themes, and use alphabetical and numerical values to identify subthemes, e.g. [Blue] A1, [Red] C3.
- *Searching for themes*: The researcher will group codes, and in this manner identify significant patterns and themes in the data.
- *Reviewing themes*: The researcher will match the identified [preliminary] themes against the coded data and entire data set to determine whether there is a plausible fit.
- *Defining and naming themes*: The researcher will group and categorise themes by naming and defining each theme to ensure conceptual clarity. This will further aid in presenting the data in a logical and detailed format.
- *Writing the report*: This phase is concerned with data presentation, which will be discussed in (8).
- *Testing emergent understandings and searching for alternative explanations*: This involves identifying possible themes not included in the data. The researcher will search for and identify possible themes not reported in the data, which might be useful in answering or contribute to answering the research question.

- Interpreting and developing typologies: This involves making sense of the data and categorising concepts. This allows the researcher to conceptually link phenomena based on specific characteristics. The researcher will thus be able to associate obvious and underlying meanings to the data in an attempt to answer the research question. This will further determine whether the overall aim and objectives of the proposed study will be met.
- Visualising, representing and displaying the data
- Presenting the data: This involves presentation of the data package discovered during the data analysis process. In the proposed study, the researcher will make use of text, tables and figures in presenting the findings of the data analysis by making comparisons and thus answering the research question.

In addition, data quality will be ensured through trustworthiness, and could be measured through credibility, transferability, dependability and conformability (Anney, 2014:272).

Credibility is determined through demonstrating “that the inquiry was conducted in such a manner as to ensure that the subject has been accurately identified and described”, and whether the researcher’ reconstruction and representation of the participants’ views have been honestly represented. According to Lincoln and Guba (1985) as quoted by Lietz and Zaya (2010:191) credibility refers to the degree to which a study’s findings represent the meanings of research participants and the ability to manage bias and reactivity.

The researcher can achieve this through member-checks, by asking participants to review the data collected by the researcher and the researchers’ interpretation of the focus group data. This gives participants the opportunity to verify their statements and fill-in any gaps from earlier interviews or focus groups.

Transferability occurs when study findings are transferred from one situation or context to another.reference? Purposive sampling addresses the issue of transferability by maximising specific information in relation to the context in which the data collection

occurs. Purposive sampling takes into consideration the characteristics of the research participants as those are specifically related to the research questions and subsequent data collected during the interviews and focus groups. The researcher will employ purposive sampling in order to focus on key informants who are registered members of EAPA-SA or SAOSWA who have at least five years' work experience in their respective fields, namely: EAP or OSW. Also, the researcher of the current study will reveal all research processes employed in this study from data collection to production of the final report. This will help future researcher to repeat the study with similar conditions in other settings to allow comparison of this context to the other contexts.

Dependability refers to the extent to which the study can be replicated or repeated. The researcher should provide enough information within the study and a sufficient audit trail in order to allow future researcher repeat the study and replicate the findings. The raw data of the focus group discussions and interviews received from participants will be kept as an audit trail for data validation when necessary. In addition, a code-recode strategy will be employed. The researcher will code the same data twice giving two weeks' period between each coding. The results from both coding will be compared to see if results will be different or the same. Dependability will be enhanced once the results of coding are concurrent.

Confirmability is determined by the degree of neutrality of the research findings and extent upon which the findings are based on the participants' responses and not the researcher' bias or personal motivations. Confirmability is established by providing a detailed audit trail, highlighting each step of the data analysis process (Schurink et al., 2011:419-421).

A research study will at some point face evaluation by readers, peers, and even sponsors whether it has achieved trustworthiness. Every researcher needs to ask oneself to what extent readers place confidence in the outcomes of the study can and believe what has been reported.

Hofstee (2006:111) cautions that if readers are not convinced of the quality of one's data, they will not be convinced of whatever you use it for. Qualitative researchers are foreign to validity and reliability; instead, they focus on data trustworthiness. In order to ensure that the perspectives of participants of this study are genuinely gathered and presented truthfully, the researcher will adopt the trustworthiness criteria which consist of four concepts: credibility, transferability, dependability and confirmability (Anney, 2014:272).

Lastly, credibility will be maintained by member checking. The face to face, telephonic and email interviews along with the focus group discussions will be recorded, transcribed and coded. The analysed and interpreted data will be sent to selected occupational social workers and employee wellness programme professionals who will be participating in the study. Their role would be to evaluate the interpretations made by the researcher and recommend changes if they were misreported. Their voices will also be included in the analysis and interpretation of data.

Transferability refers to the degree to which the results of a qualitative research study can be applicable to other contexts with other participants (Anney, 2014:277). The author further advises that transferability can be achieved through purposive selection of participants and detailed description of the study.

Bitsch (2005) as quoted by Anney (2014:278) defines dependability as referring to the stability of findings over time and involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are supported by the data received from participants.

- **Pilot study**

Strydom and Delport (2011:394) indicate that it is important to conduct a pilot study when conducting qualitative research. Pilot studies assist in determining whether relevant data can be obtained from the respondents, allows the researcher to focus on previously unclear areas, to test certain questions to be used in the interview schedule or focus group discussion schedule, and to allow the researcher to modify questions to

ensure data gathering. The pilot study will consist of a small number of participants that are characteristically representative of the sample group to be used in the main investigation.

Due to the logistical challenges expected with the arrangement of a focus group discussion group for pilot purposes, the researcher might decide on using the data collected from the pilot focus group discussion.

- **ETHICAL CONSIDERATIONS**

Social research is not conducted in a social vacuum, and thus need to heed the code of ethics, which guide their professional behaviour and practice (Geyer, 2012:51). The aim of ethical research is to ensure that participants do not experience any harm as a result of participation in research activities.

The researcher and proposed research study will comply with the relevant codes of ethical and professional practice. The researcher is of the opinion that the following ethical considerations are relevant to the proposed study as described by Strydom (2011:115-126):

- **Voluntary participation:** Participation in the proposed study will be voluntary. Participants will have the opportunity to withdraw at any point, prior to or during the process, without any consequence or retribution. Should they wish to do so, none of the information provided or data collected from their contributions will be used during the course of the study. Participants will be informed in writing and verbally concerning the aim of the research to be conducted, the requirements for their participation, of any potential risks involved in participation, of emotional and psychological assistance available during or after the study is complete, and the contact details of the researcher.
- **Confidentiality:** The participants' personal details and any contributions to the proposed study will remain strictly confidential. Personal information will be stored away securely by the University of Pretoria for a period of fifteen years

after completion of the study. All questionnaires, recorded interviews and group discussions will be handled anonymously. No identifying particulars of the respondents will be published. Both researcher and participant(s) will be required to sign an informed consent document pertaining to the maintenance of confidentiality, privacy, and anonymity. Anonymity will only be possible within the quantitative study.

- Harm to respondents: due to the nature of the research topic, no harm is predicted – since the topic is focused on the day-to-day activities of all respondents and carries no emotional risks.
- Compensation: The researcher will not offer participants any form of financial compensation or remuneration for participation in the proposed study. Should participants incur any costs due to travel or participation in the study, they may be reimbursed. However, this will be kept to a minimum as the researcher will travel to the participants' locations for the interviews and will arrange a central location for the focus groups that can be conveniently accessed by the participants. Focus group participants may be offered refreshments during the course of the focus groups being conducted.
- Actions and competence of researcher: The researcher has an ethical obligation to be competent and adequately skilled to conduct the research study. The researcher consider themselves competent in that they have conducted previous research while obtaining their undergraduate degrees and had passed a fundamental course in partial fulfilment of the requirements for the current MSW (EAP) programme.
- Publication of findings: The researcher will publish all findings in writing, including all the necessary information necessary for readers to understand the content. The research reports will be written in a professional manner, ensuring that all sources and authors are adequately and appropriately referenced and acknowledged to avoid plagiarism. The outcome of the study

will be made publically available and details of the completed reports and findings will be provided to EAPA-SA, SAOSWA, and their members who participated in the research study. No identifying particulars of the participants will be published or released.

1.11 THE LIMITATIONS OF THE STUDY

There were a number of practical difficulties the researcher encountered similarly in relation to the data collection method which was the focus group. Initially the researcher was supposed to conduct two focus groups, consisting of eight EAP and eight OSW participants respectively but that did not happen as only six participants from the EAP and five from the OSW pitched for the appointment, due to the following reasons;

- Most participants were in Gauteng but were located in different areas of which it was a challenge for all of us to meet at a central place;
- The postponement of the group discussion due to the unavailability of the participants;
- The researcher later experienced some delays in beginning and had a more limited period for data collection than initially envisaged.

- One methodological lesson that the researcher learned, was that the focus group require greater logistical preparation and planning and also require the participants to travel to a specified location as opposed to the researcher travelling to the participants respective locations during the one to one interviews, which makes it more difficult when engaging with the working class (Greeff, 2011:361).

The researcher underestimated how time-consuming the group discussion would be and perhaps she was overambitious in trying to ensure such full involvement and cooperation with the number of research participants.

CHAPTER 2:

LITERATURE REVIEW ON THE THEORETICAL CONCEPTUALISATION OF EMPLOYEE ASSISTANCE PROGRAMMES AND OCCUPATIONAL SOCIAL WORK

- **INTRODUCTION**

This chapter will explore deeper into Employee Assistance Programme and its origin, the definition of EAP according to different authors, the service delivery or practice models, and the scope of practice including the value of utilising EAP services. These will be discussed as follows:

2.2 DEFINING EMPLOYEE ASSISTANCE PROGRAMMES

Barker, (2003:141) and EAPA-SA, (2010:2), define Employee Assistance Programmes as work-based programmes and services offered by the employer to employees as a workplace resource based on specific core functions and technologies, to address the organisation's business needs and enhance workplace and employee effectiveness through the prevention, identification and resolution of personal and productivity issues.

According to PPC International (PPC Clinical Practice, 2004:2), Employee Assistance Programme is a management tool paid for by the employer with the expectation that the utilisation of the programme will decrease absenteeism, accidents, tardiness and mistakes and will increase productivity.

It is clear that EAPs generally offer free and confidential counseling services for employees and their immediate family members. Employee Assistance Programme is a work based programme that is there to assist employees to deal with their personal or work related problems that might end up affecting their job performance. Employees have problems and they cannot deal with them on their own, they need professional assistance that is where EAP comes in.

In America (EASNA), the focus is on advancing knowledge, research, and best practices to achieve a healthy and productive workplace. EASNA defines employee assistance programmes as an employer-sponsored service designed for personal or family problems, including mental health, substance abuse, various addictions, marital problems, parenting problems, emotional problems, and financial or legal concerns. This is typically a service provided by an employer to the employees, designed to assist employees in getting help for these problems so that they may remain on the job and effective (EASNA, 2010:1).

EAP originated with a primary drug and alcohol focus with the emphasis on rehabilitating valued employees rather than terminating them because of their substance problems. It is sometimes implemented with a disciplinary programme that requires or strongly encourages that the impaired employee participates in EAP. Over the years, EAP has expanded to incorporate not only mental health and substance abuse issues but also health and wellness and work/life types of concerns. Although one facet of EAP services is focused on the individual employee and their family members, another component is the services offered to the organisation. This may include prevention, training, consultation, organisational development, and crisis response services (EASNA, 2010: 1).

The Standards Committee of EAPA South Africa (2010:1) defines EAP as "the work organisations resource, based on core technologies or functions, to enhance employee and workplace effectiveness through prevention, identification and resolution of personal and productivity issues". EAPA South Africa's definition for EAP changed from a more reactive approach in 1999 to a more preventative and proactive approach in 2010.

It can be said that the Employee Assistance Programme is an employee benefit programme that assists employees with personal problems and/or work-related problems that may impact their job performance, health, and mental and emotional well-being. EAP is based on the premise that every employee is a valuable asset in the

company as they are all unique in their own ways. EAPs generally offer free and confidential assessments, short-term counselling, referrals, and follow-up services for employees and their immediate family members. The provision of employee assistance services has benefits for both the employer and for the employees, including increased productivity of employees known as presenteeism and decreased absenteeism.

Although the definitions of EAP vary, they all serve one purpose and have one meaning which is to support the needs of both the employee and the employer at work.

2.3 HISTORICAL OVERVIEW

Beginning in the mid-1960s, occupational social workers assisted employees with substance abuse issues, particularly alcoholism, in the workplace. As organisations began to realize that there were many other factors besides substance abuse that affected job performance such as absenteeism, the field of occupational social work expanded to include counselling and information on many other issues, and eventually came to be known as EAP (Akabas, 2008: 116).

The goal of EAP interventions is to identify the problem, resolve the issue during the approved number of sessions, help the employee to problem-solve, or provide the employee with referrals and other resources to address the problem. Employees are typically approved for three to six sessions with the EAP counsellor. The number of approved sessions varies, based on the workplace benefit. Some employers may offer more sessions, or even an unlimited number of sessions. Since EAP counselling is for a limited number of sessions, the sessions are typically more directive, and resources and referrals are often provided. EAP counsellors may also provide crisis counselling, including suicidal risk assessments, substance abuse assessments, critical incident stress debriefings, and support groups.

EAP has experienced considerable growth globally since its humble beginnings in the late ninetieth and early twentieth centuries, and currently has thousands of individuals

and organisations in the employee assistance field (EAPA-SA, 2016). EAP initially made its appearance in the occupational setting due to the major threat that alcohol use amongst employees posed to the workforce and workplace alike. Alcoholics Anonymous, also in its infancy, took the initiative to assist and protect fellow workers, which led to the emergence of Occupational Alcohol Programmes (OAPs) in the 1940s.

These workplace based programmes gained acceptance and status throughout the 1950s and 1960s. OAPs proved so effective and successful in terms of rehabilitation of employees, cost saving and increased productivity that it was reasonable to assume that such an approach would be effective for other human problems (Dickman& Challenger, 2009:28).

In the early 1960s, OAPs expanded to reach family members and close relatives of alcoholic employees with other human problems which ultimately led to the emergence of Employee Assistance Programmes (EAPs) known as the “broad brush” approach to human problems in industry. The United States federal government promoted these programmes through the promulgation of legislation that required federal agencies and military installations to utilise such programmes. “Broad Brush” Employee Assistance Programmes continued to grow and included a wider variety of services including family, financial and emotional problems. The 1980s saw the emergence of modern EAPs with a strong focus on stress and holistic health (Dickman& Challenger, 2009:29-30).

- **THE DEVELOPMENT OF EAP IN SOUTH AFRICA**

This led to the advent of EAPs internationally, including South Africa in the mid-1980s, with the inception of the first EAP and appointment of the first EAP consultant by the Chamber of Mines in 1986, based on a feasibility study conducted the previous year (Terblanche, 2009:207). During the course of 1997, EAPA-SA was formally established and included as a branch of EAPA International (EAPA-SA, 2016).

Govender and Terblanche (2009:10) report that “the development of EAP in South Africa has been influenced significantly by various professions, arose out of different organisational needs and occurs in varying forms and levels of sophistication depending on staffing, availability of resources and capacity within organisations”.

- **SERVICE DELIVERY AND PRACTICE MODELS**

The Employee Assistance Programmes Association of South Africa (2010) has stipulated specific standards for EAP practice and service delivery models published in their “standards for Employee Assistance Programmes in South Africa”. The purpose of this document is to guide Employee Assistance Practitioners and professionals in terms of EAP and service delivery. The stated purpose of the standard is to “provide a benchmark for EAP practice and service delivery, promote the establishment of quality programmes, describe EAP’s scope of service, operationalise programme standards and guidelines, educate the workplace community about EAP services, serve as a guide for EAPA-SA membership and related professionals and enhance the quality and functioning of existing Employee Assistance Programmes” (EAPA-SA, 2010:1).

Employees and managers often have the choice as to whether they access EA services in-person, via phone, or less often but increasingly, via web-based technologies, as problems hamper with the employee’s job performance/ productivity (Carroll, 1996:3). Usually this choice depends on the type of EAP offered or the EAP model. Currently, several kinds of operating models exist, from which companies can purchase EA services. There are various reasons as to why employers turn to counselling as one of the methods to care for their workforce (Carroll, 1996:3).

The model of EA services is important as it directly impacts the type of service provided and often the relationship the EAP has with the broader work organisation. The more traditional EAP model is referred to as an “internal” EAP.

Internal EA professionals are employed by the company or work organisation offering the EAP. Terblanche (1992:132) is of the view that the programme and its personnel

should be located in such a way so as to ensure visibility and accessibility without losing sight of the requirements for confidentiality.

- **EXTERNAL EAP MODEL**

External services providers usually give companies the option of a cheaper programme. The pay-as-you-go option is appealing to small and medium businesses that cannot afford the full service programme. This programme entails that the company pays a retainer fee and thereafter is billed for the services delivered (Tirbutt 2005:46).

External EAPs typically rely on affiliates or subcontracted counsellors to provide the majority of the mental health and counselling services. According to Burke, Carruth and Pichard (2006:291) the external EAP service providers are in a position, and compete, to deliver services for the needs of the company and therefore, offer a variety of programmes. The most commonly used programme is delivered by an external service provider in the full service programme.

According to Tirbutt (2005:47), "unlike mere help lines", they offer face-to-face counselling in addition to telephone advice. The more sophisticated versions also offer services such as career guidance, retirement preparation, management consultancy advice, stress management, bereavement counselling, relationship counselling, training in various areas and absence management.

Myers (1984:75) is further of the opinion that the employees' fears are based on the belief that breach in confidentiality may result in colleagues knowing about the clients' problems and that management might use such information to make unfair decisions against them. Additional studies suggest that internal EAP models provide increased numbers of face-to-face counselling sessions for employees; however, external programs see increased numbers of family members receiving help.

- **PROBLEMS ADDRESSED BY EAPS**

Stephenson and Schneider (2006:35) mention that the demand on EAPs has increased dramatically in terms of addressing emotional and mental health demands of the customer organisations and their employees in response to large scale natural or man-made disasters. In addition to addressing employee issues directly, on-site EAP counsellors often consult with management, Labour and Employee Relations (LERS) staff, and union staff about how to manage difficult employees, enhance the workplace environment, and address other factors involving work-life balance.

According to Kessler and Stang (2006:20), "employees who have suffered even temporary mental or emotional illness may have difficulty meeting their job requirements". The influence of social problems usually manifests itself in a range of different reactions due to our individual responses to stress and our own uniqueness. Typically employees who are referred by management for poor attendance and/or work performance issues need assistance uncovering the underlying problems that may be affecting their work.

A drop in the employee's productivity may manifest itself in a variety of ways (Carson & Butcher, 1992:280; Kessler & Stang, 2006:21–22) such as coming to work late, regularly being absent on Mondays, month end and weekends, not meeting deadlines, misuse of sick leave, struggling to concentrate and sleeping on duty. These problems could be as a result of stress, financial worries, parenting issues, relationship issues, substance abuse issues and grief, or mental health issues.

Employees can also access EAP services voluntarily to receive help with personal difficulties ranging from domestic violence and depression, to care giver burnout and eating disorders. Many employers also offer EAP services to employees' family members. Participation in the programme is voluntary and will not jeopardise job security, meaning that employees will not be forced to utilise the EAP services.

EA practitioners can also provide workplace educational training and workshops for employees on various topics, such as stress management, depression, organisation, and time management. The researcher is of the opinion that taking care of or looking after employees, is not only the right thing to do, but also proves to employees that the company is not only interested in productivity but that it is interested in promoting the employees' health and well-being and thereby creating an atmosphere that is conducive for its employees.

- **CORE TECHNOLOGIES AND FUNCTIONS**

EAPA-SA (2010:1) regards the following aspects as core technologies and functions of EAPs:

- Training and development: training and development of stakeholders including managers, supervisors and unions, concerns the effective manage employees who are experiencing challenges enhancing the work environment and improving employee productivity and job performance.
- Marketing: the promotion and selling of EAP programmes, services and interventions to stakeholders, providing necessary information regarding programme details and content, accessibility and confidentiality as well as encouraging participation and utilisation.
- Case Management: therapeutic intervention for employees and their families experiencing personal and work-related problems that might affect job performance. These services consist of risk identification, assessment, motivation, short-term intervention, referral and monitoring, follow-up, reintegration and aftercare services.
- Consultation to work organisation involves the consultation with work organisations to proactively identify and address inherent trends stemming from personal or organisational issues.

- Networking: establish and maintain effective relations with internal and external role-players and service providers.
- Monitoring and evaluations: monitor and evaluate EAP services and interventions relating to the work organisation and individual job performance.

The core technologies of an EAP indicate guidelines that are necessary for an effective EAP. The core technologies can be used to evaluate whether an EAP is effective and consists of the important fundamental aspects that enable it to deliver effective services for the employees and for the organisation as a whole.

EAP services produce positive clinical change, while also contributing to better work-related outcomes such as reduced absenteeism and turnover, increased productivity, and cost savings in medical, disability, or workers' compensation claims.

- **SCOPE OF PRACTICE**

The following sections describe the EAP scope of practice, consisting of various components which form the foundation upon which the various EAPA-SA standards are established (EAPA-SA 2010:4-34).

- Programme design: this aspect deals with the establishment of an EAP advisory committee, organisational profiling, identification and selection of appropriate service delivery models and procedures and selection of appropriate costing models.
- Implementation: this includes EAP policy development, formulation of operational guidelines for policy implementation and formulation of an implementation plan.
- Management and administration: this includes staffing of the EAP, EAP professional consultation and supervision, professional development of EAP staff, confidentiality, record keeping, professional liability and ethics.

- Clinical Services: this includes trauma management, crisis intervention, assessment, referral, short term intervention, case monitoring and evaluation and aftercare and reintegration.
- Non-clinical services: this entails organisational consultation, EAP training and marketing.
- Preventative services: this includes the development of holistic and proactive preventions services.
- Networking: this encompasses the building of networks with internal and external stakeholders and service providers.
- Monitoring and Evaluation: the effectiveness of EAP services and interventions are continuously monitored and evaluated.

Given their close working relationship with Human Resources (HR), which is also often the work organization or department that supervises and manages the EAP contract, it is important to review the definition of EAP from a HR or benefits perspective. The scope of practice is still regarded by many in the field to be the basic framework for defining and considering the distinctive properties of an EAP.

- **CLIENT SYSTEMS**

The EAPA-SA (2010:3) identifies the following client systems as target groups for comprehensive service delivery; the organisational management and supervisory structures, worker organisations and employees and their families. EAP services are rendered to these client systems by EAP practitioners and professionals as part of a comprehensive package.

In the first instance, services are rendered to organisational management and supervisory structures, thus enhancing the work environment. These two groups represent the organisation or employer as a structure. In accordance with the EAPA-SA standards document, EAP services would comprise the training and development of managers and supervisors in terms of conflict management and resolution and supervisory training programmes with regards to identifying employees whose performance is unsatisfactory due to possible personal or work related problems; marketing of EAP services products and programmes, networking and stakeholder management; consultation in terms of programme development and implementation and workforce related issues and trends; policy development; organisational profiling and needs assessments and evaluation and feedback regarding EAP services and interventions.

Secondly, services are rendered to worker organisations, particularly organisations that represent the workforce collectively such as unions. EAP recognises the importance of this group as stakeholders in EAP programmes and services, as a resource in identifying and dealing with employee matters related to the work environment as well as employee development.

It is important to obtain buy-in from such organisations to ensure the success of EAP and work-based interventions. Services relevant to this client system would include the training and development of union representatives, consultation in terms of programme design, development and implementation, follow-up and aftercare services to union representatives, marketing of EAP services, products and programmes, networking and stakeholder management and evaluation of EAP services (EAPA-SA, 2010; Terblanche, 2009:215).

Lastly, services are rendered to employees and their families, specifically to address issues and problems that would affect job performance and productivity, working towards assisting the employee maintain work-life balance and improving overall job satisfaction. Society in general also has an influence on the development of EAP

services (Burke *et al.*, 2006:290). Services rendered to these client systems would include training and development with regard to social functioning; marketing of EAP services, programmes and intervention; networking with external and community-based service providers and agencies; advocacy with regards to social justice and human rights and case management in terms of counselling services, trauma debriefing and other therapeutic interventions.

With regard to case management, the EAP professionals may render such services personally should they have the relevant training and qualification; otherwise such services should be referred to an external service provider for intervention. Such services would consist of prevention, identification, early intervention, referral, problem resolution, aftercare and reintegration.

Due to the systemic nature of the occupational setting, the identified client systems form part of a bigger system, ranging from micro to macro levels and are seen as interrelated and interdependent. Thus, the role of the EAP in terms of service delivery focuses on the three client systems individually, as well as on maintaining the reciprocal relationship between these systems. However, the researcher is of the opinion that despite the fact that EAP services are rendered at all levels and are to the benefit of all stakeholders, the primary purpose of EAP is to assist employees maintain work life balance, aiming to enhance the work environment, and improve productivity, job performance and overall job satisfaction.

- **REQUIREMENTS FOR PRACTICE: REGISTRATION WITH STATUTORY BODIES AND PROFESSIONAL ASSOCIATIONS**

Being a professional implies identification with a set of values that places the interests of the client first, a professional relies on knowledge, judgement and skill to act on those values (Netting; Kettner & McMurtry, 2017:14).

The Employee Assistance Professionals Association of South Africa (2016) indicates the following requirements for registration as a member:

- Proof of employment in the field of employee assistance programmes and/or wellness
- Proof of the successful completion of a short course in EAP (as part of accreditation)
- Proof of registration with a statutory body
- Proof of chapter involvement/attendance of at least 2 meetings

EAPA-SA (2013:4) Employee Assistance Practitioner- this category applies to a person who meets the minimum requirements to perform EA specific duties. The educational qualifications shall include a three year Bachelor's degree in Behavioural / Social Science, B- cur, B-Tech in Occupational Health and Safety or a higher diploma in nursing, HR or equivalent. This is an entry grade into the EA profession clearly marked by two years of working experience in the relevant field. This level may be equivalent to NQF Level7 in terms of the South African Qualification Authority (SAQA) qualification framework. Certification by other accredited councils or Professional Board may also serve as an advantage.

EAPA-SA (2013:6) Employee Assistance Non-Professional Designation. This involves a category of members registered with EAPA-SA who do not belong to any of the two designations listed above nor registered with the statutory councils. This includes communities of EAP members who are passionate about the field. In practice, they are often referred to as EAP coordinators and they possess other qualifications either than EAP related qualifications, such as HR. They are encouraged to enrol for EAP relevant studies in order to be certified accordingly. In this category of designation, members are expected to acquire a relevant qualification within a minimum period of three-five (3-5) years in order to achieve one of the designations listed above.

Currently, the South African Qualifications authority recognises EAPA-SA as a "professional body constituted to represent and/or regulate a recognised community of expert practitioners". However, there is no specific legislation or statutory body currently available in South Africa, which governs EAP practice. As stipulated above,

one of the requirements for membership with EAP-SA is “proof of registration with a statutory body”.

This means that any practicing professionals such as social workers or psychologists, who seek to join EAP-SA, must be registered with their respective statutory bodies, being the South African Council for Social Services Professions or the Health Professions Council of South Africa, as required by legislation. In confirmation EAPA-SA (2010:3) highlights that all EAP staff are considered practitioners, however only those registered with statutory bodies can be considered professionals.

- **CONCLUSION**

EAPs strive to improve employee productivity and organisational performance. Although it is at times difficult to prove the impact of an EAP, it is clear, according to the literature, that it has a positive effect on employees. The Department also benefits as EAPs help to reduce absenteeism, health care costs, staff turnover and accidents at work. This leads to a decrease in the time employees and companies are affected and leads to increased productivity.

CHAPTER 3: OCCUPATIONAL SOCIAL WORK: A THEORETICAL OVERVIEW

• INTRODUCTION

The purpose of this section is to describe the development of occupational social work in the South African workplace. The following issues will be discussed: the definition of occupational social work (OSW), historical overview of occupational social work and its relevance in the workplace, the role played by the workplace in employees' lives. In order for the perceptions and experiences of occupational social workers to be well understood, the role of occupational social work in the workplace needs to be elaborated on.

Employees of today most often overcome a number of obstacles in their personal and family life to be effective and productive on the job. In addition, rapidly changing economic, political, social, demographic, and legal forces have compelled employers to provide a growing number of programs and services for those who are or have been employed, as well as for employees' family members. Occupational Social Work Today illustrates how social workers use their specialized knowledge, skills, and values to provide services, programmes, and policy directions for workers and work organizations in many capacities.

3.2 DEFINITION OF OCCUPATIONAL SOCIAL WORK

Occupational social work had been defined and promulgated in the South African Government Gazette (South Africa, 2010: Regulation 5(2)). It states that occupational social work is "a specialised field of social work practice which addresses the human and social needs of the work community within a developmental approach through a variety of interventions which aim to foster optimal adaptation between individuals and their environment" (South Africa, 2010:3). Occupational social work involves assisting

employees, their families and management with challenges that relate to social functioning and human relationships in the workplace.

- **HISTORICAL OVERVIEW OF OCCUPATIONAL SOCIAL WORK**

Occupational social work was formally recognised as a core field of social work intervention during the late nineteenth century, initially referred to as industrial social work. Based on the principles of generic social work practice, OSW utilised the various methods of social work intervention in the occupational setting. OSW stemmed from the need for social work services in the workplace, as a result of the growing number of employees requiring social work services.

Occupational social workers were actively participating in the work based programmes, which would later become known as Employee Assistance Programs. During the 1970s and 1980s companies started employing occupational social workers and other professionals or outsourcing services as part of their EAPs, extending services to family members and expanding services to include comprehensive counselling programmes (Mor Barak & Bargal, 2000:3). It was during this time in South Africa, that the railways employed social workers to render social services to employees (DuPlessis, 1994 in Van Breda, 2009:285).

EAP dominated the OSW scene, resulting in an overlap. OSW and EAP were referred to interchangeably; however since the 1980s there have been growing efforts to expand OSW beyond EAP, to include other functions within the organisation (Iversen, 1998:556). In 1990, the University of the Witwatersrand introduced a course on occupational social work. It seems to have been the only University offering this course in South Africa. Other Universities do however offer courses on employee assistance programmes. However, occupational social work is recognised for registration at the South African Council for Social Service Profession as a specialised field and has grown rapidly as a field of study. The increased number of social workers in the workplace later illustrated the development of occupational social work.

The South African Police Services and South African National Defence Force employ a large component of occupational social work practitioners, responsible for rendering social services to their employees and their family members. In 2003, the South African Occupational Social Workers Association was formally established as a professional body representing occupational body representing occupational social workers and advocating for the development of OSW as a profession (SAOSWA, 2017).

- **PRACTICE MODELS AND SERVICE DELIVERY**

According to Netting et al., (2017:11) a practice model for initiating change in communities and organisations illustrates how the theories can lead to specific actions, meaning that a sets of interrelated concepts and constructs that provide a framework for understanding how and why something does or does not work. The author further explains models as prescriptions based on the theories that provide direction for the practitioner, whereas approaches are less prescribed. In other words, they provide guidelines for action and intervention.

During the past two decades occupational social work practice models directed services to either the employee as client or the organisation as client (Balgopal, 1989:437; Bates & Thompson, 2007:273; Caraphina, 2007:338; Googins& Davidson, 1993:479). During the 2000s this notion was slowly replaced by the perspective that occupational social work should direct its focus of service delivery to the relationship between the organisation, the employee, the family and the community (Kruger & Van Breda, 2001:948).

Lately, occupational social workers have also been encouraged to devote attention to the interface between business and society by engaging employees as citizens (Caraphina, 2007:339). This is an important area, as the police officers of SAPS originate from the very communities they must serve. They also bring to the SAPS their particular community's norms, values, standards and experiences, which in themselves can influence the organisation's culture and well-being.

The practice model consists of four intervention focus areas: (1) organisational (workplace) interventions; (2) work-person interventions; (3) promotive interventions and (4) restorative interventions. These four intervention focus areas are never regarded in isolation, but integrate influences from the economic, community, political or environmental arenas.

OSW is based on generic social work principles as stated earlier and falls within the social service spectrum; service delivery should be focused on development with the intention of building human capacity, be needs based and people-centred. Thus, OSW services should promote and contribute to the development of skills, play a facilitative role in a changing environment and remain dynamic being able to undergo change in order to stay relevant (Kruger & Van Breda, 2001:947).

3.4.1. Organisational (workplace) interventions

The interventions refer to conducting work-focused assessments to determine the needs of all client systems (data sources), analysing their reciprocal connection and impact within the organisation. The current initiatives and involvement by social workers in organisational interventions include their active participation in, and execution of, the following: organisational policy development and evaluation; police practice and programme development/programme evaluation (i.e. deployment programmes, pre-selection and recruitment programmes and tertiary preparation and maintenance programmes); work process design; promoting/challenging workplace culture (transfer policy and substance-dependence policy); the enhancement and enforcement of human rights practices (sexual harassment programmes); and social justice and productivity (Bouwer, 2009:390; Cherin, 2000:31; South Africa, 2010: Regulation 5(2); Van Breda, 2009:287).

The police social workers are required to compose workable and/or scientifically based informed recommendations with regard to creating better work-life conditions, increasing productivity, achieving high performance, enhancing job satisfaction and reducing the risk of employee attrition. In taking proactive steps, police social workers

ensure the integration of relevant strategies to improve the quality of the work life of police officers, thus enabling the organisation to fulfil its vision and mission. This in itself ensures that police officers notice that the organisation values their contributions and has their well-being as a priority (Ajala, 2013:47; Hannif, Burgess & Connell, 2008:272; Kalliath & Kalliath, 2012:730; 734; Sinha, 2012:31).

Police social workers can further contribute towards expanding the organisation's understanding of accountability to society and the environment by evaluating the interface and impact of the organisation in the community, and initiating community-directed interventions to ensure a socially responsible organisation (Bouwer, 2009:390; Dry & Nqweniso, 2009:363; South Africa, 2010: Regulation 5(2)).

3.4.2 Work-person interventions

The assessment of the needs or challenges experienced by the various client systems in the workplace and the nurturing of the mutual relationship between them. Since 2012 social workers have been required, as per the Social Work Service Standard Operating Procedures, to compile work community profiles (based on community work principles), with the purpose of determining the person-in-work's social/organisational needs and continually monitoring the relationship between the job context of the police officer, his or her working conditions, and the impact of changes in the workplace (SAPS, 2012).

It is important for employees to be satisfied with their work life, given the amount of time and energy they spend at the workplace (Abdeen, 2002:9). Employees are regarded as the hidden value of any organisation, and it is therefore imperative for a social worker applying occupational social work principles to ensure that job satisfaction, levels of productivity, attitudes, staff turn-over, discipline issues and absenteeism are closely monitored in order to devise a strategic direction for the organisation and to implement targeted interventions for optimal results (Ajala, 2013:52).

3.4.3 Promotive interventions

Police social workers present proactive, needs-based interventions promoting or enhancing the social functioning and well-being of the organisation, employees, families and the community. These types of intervention are unlike most social work programmes, as they differ in the sense that they target all employees, not only those with problems (Root, 2000:13).

Promotive interventions concentrate on improving the quality of employees' work life, contributing to greater organisational effectiveness; on the other hand, the employees experience the interventions as uplifting, enabling them to cope better and to contribute to a more positive working environment (Gayathiri & Ramakrishnan, 2013:6).

- **Restorative interventions**

These are problem-solving services provided to employees and families, promoting family wellness in relation to the impact of employment based on a short-term intervention model (South Africa, 2010: Regulation 5(2)). The police social worker directs attention to the non-work-related challenges experienced by the police officer and his or her family.

Restorative interventions are specifically directed, in a collaborative manner, towards restoring the involved person or persons' problem-solving and coping skills on the understanding that each client has strengths, abilities and resources. These types of intervention are positive in nature, as the ultimate goal is to restore the level of wellness of the individuals and the family with a positive ripple effect into the community (Kruger & Van Breda, 2001:949; Stutterheim & Weyers, 2004:7).

- **CORE TECHNOLOGIES AND FUNCTIONS**

Akabas (1995) as cited in Mogorosi (2009:344) and Kruger and Van Breda (2001:948) identify the following as core functions of OSW service and work-based programmes:

- Consultation: within the workplace organisation with management and stakeholders concerning identification and management of needs and trends regarding personal and organisational issues
- Training and development: teaching and facilitation of job-specific social skills and employee development
- Support services; provide support services to employees and their families regarding personal and work related issues that contribute towards social functioning
- Client assessment and intervention through social work methods and skills including short term and crisis interventions
- Marketing: proactive promotion of OSW services and programme utilisation thus contributing to the work organisation goals and objectives
- Networking: advocating on behalf of clients and development of relationships with and referral to community-based service providers.

- **SCOPE OF PRACTICE**

The social service professions Act 110 of 1978, section 28(1) (gA): Regulations relating to the registration of a speciality in occupational social work, 2010 identifies OSW services as;

- Work-focused assessment of needs or problems of various workplace client systems
- Work-focused interventions with individuals, groups, employing organisations and communities
- Work-family interventions to promote family wellness in relation to the impact of employment

- The promotion of human rights practice, social justice and productivity and
- Work-focused policy and programme development

- **CLIENT SYSTEMS**

The Social Service Profession Act 110 of 1978, section 28(1) (gA): Regulations relating to the registration of a speciality in occupational social work, 2010, classifies client systems as recipients of occupational social work services. These include employees and their family systems, forming part of a work system, the employing organisation and communities that have operational or geographical links to the employing organisation.

The above perspective takes into consideration the systemic nature and approach of occupational social work by addressing various systems, from a micro to macro level, thus highlighting the role of the occupational social work in maintaining working relationship between these systems.

Kruger and Van Breda (2001:948) identify three client systems in OSW; the employee as a person; the person as an employee and the organisation as a client. The authors suggest that in the first instance, the employee as a person, describes the employee in the private capacity referring to the employee's personal problems, including their family system. The occupational social worker primarily focuses on the employee in their role as a parent, spouse, child and community member.

Looking at the person in environment, employees are likely to encounter personal problems that need management and solutions. Various authors such as Netting et al (1998) and Evian (1991) outlined the following as common key problems experienced in the workplace: chemical dependency, domestic violence, marital problems and HIV/AIDS. In response to these challenges, actions like assessment and crisis intervention (mostly short term) are taken.

Services offered by occupational social workers are divided into three levels of practice. Various authors such as Du Plessis (1994) and Netting et al (1998) mentioned the following as levels of services: micro, meso and macro. All three practice levels are relevant and of imperative importance to the industrial sector. The three levels were discussed and much focus is on macro practice level. This was because the writer supports Du Plessis's (1994) argument that there is a need for occupational social work to evolve from micro to macro practice.

- **Micro practice Intervention**

Micro practice can benefit employers instead of employees. Carrol (2002: 39) argues that “a call to conscience” reminds the workplace that there are human responsibilities about respect for people, compassion and concern and at the same time an ability to challenge and bring out unused potential. Therefore micro practice can be used as part of organisational politics whereby employers can clearly indicate that the employee was given an opportunity to change while necessary support was not provided and a conducive environment not created. This kind of an opportunity without necessary support is not an opportunity at all.

The researcher supports the argument by Egan (2010:83) that the Social Worker not only becomes good at the methods and skilled out, also successfully uses these methods and skills to help clients manage problems situations and spot and develop life enhancing opportunities. In other words social workers brings about change in clients lives thus opportunities do not materialise well if the environment is not nurturing, encouraging and conducive for positive change.

- **Meso practice intervention**

Secondly, the person as an employee refers to the employee's work related needs and problems, which might have an impact on their ability to fulfil their work related tasks as designated by the employer. The occupational social worker enables the employee to fulfil their work related duties and responsibilities.

Meso practice intervention can also apply to management or any other stakeholders in the organisation. For instance, the same issue of retrenchment can be discussed with management. The discussion can be around the impact of retrenchment on the company, how it could have been done differently and organisational future plans. At this stage, the roles such as mediator, negotiator and advocate as mentioned by Weil & Gamble (1995) and Lombard (1992) are very important.

The researcher is of the view that in highly unionised organisations, meso practice level might extend to union officials or shop stewards. Trade Unions play an important role in the organisation. As workers' representatives, their involvement will mean that management is willing to consult before taking decisions that will directly or indirectly affect the employees.

- **Macro practice Intervention**

Lastly, the organisation as the client refers to the employer system. The occupational social worker aids in facilitating the accommodation of human needs, functioning and problems into organisational policies and procedures. According to Netting et al., (2017:3) macro practice is a collaborative effort and change will rarely be immediate but ignoring the need for change should not be considered a viable option. The researcher is of the opinion that when employees are content, they will be productive and perform their duties to the best of their abilities.

The workplace is a complex and powerful institution which affects employees emotionally, physically and socially (De Bryn, 2001:143). Individuals have limited capacity and are brought together to act in a coordinated fashion. The complexity is often managed through bureaucratic structures which assist in defining roles, relationships, tasks, setting norms and rules.

According to Barak (2000:202) there is a need for occupational social work to move from micro practice to macro practice. "In order to provide services to the population in need, it might mean that social workers need to redefine its parameters and include all

aspects of work regardless of the auspices under which occupational social work is practical” (Barak, 2000: 202). Occupational social workers have potential of offering a holistic service in the workplace. Developmental social work strives to achieve holistic, integrated services. This principle also informs occupational social workers as there is a need for services at all levels.

Weil, Reisch and Ohmer (2013:9) argue that in focusing on multilevel strategies of social and economic development to address specific community problems, practitioners need to engage in social and political action beyond established community boundaries, preferably in broad-based diverse coalitions that include service providers and progressive neighbourhood organizations. Therefore Occupational social workers are required in macro practice, to examine policies and organisational practices, evaluate how they impact negatively on the workforce and develop strategies to change undesirable policies and practices.

Netting et al.,(2017:1) is of the view that some practitioners will concentrate their efforts primarily in one arena more than another, all occupational social workers encounter situations in which macro-level interventions are the appropriate response to a need or a problem. Thus occupational social workers cannot only attempt to shape the employees to fit in the organisational system but need to shape the organisational system to fit the employees.

Netting et al., (2017:5-6) is of the view that the occupational social worker must then assume the responsibility for identifying the system (s) in need of change and the type of change needed. The nature of the system (s) in need of change and the type of change needed may lead to community wide intervention or intervention in a single organization.

However, Carrol (2002:39) believe that counsellors teach the organization about professional relationships in the workplace. Their service is in direct opposition to much

of organizational life which is rife with rumor, scandal and trivialization. The counselling service will be a model of autonomy, assertiveness, flexibility and decision-making, these are what counsellors are trained to help individuals with. It can be said that counselling and bringing about change is not an easy process, it is important that management creates an enabling environment which might encourage and embrace change in employee's lives.

Occupational social worker needs to explore and assess how both employees and employers will be affected by the proposed change. This can be a model for organizational life that management enables the work-force to get in touch with its power and use it effectively and efficiently for work objectives as argued by Carrol (2002: 39). As most organisations are working with different stakeholders, it is important for the occupational social workers to be aware of the needs and demands placed on each stakeholder. The same applies to different disciplines that are focusing on the well-being of employees.

For occupational social workers to clearly understand the workplace and contribute effectively at macro level, understanding of organisational structure is important. Understanding the structure of the organisations they work in will shape the way intervention strategies will be planned, implemented and will allow different stakeholders to contribute creatively. It might also assist in comprehension of job activities, responsibilities, decision making, formal authority and communication channels. It is the structure that determines whether the goals of the organisation will be met.

“The organisational structure identifies key activities within the enterprise and the way in which these are to be coordinated in order to attain the strategic aims” (De Bryn, 2001: 143). An important part of the implementation of the strategy with a view of achieving goals depends on the manner in which the strategy is structured. During the process of changing the practice approach and redefining parameters, certain issues need to be taken into consideration.

3.11 REQUIREMENTS FOR PRACTICE: REGISTRATION WITH STATUTORY BODIES AND PROFESSIONAL ASSOCIATIONS

The South African Council for Social Service Professions (2017) stipulates the following requirements for registration and recognition as a specialist in occupational social work (SIOSW):

- Recognised qualification in social work and is registered as a social worker with the council
- Master's degree and at least two years practical experience within the scope of occupational social work services
- Post graduate diploma or certificate and three years practical experience within the scope of occupational social work services
- Five years appropriate practical experience within the scope of occupational social work services

- **CONCLUSION**

Social work is well placed when looking at practitioners dealing with employees' wellness. Employee wellness is important because the workplace plays an important role in the lives of the employees and the surrounding environment. There is a great need for macro practice in the workplace especially when looking for effective tools of responding to new service demands.

Both the practice model and the practice process can be successfully implemented by social workers rendering occupational social work services within other government departments, industries and internationally. The intervention focus areas are multi-level, integrated approaches to rendering needs-based social work services with a focus on improving the well-being of the organisation, employees, families and the community at large.

CHAPTER: 04

COMPARATIVE ANALYSIS BETWEEN EMPLOYEE ASSISTANCE PROGRAMMES AND OCCUPATIONAL SOCIAL WORK IN TERMS OF SIMILARITIES AND DIFFERENCES.

4.1 INTRODUCTION

The purpose of this section is to make a comparative analysis between employee assistance programmes and occupational social work in terms of their similarities and differences. The following issues will be discussed: the definition of Employee Assistance Programmes (EAPs) and Occupational Social Work (OSW), historical overview of the two professions, practice models and service delivery, core technologies and functions, scope of practice and the client system.

Employees of today must often overcome a number of obstacles in their personal and family life to be effective and productive on the job. In addition, rapidly changing economic, political, social, demographic, and legal forces have compelled employers to provide a growing number of programmes and services for those who are or have been employed, as well as for employees' family members. Occupational Social Work Today illustrates how social workers use their specialised knowledge, skills, and values to provide services, programmes, and policy directions for workers and work organisations in many capacities.

4.2 DEFINITION OF EMPLOYEE ASSISTANCE PROGRAMMES

Barker, (2003:141) & EAPA-SA, 2010:2, defines Employee Assistance Programmes as work-based programmes and services offered by the employer to employees as a workplace resource, based on specific core functions and technologies, to address the organisation's business needs and enhance workplace and employee effectiveness through the prevention, identification and resolution of personal and productivity issues.

4.3 DEFINITION OF OCCUPATIONAL SOCIAL WORK

Occupational social work had been defined and promulgated in the South African Government Gazette (South Africa, 2010: Regulation 5(2)). It states that occupational social work is "a specialised field of social work practice which addresses the human and social needs of the work community within a developmental approach through a variety of interventions which aim to foster optimal adaptation between individuals and their environment" (South Africa, 2010:3). Occupational social work involves assisting employees, their families and management with challenges that relate to social functioning and human relationships in the workplace.

It can be said that the Employee Assistance Programme is an employee benefit programme that assists employees with personal problems and/or work-related problems that may impact their job performance, health, mental and emotional well-being. EAP is based on the premise that every employee is a valuable asset in the company as they are all unique in their own ways. EAPs generally offer free and confidential assessments, short-term counselling, referrals, and follow-up services for employees and their immediate family members.

Although the definitions of EAP and the OSW vary, they all serve one purpose and have one meaning which is to support the needs of both the employee and the employer at work.

4.4 HISTORICAL OVERVIEW OF EMPLOYEE ASSISTANCE PROGRAMMES

The Employee Assistance Programme (EAP) was developed from the field of "occupational social work". Beginning in the mid-1960s, occupational social workers helped employees with substance abuse issues, particularly alcoholism, in the workplace. As organisations began to realize that there were many other factors besides substance abuse that affected job performance, safety, and absenteeism rates, the field of occupational social work expanded to include counselling and information on

many other issues, and eventually came to be known as EAP (Akabas, 2008). The goal of EAP interventions is to identify the problem, resolve the issue during the approved number of sessions, help the employee problem-solve, or provide the employee with referrals and other resources to address the problem. Employees are typically approved for three to six sessions with the EAP counsellor. The number of approved sessions varies, based on the workplace benefit. Some employers may offer more sessions, or even an unlimited number of sessions. Since EAP counselling is for a limited number of sessions, the sessions are typically more directive, and resources and referrals are often provided. EAP counsellors may also provide crisis counselling, including suicidal risk assessments, substance abuse assessments, critical incident stress debriefings, and support groups.

EAP has experienced considerable growth globally since its humble beginnings in the late ninetieth and early twentieth centuries, and currently has thousands of individuals and organisations in the employee assistance field (EAPA-SA, 2016). EAP initially made its appearance in the occupational setting due to the major threat that alcohol use amongst employees posed to the workforce and workplace alike. Alcoholics Anonymous also in its infancy took the initiative to assist and protect fellow workers, which led to the emergence of Occupational Alcohol Programmes (OAPs) in the 1940s.

These workplace based programmes gained acceptance and status throughout the 1950s and 1960s. OAPs proved so effective and successful in terms of rehabilitation of employees, cost saving and increased productivity that it was reasonable to assume that such an approach would be effective for other human problems (Dickman & Challenger, 2009:28).

In the early 1960s, OAPs expanded to reach family members and close relatives of alcoholic employees with other human problems which ultimately led to the emergence of Employee Assistance Programmes (EAPs) known as the “broad brush” approach to human problems in industry. The United States federal government promoted these programmes through the promulgation of legislation that required federal agencies and

military installations to utilise such programmes. “Broad Brush” Employee Assistance Programmes continued to grow and included a wider variety of services including family, financial and emotional problems. The 1980s saw the emergence of modern EAPs with a strong focus on stress and holistic health (Dickman& Challenger, 2009:29-30).

4.4.1 THE DEVELOPMENT OF EAP IN SOUTH AFRICA

This led to the advent of EAPs internationally, including South Africa in the mid-1980s, with the inception of the first EAP and appointment of the first EAP consultant by the Chamber of Mines in 1986, based on a feasibility study conducted the previous year (Terblanche, 2009:207). During the course of 1997, EAPA-SA was formally established and included as a branch of EAPA International (EAPA-SA, 2016).

Govender and Terblanche (2009:10) report that “the development of EAP in South Africa has been influenced significantly by various professions, arose out of different organisational needs and occurs in varying forms and levels of sophistication depending on staffing, availability of resources and capacity within organisations”.

4.5 HISTORICAL OVERVIEW OF OCCUPATIONAL SOCIAL WORK

Occupational social work was formally recognised as a core field of social work intervention during the late nineteenth century, initially referred to as industrial social work. Based on the principles of generic social work practice, OSW utilised the various methods of social work intervention in the occupational setting. OSW stemmed from the need for social work services in the workplace, as a result of the growing number of employees requiring social work services.

Occupational social workers were actively participating in the work based programmes, which would later become known as Employee Assistance Programmes. During the 1970s and 1980s companies started employing occupational social workers and other professionals or outsourcing services as part of their EAPs, extending services to family

members and expanding services to include comprehensive counselling programmes (Mor Barak & Bargal, 2000:3). It was during this time in South Africa, that the railways employed social workers to render social services to employees (DuPlessis, 1994 in Van Breda, 2009:285).

The EAP dominated the OSW scene, resulting in an overlap. OSW and EAP were referred to interchangeably; however since the 1980s there have been growing efforts to expand OSW beyond EAP, and to include other functions within the organisation (Iversen, 1998:556). In 1990, the University of the Witwatersrand introduced a course on occupational social work. It seems to have been the only University offering this course in South Africa at that time. Other Universities do however offer courses on employee assistance programmes. However, occupational social work is recognised for registration at the South African Council for Social Service Profession as a specialised field and has grown rapidly as a field of study. The increased number of social workers in the workplace later illustrated the development of occupational social work.

The South African Police Services and South African National Defence Force employ a large component of occupational social work practitioners, responsible for rendering social services to their employees and their family members. In 2003, the South African Occupational Social Workers Association was formally established as a professional body representing the occupational body which represents occupational social workers and advocating for the development of OSW as a profession (SAOSWA, 2017).

4.6 PRACTICE MODELS AND SERVICE DELIVERY

According to Netting et al., (2017:11) a practice model for initiating change in communities and organisations illustrates how the theories can lead to specific actions, meaning that it is a set of interrelated concepts and constructs that provide a framework for understanding how and why something does or does not work. The author further explains models as prescriptions based on the theories that provide direction for the

practitioner, whereas approaches are less prescribed. In other words, they provide guidelines for action and intervention.

Knowledge about and functions of the diverse models are critical to delineating the relevant roles of social workers. EAP service delivery models identified in the literature can be broadly classified into in-house and contractual programmes. In-house programmes can be offered exclusively by the management, union, or as joint ventures, and their services are usually limited to diagnostic assessment, short-term counselling, and referral to the community resources.

Gladding (2005:5) mentions that “if counselling is constructive, clients grow and open up and that they make purposeful decisions. Clients utilise their strengths outside of sessions, they practice new behaviours through role-plays and simulations. The outcome is substantial as old habits become history and new skills, realities and lifestyles emerge. The researcher strongly agrees with the author as both occupational social workers and employee assistance practitioners aim to bring about change in the lifestyles of clients.

The extent to which interventions are made in the person and in the environment is influenced by the service delivery system. In-house occupational social workers have familiarity with the work environment and can be effective in their advocacy role on behalf of the employees (Straussner, 1989). If the EAP is offered through a contractual arrangement outside the organisation, the occupational social workers are less likely to be in a position to intervene in the work environment.

Comparative analysis of the EAP service models reveals that models include features like assessments, referral to community resources, and a focus on individual changes. However, the occupational social workers in the in-house programmes have opportunities to serve as advocates and bring about organisational changes by influencing human resource managers on matters such as job enrichment and redesign. Also, those models where services are provided through the organisation (as opposed

to being contracted out) are likely to offer counselling services, render preventive and promotive mental health programmes in addition to assessment.

It seems as if there is very little distinction between employee assistance programmes and occupational social work practices. A close link between the two was argued by some writers like Googins (1987). In many articles, the two concepts are used interchangeably. Some authors such as Du Plessis (1994) regard employee assistance programmes as a sub section of occupational work.

The researcher agrees and is of the view that it is easier for an occupational social worker to practice employee assistance programmes and more difficult for an employee assistance practitioner to practice occupational social work. Both occupational social work and employee assistance practitioners are recognised by most large organisations in South Africa.

4.7 CORE TECHNOLOGIES AND FUNCTIONS

The challenges originating from human and social needs have a direct or indirect impact on individual employees, the workplace and employer, and the environment. The occupational social worker is required to develop and facilitate relevant intervention strategies and programmes to assist meeting the service demands identified in the workplace. Helpers are successful to the degree in which their clients, through client helper interactions, see the need to manage specific problem situations or develop specific unused resources and opportunities more effectively and are in a better position to do so, as argued by Egan (2010:7).

Therefore EAPs involve helping employees with their personal problems and work related challenges and thereby assist management with the enhancement of productivity. The core technologies of an EAP indicate guidelines that are necessary for an effective EAP. The core technologies can be used to evaluate if an EAP is effective

and they consist of the important fundamental aspects that enable EAP to deliver effective services to the employees and for the organisation as a whole.

EAP services produce positive clinical changes, and also contribute to better work-related outcomes such as reduced absenteeism and turnover, increased productivity, and cost savings in medical, disability, or workers' compensation claims.

4.8 SCOPE OF PRACTICE

The following sections describe EAP's scope of practice, consisting of various components which form the foundation upon which the various EAPA-SA standards are established (EAPA-SA 2010:4-34).

- Programme design: this aspect deals with the establishment of an EAP advisory committee, organisational profiling, identification and selection of appropriate service delivery models and procedures and the selection of appropriate costing models.
- Implementation: this includes EAP policy development, formulation of operational guidelines for policy implementation and formulation of an implementation plan.
- Management and administration: this includes staffing of the EAP, EAP professional consultation and supervision, professional development of EAP staff, confidentiality, record keeping, professional liability and ethics.
- Clinical Services: this includes trauma management, crisis intervention, assessment, referral, short term intervention, case monitoring and evaluation, and aftercare and reintegration.
- Non-clinical services: this entails organisational consultation, EAP training and marketing.
- Preventative services: this includes the development of holistic and proactive prevention services.

- Networking: this encompasses the building of networks with internal and external stakeholders and service providers.
- Monitoring and Evaluation: the effectiveness of EAP services and interventions are continuously monitored and evaluated.

The social service professions Act 110 of 1978, section 28(1) (gA): Regulations relating to the registration of a speciality in occupational social work, 2010 identifies OSW services as the following:

- Work-focused assessment of needs or problems of various workplace client systems.
- Work-focused interventions with individuals, groups, employing organisations and communities.
- Work-family interventions to promote family wellness in relation to the impact of employment.
- The promotion of human rights practice, social justice and productivity and
- Work-focused policy and programme development.

The scope of practice of both the EAP and OSW is the same, the only difference is the wording but they both have one meaning.

4.9 CLIENT SYSTEMS

The Social Service Profession Act 110 of 1978, section 28(1) (gA): Regulations relating to the registration of a speciality in occupational social work, 2010, classifies client systems as recipients of occupational social work services. These include employees and their family systems, forming part of a work system, the employing organisation and communities that have operational or geographical links to the employing organisation.

Due to the systemic nature of the occupational setting, the identified client systems form part of a bigger system, ranging from micro to macro levels and are seen as interrelated and interdependent. Thus, the role of the EAP in terms of service delivery focuses on

the three client systems individually, as well as on maintaining the reciprocal relationship between these systems.

There are similarities between employee assistance programmes and occupational social work in terms of the client system, as both these professions take into consideration the systemic nature and approach of the EAP and the OSW by addressing various systems, from a micro to macro level, thus highlighting the role of the occupational social work in maintaining a working relationship between these systems.

However, the researcher is of the opinion that despite the fact that both the EAP and OSW services are rendered at all levels and are to the benefit of all stakeholders, the primary purpose of EAP is to assist employees to maintain a work-life balance, thus aiming to enhance the work environment, and improve productivity, job performance and overall job satisfaction.

According to Barak (2000:202) there is a need for the two professions to move from micro practice to macro practice. "In order to provide services to the population in need, it might mean that social workers need to redefine their parameters and include all aspects of work regardless of the auspices under which Employee Assistance Programmes and occupational social work are practical" (Barak, 2000: 202). Occupational social workers have the potential to offer a holistic service in the workplace. Developmental social work strives to achieve holistic, integrated services. This principle also informs occupational social workers as there is a need for services at all levels.

4.10 REQUIREMENTS FOR PRACTICE: REGISTRATION WITH STATUTORY BODIES AND PROFESSIONAL ASSOCIATIONS.

Being a professional implies identification with a set of values that places the interests of the client first, thus a professional relies on knowledge, judgement and skills to act on those values (Netting; Kettner; McMurtry & Thomas, 2017:14).

The Employee Assistance Professionals Association of South Africa (2016) indicates the following requirements for registration as a member:

- Proof of employment in the field of employee assistance programmes and/or wellness
- Proof of the successful completion of a short course in EAP (as part of accreditation)
- Proof of registration with a statutory body
- Proof of chapter involvement/attendance of at least 2 meetings

The South African Council for Social Service Professions (2017) stipulates the following requirements for registration and recognition as a specialist in occupational social work (SIOSW):

- A recognised qualification in social work and being registered as a social worker with the council
- A master's degree and at least two years practical experience within the scope of occupational social work services
- A post graduate diploma or certificate and three years practical experience within the scope of occupational social work services
- Five years appropriate practical experience within the scope of occupational social work services

It seems as if there is very little distinction between employee assistance programmes and occupational social work requirements for registration and recognition in the field, such as a post graduate qualification and practical experience.

• **CONCLUSION**

In conclusion, it is clear that there is a relationship between occupational social work and employee assistance services. Both occupational social work and employee

assistance programmes are fields of study that have developed very well and can presently be regarded as specialties. Looking at occupational social work roles and services, they seem to be very clear. Management, employees, employers and other relevant stakeholders are aware of the importance and relevance of social work in the workplace especially in the context of HIV/AIDS.

Social work is well placed when looking at practitioners dealing with employee wellness. Employee wellness is important because the workplace plays an important role in the lives of the employees and the surrounding environment. There is a great need for macro practice in the workplace especially when looking for effective tools for responding to new service demands such as HIV and AIDS.

CHAPTER 5:

EMPIRICAL FINDINGS ON COMPARISON BETWEEN EMPLOYEE ASSISTANCE PROGRAMMES AND OCCUPATIONAL SOCIAL WORK

5.1 INTRODUCTION

In this chapter the researcher deals with the empirical findings which have their roots in phenomenology, as the study aims to construct a detailed description of the participants' realities and the meanings they attach to their work experiences, knowledge and settings. The study population is all either registered members of the Employee Assistance Professionals Association of South Africa (EAPA-SA) or all registered members of the South African Occupational Social Work Association (SAOSWA), as they have specialised knowledge and experience in the field. The type of research that was conducted was basic or pure research because the researcher aimed at acquiring knowledge concerning the similarities and differences of EAP and OSW.

The sampling approach utilised for the study was non probability sampling as the population size was unknown to the researcher (Gravetter & Forzano, 2009:133). The sampling technique that was utilised was purposive sampling as the researcher made use of specific criteria for participants' inclusion; i.e. participants must be registered members of their respective associations, EAPA-SA or SAOSWA; participants must have at least five years' work experience in their respective fields, EAP or OSW and participants must be working in Gauteng.

5.2 RESEARCH METHODOLOGY

5.2.1 Research approach

The researcher utilised a qualitative research approach in gathering data from the participants, as the research study has its roots in an interpretivist paradigm. The rationale behind utilising the qualitative approach was aimed at constructing detailed descriptions of the participants' realities and the meanings they attach to their work-

experiences, knowledge and settings. Data sources were determined and utilised based on the richness of information that participants offered, thus enhancing the researcher understanding of that specific phenomenon (Fouché & Delport, 2011:66). Data was collected verbally from a small sample of participants through a focus group discussion in order to gain an understanding of participants' practical experiences relating to their respective fields.

5.2.2 RESEARCH DESIGN AND PROCEDURES.

The research design that was utilised for the study was a case study, as the researcher was interested in the meanings that the participants attached to their personal work-related experiences. The specific type of case study was a collective case study, as multiple cases within EAP and OSW practice models were chosen with the intention of comparing both the cases and concepts, thereby extending and validating a specific theory regarding their similarities or differences.

The instrument to construct the research was a focus group discussion schedule, which explored the requirements for the profession, client systems, practice models and therapeutic approaches. The focus group schedule consisted of carefully formulated and sequenced questions which allowed the researcher the opportunity to explore specific topics and issues.

The constitution of the research was based on a focus group discussion as a data collection method. The researcher held the interviews at the place and time that the participants found most convenient. The interviews were audio recorded and transcribed. Before participating in the interview, the participants received information on the nature of the interview and the voluntary essence of their participation.

Eleven practitioners participated in this research, which included six participants from EAP and five participants from OSW. Participants were all females registered with the relevant professional body with a minimum of five years of working experience and residing in Gauteng, in view of the inclusion criteria.

5.3 PROFILE OF THE PARTICIPANTS.

TABLE 5.3.1 EMPLOYEE ASSISTANCE PROGRAMME PARTICIPANTS

Participant No	Gender	Race	Position	Years in service	Highest qualification
Participant 1	Female	African	EAP	12	Honours Degree
Participant 2	Female	African	EHWP	20	Honours Degree
Participant 3	Female	African	EHWP	20	Honours Degree
Participant 4	Female	African	EHWP	20	Honours Degree
Participant 5	Female	African	EHWP	23	Post graduate diploma in OSW
Participant 6	Female	African	EHWP	16	Masters

TABLE 5.3.2 OCCUPATIONAL SOCIAL WORK PARTICIPANTS.

Participant No	Gender	Race	Position	Years in service	Highest qualification
Participant 1	Female	African	EHWP	14	Honours Degree
Participant 2	Female	African	EHWP	11	Honours Degree
Participant 3	Female	African	EHWP	10	Honours Degree
Participant 4	Female	African	EHWP	14	Honours Degree
Participant 5	Female	African	EHWP	10	Honours Degree

5.4 THEMES AND SUB-THEMES FROM EAP RESPONSES

Table: 5.4.1 Summary of the themes and sub-themes

NO	THEME	SUB-THEME
	Professional requirements	Registration with the council A qualification People management skills
	Tasks	Programme Development Wellness Programmes Counselling Improvement of quality of Work/life balance Multi-disciplinary team
	Client System	Employees and families of

		employees
	Practice models in EAP	In-house model Mixed model
	Therapeutic services	Rendering services
	Therapeutic approach	Solution focused brief therapy
	Suitability of the existing therapeutic approach	Black community Traditional healers Death of a family member
	Shared views on the need for a typical culturally based therapeutic model	Human resource office Relationship between supervisor/ supervisee Wearing of beads Circumcision Multi-cultural practices
	Suggestion on the improvement of EAP services	Location of the EAP office Uniform Allocation of budget Confidentiality Support from managers The working together of managers and employees

Each theme is discussed according to the following:

Sub-theme;

Quotations to verify the findings and substantiation within literature

Discussion on themes.

5.4.1 Theme 1 Professional requirements needed in EAP

The majority of the participants indicated that one needs to be registered with the South African council for social services profession and that a qualification is also needed in order to practice as an EA practitioner. It was motivating to note that most participants had knowledge about EAP programmes. The three sub-themes that were identified were the following:

- Registration with the council
- A qualification
- People management skills

The following quotes from participants confirm that they had some level of knowledge regarding the requirements needed in order to practice as an EA-Practitioner;

You need a qualification and to be registered with the council.

Even companies employ EA-Practitioners that do not have a post graduate qualification but have a social work qualification.

Looking at the statements quoted above, it can be noted that participants had varied knowledge about the requirements needed in order to practice as an EA-Practitioner.

Sub-theme 1.1 Registration with the council

Although participants expressed being knowledgeable about the requirements needed in order to practice as an EA-Practitioner, the majority emphasised the registration with the council as a requirement.

The following quotes from participants supporting the above sub-theme

One needs to be registered with whatever council be it South African Council for Social Services Professions or the nursing council.

As an outsourced model that needs a company that have people who are registered with the council social work or clinical psychology.

Sub-theme 1.2 A qualification

Although most participants expressed being knowledgeable about the requirements needed in order to practice as an EA-Practitioner, they also emphasised the issue of a qualification as the most important requirement.

The following quotes from participants expressing their views on the issues of a qualification as the requirement:

One need a qualification be it social work, psychology, education or nursing.

Even companies employ EA-Practitioners that do not have a post graduate qualification but have a social work qualification.

You do not have to be a social worker to practice EAP, even when you have a psychology qualification you are fit to practice as an EA-Practitioner.

Sub-theme 1.3 People Management skills

Although most participants expressed their views on the registration and the qualification needed in order to practice as an EA-Practitioner, there was one participant who differed from the other participants about the requirements needed such as people management skills.

The following quote from the participant

In some areas they place you in the Human Resource Directorate, so for as long as you have people management skills you are fit to practice as an EA-Professional.

Being a professional implies identification with a set of values that places the interests of the client first; a professional relies on knowledge, judgement and skill to act on those values (Netting, Kettner, McMurtry & Thomas, 2017:14).

The Employee Assistance Professionals Association of South Africa (2016) indicates the following requirements for registration as a member:

- Proof of employment in the field of employee assistance programmes and/or wellness

- Proof of the successful completion of a short course in EAP (as part of accreditation)
- Proof of registration with a statutory body
- Proof of chapter involvement/attendance of at least 2 meetings

Currently, the South African Qualifications authority recognises EAPA-SA as a “professional body constituted to represent and/or regulate a recognised community of expert practitioners”. However, there is no specific legislation or statutory body currently available in South Africa, which governs EAP practice. As stipulated above, one of the requirements for membership with EAP-SA is “proof of registration with a statutory body”.

This means that any practicing professionals such as social workers or psychologists, who seek to join EAP-SA, must be registered with their respective statutory bodies, being the South African Council for Social Services Professions or the Health Professions Council of South Africa, as required by legislation. In confirmation EAPA-SA (2010:3) highlights that all EAP staff are considered practitioners, however only those registered with statutory bodies can be considered professionals.

These quotes confirm what the author has explained about participants’ views on the requirements for practicing as an EA-Practitioner/Professional.

Discussion of theme 1

Theme 1 gave a clear confirmation that participants were knowledgeable about the requirements needed to practice as an EA-Practitioner/Professional. The key finding from the theme was that the registration with any council is needed; one needs to have a qualification be it social work, psychology or nursing in order to practice as an EA-Practitioner/Professional; and that people management skills are also needed.

5.4.2 Theme 2 Tasks

Stephenson and Schneider (2006:35) mention that the demand on EAPs has increased dramatically in terms of addressing emotional and mental health demands of the customer organisations and their employees in response to large scale natural or man-made disasters. In addition to addressing employee issues directly, on-site EAP counsellors often consult with management, Labour and Employee Relations (LERS) staff, and union staff about how to manage difficult employees, enhance the workplace environment and address other factors involving work-life balance.

Sub-theme 1: Programme development

EA practitioners can also provide workplace educational training and workshops for employees on various topics, such as stress management and absenteeism.

The following quotes from participants confirm that they are developing programmes at their respective workplaces:

We develop programmes for employees based on their needs or the culture of the organisation.

We are responsible for trainings/workshops

We are responsible for community development such as developing policies for the organisation.

Sub-theme 2: Wellness Programmes

The majority of the participants emphasised Wellness Programmes as being part of their tasks in EAP. The following quotes are from the participants.

I am responsible for employee health wellness, HIV/TB wellness, disease management, monitoring absenteeism, incapacity and education of employees.”

Sports and recreation as part of wellness

Health screening of employees so that they can know their status

We are responsible for disability management.

Sub-theme 3: Counselling

EAPs are rendering therapeutic intervention for employees and their families experiencing personal and work-related problems that might affect job performance. The following quotes from participants confirm that they are providing counselling to employees.

We are looking after the wellbeing of employees in totally and their families such as providing counselling.

Micro level-dealing with the individual person-to-person.

Sub-theme 4: Improvement of quality of work/life balance

Services are rendered to employees and their families, specifically to address issues and problems that would affect job performance and productivity, working towards assisting the employee maintain a good work-life balance and improving overall job satisfaction.

The following quote supports the sub-theme.

We are responsible for the quality of work/life balance such as when an employee's child is sick obviously the employee will not be productive so, as an EA- Practitioner you are responsible to involve the employee to a programme.

Sub-theme 5: Multi-disciplinary team

The building of networks with internal and external stakeholders and service providers within the EAP field is very important. This is confirmed by the following quotes from participants.

We do not work in isolation.

We work in a multi-disciplinary team such as psychologists, communication department and other stakeholders.

According to Kessler and Stang (2006:20), "employees who have suffered even temporary mental or emotional illness may have difficulty meeting their job

requirements". The influence of social problems usually manifests itself in a range of different reactions due to our individual responses to stress and our own uniqueness. Typically employees who are referred by management for poor attendance and/or work performance issues need assistance uncovering the underlying problems that may be affecting their work.

A drop in the employee's productivity may manifest itself in a variety of ways (Carson & Butcher, 1992:280; Kessler & Stang, 2006:21–22) such as late coming, regularly being absent on Mondays/month-end and weekends, not meeting deadlines, misuse of sick leave, struggling to concentrate and sleeping on duty. These problems could be as a result of stress, financial worries, parenting issues, relationship issues, substance abuse issues and grief, or mental health issues.

Discussion of Theme 2

Theme 2 highlighted the type of tasks being performed by EA-Practitioners/Professionals. The key findings from the theme were that EAPs are responsible for programme development; wellness programmes; counselling; improvement of quality of work-life balance and that EAPs do not work in isolation but that they work in a multi-disciplinary team. It is a clear indication that companies are not just interested in productivity but that they are interested in promoting the employees' health and well-being and thereby creating an atmosphere that is conducive for all its employees.

The research found that, the EA professionals are responsible for counselling of employees and their family members; employee health wellness, HIV/TB wellness, disease management, absenteeism and incapacity, including to educate employees. Micro level-dealing with the individual person-to-person, meso level- responsible for training and workshops and community development such as developing policies and working in a multi-disciplinary team.

There is a correlation between what the participants mentioned and what the literature says concerning the tasks of EAPs. Authors like Stephenson and Schneider (2006:35) mention that the demand on EAPs has increased dramatically in terms of addressing

emotional and mental health demands of the customer organisations and their employees in response to large scale natural or man-made disasters.

5.4.3 Theme 3: Client System

The EAPA-SA (2010:3) identifies the following client systems as target groups for comprehensive service delivery; the organisational management and supervisory structures, worker organisations and employees and their families. EAP services are rendered to these client systems by EAP practitioners and professionals as part of a comprehensive package. The following quotes from participants are in support of the above statement:

Employees are our clients and their family members.

The community is also our client.

Sub-theme 1: Employees and their family members

Services are rendered to employees and their families, specifically to address issues and problems that would affect job performance and productivity, working towards assisting the employee maintain a good work-life balance and improving overall job satisfaction. The following is a quote from a participant in support of the above statement.

Our clients are the employees and their immediate family members.

Sub-theme 2: The community

The community as a whole is our client, as we develop programmes such as the Mandela day for the community.

Sub-theme 3: Managers

In accordance with the EAPA-SA standards document, EAP services would comprise training and development of managers and supervisors in terms of conflict management and resolution and supervisory training programmes with regard to identifying employees whose performance is unsatisfactory due to possible personal or work related problems; marketing of EAP services products and programmes, networking

and stakeholder management; consultation in terms of programme development and implementation and workforce related issues and trends; policy development; organisational profiling and needs assessments and evaluation and feedback regarding EAP services and interventions.

Most participants indicated that they do not get support from managers, as they (EAPs) will talk about resource skills, but managers will ignore them as they (managers) are only interested in productivity. The following are quotes from participants indicating that managers need to be educated on the EAP services;

To educate management to be sensitive, as some managers do not have people skills.

We need buy-in from managers so that they can support the EAP programme.

We offer training to managers whereby we teach them on how to identify troubled employees.

Some managers do not have time to release members to your stress management programmes (life skills programmes in general), as they are only interested in productivity and they have nothing to do whether the employee is sick or not.

Sub-theme 4: Unions

It is important to obtain buy-in from such organisations in ensuring the success of EAP and work-based interventions. Services relevant to this client system would comprise training and development of union representatives, consultation in terms of programme design, development and implementation, follow-up and aftercare services to union representatives, marketing of EAP services, products and programmes, networking and stakeholder management and evaluation of EAP services (EAPA-SA, 2010; Terblanche, 2009:215). The following are quotes from participants.

Unions should have trust in your programme so that they can say to people that they must go or must not go to your office.

Discussion of theme 3

The EAPA-SA (2010:3) identifies the following client systems as target groups for comprehensive service delivery; the organisational management and supervisory structures, worker organisations and employees and their families. EAP services are rendered to these client systems by EAP practitioners and professionals as part of a comprehensive package. Theme 3 highlights the client system according to the EAP field. The key findings from the theme are; employees and their family members, the community, managers and unions. There is a correlation between what the EAPA-SA (2010:3) and the participants' views are, regarding the client system in the EAP field.

Due to the systemic nature of the occupational setting, the identified client systems form part of a bigger system, ranging from micro to macro levels and are seen as interrelated and interdependent. Thus, the role of the EAP in terms of service delivery focuses on the three client systems individually, as well as on maintaining the reciprocal relationship between these systems. However, the researcher is of the opinion that despite the fact that EAP services are rendered at all levels and are to the benefit of all stakeholders, the primary purpose of EAP is to assist employees maintain a good work-life balance, aiming to enhance the work environment and improve productivity, job performance and overall job satisfaction.

5.4.4 Theme 4: Practice models in EAP

The Employee Assistance Programmes Association of South Africa (2010) has stipulated specific standards for EAP practice and service delivery models published in their "standards for Employee Assistance Programmes in the South Africa".

Sub-theme 1: In-house model

The model of EA services is important as it directly impacts the type of service provided and often the relationship the EAP has with the broader work organisation. The more traditional EAP model is referred to as an "internal" EAP. The following are quotes from participants in support of the above mentioned statement.

We are using an in-house model as they are employed by the organisation.

We offer services within the organisation.

Sub-theme 2: Mixed model

Two additional models of EA service delivery include the “combination” or “hybrid” EAP that typically began as an internal EAP and expanded services to be offered to other workplaces, as well as the “consortium” model, which describes a situation when several smaller companies share the cost of purchasing the EAP (Rothermel et al., 2008). The following are quotes from participants.

We are using a mixed model internal EAP and have a service provider who is taking care of the needs of the employees nationally due to the proximity as they are in the national office.

This type of a mixed model it helps as it alleviates stigma.

Discussion of theme 4

Theme 4 highlighted the importance of the practice model within the EAP field and the key findings are the in-house model and the mixed model. The participants highlighted the importance of using the mixed model as they stated that it alleviates stigma especially when concerned with the issue of confidentiality as compared to the in-house model. Myers (1984:75) alludes that the employees’ fears are based on the belief that a breach in confidentiality may result in colleagues knowing about the client’s problems and that management might use such information to make unfair decisions against them.

Additional studies suggest that internal EAP models provide increased numbers of face-to-face counselling sessions for employees; however, external programmes see increased numbers of family members. The researcher is of the view that regardless of the type of model chosen, the EA-Professional is the one who can make or break his/her services, such as his/her professional conduct and how the services are marketed to the employees.

5.4.5 Theme 5: Therapeutic services

EAP counsellors may also provide crisis counselling, including suicidal risk assessments, substance abuse assessments, critical incident stress debriefings, and support groups. Quotations from participants supported the fact that they are rendering therapeutic services.

All the participants stated, *Yes, we are doing counselling.*

Discussion of Theme 5

Theme 5, highlighted participants views in rendering therapeutic services. It is clear that EA Practitioners are doing counselling services to employees as their clients in order to improve or make some positive changes in their lives.

5.4.6 Theme 6: Therapeutic approach followed in EAP

It is probably not surprising to learn that different counsellors have different approaches to the way they counsel. These differences stem from a variety of considerations, including their education, their practice experience, their personal style and their belief systems, but regardless of such considerations, counsellors need to know that this is all about the best interest of their clients. The majority of the participants mentioned that the type of therapeutic approach that they follow is the solution focused brief therapy and thereafter they refer their clients for long term counselling.

Sub-theme 1: Solution focused brief therapy

All participants in the study indicated that the type of therapeutic approach that they follow is the solution focused brief therapy as it a better approach to be followed, and thereafter they refer clients for long term counselling. The following are quotations from participants about the approach that they use:

We are using solution focused brief therapy, as it is better.

Thereafter we refer for long term counselling as EAP services is short term for example when coming to alcohol/substance abuse clients.

Discussion of theme 6

A therapeutic approach is the lens through which a counsellor addresses his/her client's problems and broadly speaking, the therapeutic approaches of counsellors fall into two categories which are behavioural and psychodynamic. So based on the participants quotes it is clear that they are following the behavioural approaches which are usually short-term and address their clients behaviour and thought patterns.

5.4.7 Theme 7: Suitability of the existing therapeutic approach applied in your workplace for all race/cultural groups

Psychotherapy theories provide a framework for therapists and counsellors to interpret a client's behaviour, thoughts and feelings and help them navigate a client's journey from diagnosis to post-treatment. Theoretical approaches are an understandably integral part of the therapeutic process but with so many different methods out there, it is difficult to know which counselling approach works best for you or if it is suitable for all races or cultural groups. The following sub-themes are supported by participants expressing their views on the suitability of the kind of the therapeutic approach that they are following.

Sub-theme 1: Black community

The majority of the participants stated that the kind of the therapeutic approach that they are using it is not suitable for black people, as they perform rituals and then they are not supported in terms of the granting of leave days in order to perform cultural rituals. The following are quotes from participants:

Sometimes yes it is suitable but in some cultures it does not cover, especially in the black community they do not bother about the black rituals.

When you are in a government institution they do not bother about culture.

The organisation which requires a medical certificate from employees to prove that they were sick and considering cultural issues, it makes it difficult to produce such medical certificates.

Sub-theme 2: Traditional healers

The participants are of the views that there are gaps when coming to the issues of traditional healers and that when one consults them it will be required of you to produce a medical certificate. The following are quotes from participants:

It covers everywhere and the Department of Health should be pushing when working with traditional healers in terms of medical certificates.

When dealing with disability management you will see all this loopholes whereby you will notice the person definitely needs cultural things, it becomes unfair as days are been taken from the employees vacation leave.

Sub-theme 3: Death of a family member

The majority of the participants are of the view that there are gaps when coming to the issues of the therapeutic approaches followed in their workplaces not being suitable as it does not cover all the cultural groups. The following are quotations from participants in support of the above statement:

There are gaps, as we are given only five days for the death of a family member.

Thereafter you need to go back to work, and in the black community you cannot go back to work after a funeral of a family member of which you can only go back after ten days when the cleansing is done.

Discussion of theme 7

Theme 7 highlighted the importance of the therapeutic approach and its suitability to the different cultural groups. The participants are of the opinion that the current approach applied in their workplace is not suitable for all races or cultural groups. It was interesting to note that participants are aware that the therapeutic approaches followed in their workplaces are not suitable for all cultural groups. However, it is also important to recognise that clients will vary in the degree to which they adhere to the values and norms of their indigenous culture.

5.4.8 Theme 8: Shared views on the need for a typical culturally-based therapeutic model within the EAP field

The majority of the participants agree that there is a need for a typical culturally based therapeutic model. The following sub-themes are participants' quotations in support of the above statement:

Sub-theme 1: Human resource office

Quotes from participants to confirm that there is a need for a typical culturally based therapeutic model:

There is a need as wellness falls under HR.

HR needs to do some adaptation, as members are abusing sick leave not necessary that they are sick but that they need to perform certain cultural rituals such UKUTWASA (Training to become a traditional healer/ancestral beliefs rituals performances as it does not cover them).

The employees will be out of the office for a very long time on temporary incapacity leave not because they are medically sick but due to cultural rituals and HR does not cover them and it becomes a problem.

In therapy sometimes you refer to the psychologist and the report will come saying that its psychosocial problems and the employee will say it's not psychosocial it's my ancestors who are spiritually affecting my wellness.

HR needs to corporate cultural issues in the workplace.

Sub-theme 2: Relationship between supervisor and supervisee

Quotations from participants to confirm that there is a need for a typical culturally based therapeutic model:

When people open up and disclose especially the relationship between the supervisor and the supervisee as there should be understanding.

In some areas the managers do not understand their sub-ordinate so they need to understand their employees strengths and weaknesses.

The EAP need to educate managers on issues of people personalities.

Sub-theme 3: Wearing of beads

Quotations from participants to confirm that there is a need for a typical culturally based therapeutic model:

There is a need, especially when coming to the issue of UKUTWASA (Training to become a traditional healer/ ancestral beliefs rituals performances).

In the black community you will find other colleagues wearing beads and that does not go with the organisational policy especially when coming to uniform.

The issue of wearing beads should be looked into in terms of culture as the employees need to wear that in order for him or her to perform or his health will suffer.

Sub-theme 4: Circumcision

Quotations from participants to confirm that there is a need for a typical culturally based therapeutic model:

Sometimes it is not you that is directly involved in this, employees are been affected by cultural practices.

When an employee's child had to go for circumcision, you as a parent you cannot be seen around roaming in the streets as there is a certain time that you must be at home.

People supposed to take care of you while you sit at home and waiting for your child to come back from the initiation school.

Sub-theme 5: Multi-cultural Practice

Quotations from participants to confirm that there is a need for a typical culturally based therapeutic model:

In terms of our therapy we need to have multi-cultural or multi-regions practices.

Muslim people will not appreciate been counselled by a young lady wearing a short skirt or a jean.

Some African man they will not want to be counselled by a young lady or a young man who is not married.

Sub-theme 6: Memorial services

The following are quotes from participants in support of the above statement from theme 7:

There is a need as not all cultures do memorial services.

It is not one size fits all some of the cultures do not believe in memorial services.

As wellness office you need to find out from the bereaved family if they want the memorial services.

Discussion of theme 8

Theme 8 highlighted the importance of the therapeutic approach to the different cultural groups. The participants stated that the current approach applied in their workplace is not suitable for all races or cultural groups; hence there is a need for a typical culturally-based therapeutic model within the EAP field. They further supported their statements by adding that, when coming to the black community there is no model that assists black people in terms of rituals or cultural practices, i.e. UKUTWASA (Training to become a traditional healer/ancestral beliefs rituals performances). Hall (2001: 502) argues that there is a scientific and ethical imperative for developing culturally sensitive therapy, which “involves the tailoring of psychotherapy to specific cultural contexts”.

5.4.9 Theme 9: Suggestions on the improvement of the EAP service delivery

An EAP is an instrument used to improve the quality of life of employees, by giving them the necessary support to resolve personal and work-related problems. The purpose of EAP is to improve the well-being of employees and to improve the effectiveness and productivity of the company.

The following sub-themes are participants' quotations regarding the improvement of the EAP services:

Sub-theme 1: Location of the EAP office

EAP offices need to be away from the working environment, as when the employees see their colleagues going to the EAP office, there is that stigma.

The employees tend not to trust you as an EAP, as you are near to them and that you are always in contact with them.

Being in contact with the management especially when considering the issue of confidentiality the employees will think that you are divulging their information.

Sub-theme 2: Uniform

In a uniform setting the EAP need to be exempted from wearing uniform and should wear their private clothes.

Sub-theme 3: Allocation of budget

There should be more budget allocated to the EAPs for more staff as they travel a lot and for sports and recreation.

We cannot be using service providers as other services need EAPs only.

Budget to do more programmes such as wellness gym and homework centres.

Sub-theme 4: Confidentiality and support from managers

Buy-in from the managers so that they can understand the issues of confidentiality.

Support from managers is very important so that they can release more employees for training.

Sub-theme 5: The working together of managers and employees

Good relationship between the employees and the managers in order to refer themselves to the EAP.

Discussion of theme 9

Theme 9 highlighted the suggestions on the improvement of the EAP service delivery. The key findings from the theme are; location of the EAP offices, uniform, budget, confidentiality and support from managers and the working together of managers and employees. It is clear that participants need support from their managers in order for their programme to be effective.

5.5 Themes and sub-themes from OSW responses

Table: 5.5.1 Summary of the themes and sub-themes

NO	THEME	SUB-THEME
	Professional requirements	Registration with the council A qualification Experience
	Tasks	Members and their family members Application of the social work methods Subsection development Short term counselling
	Client System	Police officers and their immediate family members Desks (programmes)

		Health calendar
	Practice models in OSW	In house model/pillar model Restorative Workplace Work-person Promotive
	Therapeutic services	Assessments Multi-disciplinary team Trauma debriefing
	Therapeutic approach	Strength-focus approach Person-centred approach Problem-solving approach
	Suitability of the existing therapeutic approach	Strength-base Challenges Respect
	Shared views on the need for a typical culturally based therapeutic model	Police Culture Environmental Culture Resilience
	The improvement of the occupational social work service delivery	Care of the giver programme Best practice Empowerment Training

5.5.1 Theme 1: Professional requirements needed in occupational social work

The South African Council for Social Service Professions (2017) stipulates the following requirements for registration and recognition as a specialist in occupational social work (SIOSW):

Recognised qualification in social work and is registered as a social worker with the council

Master's degree and at least two years practical experience within the scope of occupational social work services

Post graduate diploma or certificate and three years practical experience within the scope of occupational social work services

Five years appropriate practical experience within the scope of occupational social work services

The majority of the participants indicated that one needs to be registered with the South African council for social services profession and that a qualification is also needed in order to practice as an Occupational Social Worker. The three sub-themes identified were the following:

- Registration with the council
- A qualification
- Experience

The following quotes from participants confirm that they had some level of knowledge regarding the requirements needed in order to practice as an Occupational social worker;

You need a Degree in Social Work and must be registered with the council.

One must also have experience in order for you to practice as an occupational social worker.

Looking at the statements above, it can be noted that participants had varied knowledge about the requirements needed in order to practice as an occupational social worker.

Sub-theme 1.1 Registration with the council

Although participants expressed being knowledgeable about the requirements needed in order to practice as an occupational social worker, the majority emphasised the registration with the council as a major requirement.

The following quotes from participants confirm that they had some level of knowledge regarding the requirements needed in order to practice as an Occupational Social Worker;

You need to be registered with the council.

Sub-theme 2: A qualification

Although most participants expressed being knowledgeable about the requirements needed in order to practice as an occupational social worker, they also emphasised the issue of a qualification as the most important requirement. The following quote from a participant;

You need a degree in social work.

Sub-theme 3: Experience

Most participants emphasised the issue of experience as one of the requirements needed in order to practice as an occupational social worker. The following is a quote from a participant in support of the above-mentioned statement.

You need to have experience, that is 2 years' experience for a warrant officer and 5 years' experience for a captain post.

These quotes confirm what the author explained earlier about participants' views on the requirements needed in order to practice as an Occupational Social Worker.

Discussion of theme 1

Theme 1 highlighted the importance of the requirements for practicing as an Occupational Social Worker. The key findings from the theme are; registration with the council, a degree in social work and experience. Participants were knowledgeable in terms of these requirements.

5.5.2 Theme 2: Tasks in Occupational social work

These types of intervention are unlike most social work programmes, as they differ in the sense that they target all employees, not only those with problems (Root, 2000:13).

The SAPS supports the promotive interventions and they are often linked with organisational activities such as strategic planning sessions, meetings, skills development activities and recreational activities. Typical SWS promotive programmes include enhancement of personal social functioning, substance dependency, colleague sensitivity, anger management, self-management, preparation for retirement and personal financial management.

The following are quotes from participants in support of the above statement;

We apply all the social work methods, such as case work, group work (educational group or support group) and community work.

We facilitate programmes such as domestic violence, sexual harassment, anger management, substance abuse, stress management.

Sub-theme 2.1 Members and their family members

The participants indicated that since they are working in a police environment, their focus is on the members and their immediate family members.

The following quote from participant in support of the above mentioned statement

We focus on members and their immediate family members

Sub-theme 2.2 Application of the social work methods

Social work methods is such method that social workers use to help people of all ages and from various sections of society to enhance their social functioning and to cope more effectively with their problems.

The following quotes from participants confirm that, they had some level of knowledge regarding the methods of social work;

We apply all methods of social work

We do case-work, such as one on one with members or with their family members

We do group-work, such as educational groups or support groups.

We do community work

Looking at the statement above, it shows that there is a correlation between what the participants mentioned and what the various authors alluded concerning police social

work methods as mentioned early in theme 2: tasks in occupational social work that promotive interventions are applied at micro, meso and macro levels focusing on the individual (employee), group (teams/units), organisational and/or community levels (Balgopal, 1989:437; Bates & Thompson, 2007:273; Caraphina, 2007:338; Googins & Davidson, 1993:479).

Sub-theme 2.3: Programmes

Promotive interventions concentrate on improving the quality of employees' work life, contributing to greater organisational effectiveness; on the other hand, the employees experience the interventions as uplifting, enabling them to cope better and to contribute to a more positive working environment (Gayathiri& Ramakrishnan, 2013:6; Zare, Haghooyan& Karim, 2014:43).

The following quotations from participants in support that they are rendering programs;

We facilitate programs such as; sexual harassment, domestic violence, substance abuse, anger management and stress management.

Sub-theme 2.4: Subsection development

The SAPS supports the promotive interventions and they are often linked with organisational activities such as strategic planning sessions, meetings, skills development activities and recreational activities. Promotive programmes include enhancement of personal social functioning, substance dependency, colleague sensitivity, anger management, self-management, preparation for retirement and personal financial management.

The following is the quote from participant to confirm the above statement:

We render subsection development such as proactive programmes and its into research concerning the awareness programmes.

This section is more on the development and review of the programs

They do research to check how fulfilling those programs are, as needs always change as per time

Sub-theme 2.5: Short term counselling

The following quotation from participants to confirm that they are providing counselling services to clients

With case work we do short term counseling which is plus or minus four to six sessions

Thereafter we refer if there is a need

We have ill-health retirement so have to work with the client until the ill-health is approved so it depends also

It was motivating to note that most participants were knowledgeable about the tasks performed in Occupational Social Work and engaging freely with one another.

Discussion of theme 2

Theme 2 highlighted the important tasks performed by participants. The following are the key findings from the theme, case work, group work, community work and to facilitate programmes. OSW focus on members and their immediate family members and they apply all the social work methods, like case work or group work such as educational groups or support groups and community work; they facilities programmes such as domestic violence, sexual harassment, anger management, substance abuse, stress management. The researcher also established that, in terms of case work, they render short term counselling which is plus or minus six sessions and thereafter they refer.

The researcher is of the view that, there is a correlation between the participants statements and what the various authors such as Ajala (2013:47); Hannif, Burgess & Connell, (2008:272); Kalliath&Kalliath (2012:730) and Sinha, (2012:31) say concerning the tasks of occupational social workers i.e. police social workers ensure the integration

of relevant strategies to improve the quality of the work life of police officers, thus enabling the organisation to fulfil its vision and mission.

5.5.3 Theme 3: Client system in OSW

Kruger and Van Breda (2001:948) identify three client systems in OSW; the employee as a person; the person as an employee and the organisation as a client. The authors suggest that in the first instance, the employee as a person, describes the employee in the private capacity referring to the employee's personal problems, including their family system. The following are sub-themes with quotes from participants in confirming the above mentioned statement.

Sub-theme 1: Police officers and their immediate family members

Authors like Kruger and Van Breda (2001:948) allude that the employee as a person, describes the employee in the private capacity referring to the employee's personal problems, including their family system. The occupational social worker primarily focuses on the employee in his/her role as a parent, spouse, child and community member.

The following are quotes from participants in support of the above statement.

The community

The police and their immediate family members are our clients.

We have two acts which is the police and the public servants, which is the community.

Sub-theme 2: Desks (Programmes)

The participants stated that there are a number of programmes which they render as Occupational Social Work. The following quote is from a participant:

We also have desks which we focus on certain programmes such as personal financial management desk, substance dependency desk and the movement desk.

Each desk has its responsibility according to the programme that they focus on such as when its substance abuse month we raise awareness around that month, we create posters and pamphlets to distribute to different divisions

That information is cascaded to other social workers in the province, so its mainly to empower the social workers.

Sub-theme 3: Health calendar

The health calendar serves as a guideline to employees in terms of what programmes to follow such as domestic violence or Mandela day. The following quote is from a participant.

Those desks operate in terms of the health calendar month in terms of awareness.

Those desks have coordinators, in terms of the person responsible to run them according to specific needs as well as the requirements in terms of what to happen on yearly bases.

Discussion of theme 3

Theme 3 highlighted the client system within the occupational social work field. The following are the key findings from the theme; the police officers and their immediate family members and the community are client systems. They also bring to the SAPS their particular community's norms; values, standards and experiences, which in themselves can influence the organisation's culture and well-being.

5.5.4 Theme 4: Practice models in the Occupational social work

Occupational social workers have also been encouraged to devote attention to the interface between business and society by engaging employees as citizens (Caraphina, 2007:339). The practice model consists of four intervention focus areas: (1) organisational (workplace) interventions; (2) work-person interventions; (3) promotive interventions and (4) restorative interventions. These four intervention focus areas are

never regarded in isolation, but integrate influences from the economic, community, political or environmental arenas. Note the following sub-theme with the quote from participants in confirming the above-mentioned statement:

Sub-theme 1: In house model/pillar model

The following are quotes from participants confirm that they had some level of knowledge regarding the pillar model;

It's our own social work model specifically for occupational social workers

So its divided into four quadrants which is promotive, restorative, work-person and workplace.

Sub-theme 1: Restorative

Restorative interventions are specifically directed, in a collaborative manner, towards restoring the involved person or persons' problem-solving and coping skills on the understanding that each client has strengths, abilities and resources.

The following quotes from participants in support of the above statement concerning the pillar model in SAPS;

It's more of a reactive service

Where you do one-on-one counselling

Sub-theme 2: Work-place

The interventions refer to conducting work-focused assessments to determine the needs of all client systems (data sources), analysing their reciprocal connection and impact within the organisation.

The following are quotations from participants concerning the four quadrants in SAPS

It is more on the issues of developments such as our standards operational procedures and policies.

It's more on research as to the services we are rendering such as the stats, the research that the section is doing.

The police social workers ensure the integration of relevant strategies to improve the quality of the work life of police officers, thus enabling the organisation to fulfil its vision and mission. This in itself ensures that police officers notice that the organisation values their contributions and has their well-being as a priority (Ajala, 2013:47; Hannif, Burgess & Connell, 2008:272; Kalliath & Kalliath, 2012:730; 734; Sinha, 2012:31).

Sub-theme 3: Work-person

The assessment of the needs or challenges experienced by the various client systems in the workplace and the nurturing of the mutual relationship between them. The following quotes from participants in support of the above statement;

It is the one that target on a special need for example we have got a programme that is called colleague sensitivity. Normally you will find that commanders will make a request that there is an issue on interpersonal relationships in the workplace. We cannot just do it, we can only do it when a need arises

It is about enhancing the relationship within the workplace between the police

It is more into knowing one another better in terms of their personality type

Sub-theme 4: Promotive

Police social workers present proactive, needs-based interventions promoting or enhancing the social functioning and well-being of the organization, employees, families and the community. These types of intervention are unlike most social work programmes, as they differ in the sense that they target all employees, not only those with problems (Root, 2000:13).

Quotations from participants confirming their level of knowledge and the above statement;

It is the one on educational services or proactive programmes/awareness

Capacity building and group work as well as it applies to restorative and workplace intervention.

It was encouraging and very interesting to note how knowledgeable participants were concerning the pillar model and how different Departments/ the EAP and the OSW are doing things in their respective workplaces.

Discussion of theme 4

Theme 4 highlighted the practice model in occupational social work and the key finding from the theme is: the in-house model is more of a pillar model with four quadrants which are promotive-educational services; workplace which is on the issues of developments such as policies; restorative-reactive services which is one-on-one; and work-person-colleague sensitivity, which enhances the working relationship of employees such as knowing one another better. There is a correlation between what the participants and the author Caraphina, (2007:339) alludes to in terms of the practice model consisting of four intervention focus areas which are the organizational (workplace) interventions; work-person interventions; promotive interventions and restorative interventions.

5.5.5 Theme 5: Therapeutic services

Most participants stated that they are rendering therapeutic services such as providing counselling to the employees and their family members. The following are quotes from participants to confirm the above-mentioned statement:

As we mentioned that it is short term therapy

We do assessments and we do not do long thereafter we refer clients

We also do trauma debriefing counselling to our clients.

Sub-theme 1: Assessments

The behaviour approaches are usually short-term and address their client's behaviour and thought patterns. Most participants stated that they are rendering short term counselling. The following are the quotes from participants.

We do assessments which are short term therapy.

Thereafter we refer for long term counselling.

Sub-theme 2: Multi-disciplinary team

Most participants mentioned that they do not work in isolation; instead they work in a multi-disciplinary team internally. The following is the quote from participants to confirm that that they are working with other professionals.

We work in a multi-disciplinary team i.e. psychologists therefore we refer internally.

Should you realise that this case it is not social work related you refer internally and sometimes they themselves do not have clinicians so if it is a case of more on depression they will refer outside

Sub-theme 3: Trauma debriefing

Most participants indicated that as part of their tasks, they are also assigned to perform trauma debriefing to their clients. The following is the quote from participants.

We do trauma debriefing.

Individual or group sessions.

Discussion of theme 5

Theme 5 highlighted the importance of tasks being performed by the occupational social workers. The researcher has established that, in terms of case work they render short term counselling which is plus or minus six sessions and thereafter they refer.

The researcher is of the view that there is a correlation between the participants statements and what the various authors such as Ajala (2013:47); Hannif, Burgess & Connell, (2008:272); Kalliath & Kalliath (2012:730) and Sinha, (2012:31) say concerning the tasks of occupational social workers i.e. police social workers ensure the integration of relevant strategies to improve the quality of the work life of police officers, thus enabling the organisation to fulfil its vision and mission.

5.5.6 Theme 6: Therapeutic approach followed in OSW

The majority of the participants mentioned that they follow the strength-focus approach as their main focus area is on the strength of a person; others stated the person-centered and the problem-solving approach. The following three sub-themes are identified from the theme:

Sub-theme1: strength-focus approach

Sub-theme 2: person-centered approach

Sub-theme 3: problem-solving approach

Sub-theme1: strength-focus approach

The participants mentioned that they follow the strength-focus approach as their main focus area is on the strength of a person, acknowledging that all human beings are unique and that they have their own strengths in solving their own problems. The following is the quote from participants stating their approaches:

We have strength-focus approach.

The strength-focus approach is mainly the one, as it covers a lot of things as well

It is mainly our drive

The following two sub-themes are the quotes from participants stating their therapeutic approaches:

Sub-theme 2: Person-centered approach

We have person-centered approach.

As we are short-term intervention

Sub-theme 3: Problem solving approach

We also have problem solving approach.

We cannot separate problem solving from social work

Discussion of theme 6

Theme 6 highlighted the therapeutic approaches followed in the Occupational Social Work field. The key findings from the theme are: strength-focus approach, person-centered approach and the problem-solving approach.

5.5.7 Theme 7: Suitability of the existing therapeutic approach applied in your workplace for all race/cultural groups

Theoretical approaches are an understandably integral part of the therapeutic process. But with so many different methods out there, how do you know which counselling approach works best for you or if it is suitable for all races or cultural groups?

All participants mentioned that the therapeutic approach applied in their workplace is suitable for all races or cultural groups. The majority of the participants mentioned that their main focus is on understanding that each client has strengths, abilities and resources. The following are quotes from participants.

Sub-theme 1: Strength base

The following are quotes from participants in support of their views

Because we are focusing on the strength from a client rather be it, it's a certain race the approach it is still the same

We acknowledge the strength that they have

To be able to solve the problems that they have

It does not have any Segregation gaps

Sub-theme 2: Challenges

Yes because every person from every culture or background has certain strength within them to be able to deal with their own challenges that they are facing in life.

Sub-theme 3: Respect

And from the person-centred approach you will work according to the cultures, the respecting of one's culture.

Discussion of theme 7

Theme 7 highlighted the suitability of the therapeutic approach applied in the workplace. The key findings from the theme are; strength-based challenges and respect. There is a correlation between what the occupational social work participants mentioned and what the literature says concerning the restorative interventions as specifically directed, in a collaborative manner, towards restoring the involved person or persons' problem-solving and coping skills on the understanding that each client has strengths, abilities and resources. These types of intervention are positive in nature, as the ultimate goal is to restore the level of wellness of the individuals and the family with a positive ripple effect into the community (Kruger & Van Breda, 2001:949; Stutterheim & Weyers, 2004:7).

5.5.8 Theme 8: Shared views on the need for a typical culturally-based therapeutic model within the Occupational social work field

Occupational social workers mention that, there is no need for a typical culturally based therapeutic model, as they see all people in one culture due to their police culture and honouring the unique strengths of every person. The following are sub-themes supported by participants quotes;

Sub-theme 1: Police culture

The following are quotes from participants in support of their views;

In police we say we have a specific police culture

The kind of training we have, they train you in a police culture

So when we render services, we see people as one culture, so i don't see the need

Sub-theme 2: Environmental culture

The following are quotations from participants on the issues of culture

It is specifically on how the environment works, that is why we talk protocol

How we address this, we don't really address it on the culture

Actually we are just according to the environmental culture

Sub-theme 3: Resilience

The following are quotes from participants in support of their statements

Our main focus is to build resilience with our clients based on the challenges that they are facing

We have one culture, one police culture

Discussion of theme 8

The OSW participants are of the view that, the current therapeutic approach applied in their workplace is suitable for all races and cultural groups, as they are focusing on the strength of a person regardless of their race/culture because their approach is the same as they acknowledge the strength of each person. They further mention that when working from strength-based approach, they respect each person's culture as all individuals have their own unique strengths within themselves in dealing with their challenges. The researcher is of the view that OSW does not see people differently as they see them as one police culture.

5.5.9 Theme 9: The improvement of the Occupational social work service delivery

The following are sub-themes and quotes from participants in terms of the improvement of the service delivery in occupational social work.

Sub-theme 1: Care of the giver programme

The care of the giver programme, as social workers are not been taken care of and how will we be productive.

Sub-theme 2: Best practice

CPD points is helping as we are not studying further so it comes handy for me, it's about the best practices.

Sub-theme 3: Empowerment

We need to be empowered on the issues of disability and HIV/AIDS and in SAPS; social workers are the first ones to be called when there are challenges or a crisis in the workplace.

Sub-theme 4: Training

We are also not been considered when nominating employees to attend trainings.

Discussion of theme 9

The OSW participants are of the view that the care of the giver programme is not effective, as social workers are not been taken care of and therefore they will not be productive. The participants stated that they need to be empowered on the issues of disability and HIV/AIDS and in SAPS as social workers are the first ones to be called when there are challenges or a crisis in the workplace. Participants are also not considered when employees are nominated to attend training.

5.6 CONCLUSION

Since both professions view and see clients' differently in therapeutic sessions and in counselling one has to take all clients' cultures into consideration, especially when it comes to assessing individuals. Clients are encouraged to re-author their own lives according to alternative and preferred stories of identity and preferred ways of life (Besley, 2002:125). Clients become aware of their stories and the cultural assumptions built into them. Narrative theory is an emerging theoretical model which does provide counsellors with that necessary framework. Therefore it is the researcher's opinion that Narrative therapy, if followed by both professions, will work as it provides possible alternatives to the more traditional ways of therapy. Culture, therefore, is the most influential determinant in peoples' lives.

CHAPTER 6

KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ON COMPARISON BETWEEN EMPLOYEE ASSISTANCE PROGRAMMES AND OCCUPATIONAL SOCIAL WORK

6.1 INTRODUCTION

In Chapter 6, the researcher summarizes the key findings of research which explored the similarities and differences between employee assistance Programmes and occupational social work. Data was collected from two focus groups consisting of members of the EAPA-SA and SAOSWA.

This chapter further provides the conclusions and recommendations resulting from the key findings.

6.2 KEY FINDINGS IN TERMS OF SIMILARITIES BETWEEN EAP AND OSW

6.2.1 Professional Requirements

The key finding from the theme in terms of the professional requirements between the EAP and the OSW it shows that there are similarities in terms of the statutory requirements as both the professions require registration with any council? and that one needs to have a qualification be it Social Work, Psychology or Nursing Sciences in order to practice as an EA-Practitioner/Professional or as an Occupational Social worker.

6.2.2 Tasks

The key findings from the theme in terms of the tasks performed by both the EAPs and the OSW, it shows that there are similarities between both the professionals as they are responsible for counselling of employees and their family members, facilitate programmes (i.e. domestic violence, sexual harassment, anger management, substance abuse, stress management) and they apply all the social work methods, like

case work, group work and community work. The researcher also established that, in terms of case work, they render short term counselling which is plus or minus six sessions and thereafter they refer employees for long term counselling. Both the EAPs and the Occupational Social Work do not work in isolation but they work in a multi-disciplinary team.

- **Client System**

The key findings from the theme in terms of the client system between the EAP and the OSW, it is that their clients are the employees and their family members and the community.

- **Therapeutic services**

The key findings from the theme in terms of the therapeutic services between the EAP and the OSW, it is that both the profession are providing counselling services to both the employees and their family members.

- **KEY FINDINGS IN TERMS OF THE DIFFERENCES BETWEEN EAPs AND OSW**

6.3.1 Professional requirements

The key finding from the theme in terms of the professional requirements, it shows that there is a slight difference between the EAPs and the OSW. In Occupational Social Work one needs to have experience in order to practice as an Occupational Social Worker for example, a warrant officer one should have at least two years' experience and for a captain at least five years' experience.

- **Practice models**

There are differences between the EAPs and the OSW practice models, as the EAP follow the in-house model and the mixed model while the OSW follow the in-house model which is more of a pillar model with four quadrants which are promotive-educational services; workplace which is on the issues of developments such as policies; restorative-reactive services which is one-on-one; and work-person-colleague

sensitivity, which enhances the working relationship of employees such as knowing one another better.

- **Therapeutic approach**

There are differences in terms of the therapeutic approach followed such as that the EAPs follow the solution focused brief therapy and thereafter they refer clients for long term counselling, while the OSW follow the strength-focus approach, person-centred approach and the problem-solving approach.

- **KEY FINDINGS ON SUITABILITY OF THE EXISTING THERAPEUTIC APPROACH APPLIED IN YOUR WORKPLACE FOR ALL RACE/CULTURAL GROUPS**

There are differences in terms of the suitability of the existing therapeutic approaches followed in the EAP and in the OSW field of practice. The EAP participants were of the views that the current approach applied in their workplace is not suitable for all races or cultural groups, while the OSW participants differed from the EAPs by stating that, the therapeutic approach applied in their workplace is suitable for all races or cultural groups. The majority of the OSW participants mentioned that their main focus is on understanding that each client has strengths, abilities and resource therefore their main focus is on restoring the involved person or persons' problem-solving and coping skills on the understanding that each client has strengths, abilities and resources.

- **KEY FINDINGS ON SHARED VIEWS ON THE NEED FOR A TYPICAL CULTURALLY-BASED THERAPEUTIC MODEL WITHIN THE EAP FIELD**

There are differences in terms of the participants' views in relation to the need for a typical culturally-based therapeutic model followed in the EAP/ OSW field. The EAP participants stated that the current approach applied in their workplace is not suitable for all races or cultural groups; hence there is a need for a typical culturally-based therapeutic model within the EAP field. They further supported their statements by

adding that, when coming to the black community there is no model that assists black people in terms of rituals or cultural practices, i.e. UKUTWASA (Training to become a traditional healer, ancestral beliefs, ritual performances etc.).

On the other hand the OSW participants see these differently as they are of the views that, The OSW participants are of the view that, the current therapeutic approach applied in their workplace is suitable for all races and cultural groups, as they are focusing on the strength of a person regardless of their race/culture because their approach is the same as they acknowledge the strength of each person. They further mention that when working from strength-based approach, they respect each person's culture as all individuals have their own unique strengths within themselves in dealing with their challenges.

- **CONCLUSIONS**

- **Conclusions in terms of the similarities between EAPs and OSW**

It is clear that, there is a similarity between EAP and OSW as both the disciplines are separate fields of studies that have developed and currently have been regarded as specialities. Looking at both the Employee Assistance Programmes and Occupational Social Work roles and services, they seem to be similar as both the EAP and OSW provide counselling services to employees and their immediate family members.

Both the EAP and the OSW facilitate programmes (i.e. domestic violence, sexual harassment, anger management, substance abuse, stress management) and they apply all the social work methods, like case work, group work and community work. There is also a relation in terms of the requirements needed to practice as both the EAP/ OSW, so it is clear that there is a relationship between Employee Assistance Programs and Occupational Social Work. Both the Employee Assistance Programmes and the Occupational Social Work are recognised field of practices in Organisations and are regarded as specialities.

- **Conclusions in terms of the differences between EAPs and OSW**

It seems as if there is only a limited distinction between Employee Assistance Programmes and Occupational Social Work. In terms of the practice models and the therapeutic approaches followed in both the EAP and OSW field of practice, the EAP follow the in-house and the hybrid model while the OSW follow the in-house model which is described as a pillar model with four quadrants which are promotive; workplace; restorative and work-person.

There is a strong difference in terms of the therapeutic approaches being followed in the two professions, as the EAPs follow the Solution Focused Brief Therapy (SFBT) and thereafter they refer clients for long term counselling, while the OSW follow the Strength-focus Approach, Person-Centred Approach and the Problem-Solving Approach.

Both Professions view/see their clients differently in therapy i.e. in the EAP field there is an expressed need for a typical culturally-based therapeutic model as the current approach applied in the workplace it is not suitable for all races or cultural groups, while in the OSW field there is no need for a typical culturally-based therapeutic model as the therapeutic approach applied it is suitable for all races or cultural groups as they see all their clients as one due to the particular workplace culture and their main focus it is on the strength based approach and understanding that each client has strengths, abilities and resource. Therefore OSW is systematic and focuses on building the resilience of employees.

- **Conclusions on the achievement of the goal and objectives of the study**
- **GOAL**

The goal of the research was to compare Employee Assistance Programmes and Occupational Social Work.

- **OBJECTIVES**
 - To theoretically conceptualize Employee Assistance Programmes and Occupational Social Work;
 - To explore and describe the similarities between Occupational Social Work and Employee Assistance Programmes;
 - To explore and describe the difference between Employee Assistance Programmes and Occupational Social Work.

The goal and the objective of the study has been achieved as the researcher has provided a literature review that focused on the current standards and benchmarks during the development of the EAP/ OSW, of which it provided the context within which EAPs have developed.

The goal and the objective have been achieved as researcher has explored and described both the similarities and the differences of both the EAP and the OSW and found that there is only little distinction between employee assistance programmes and occupational social work especially in terms of the therapeutic approaches being followed in the two professions, as the EAPs follow the Solution Focused Brief Therapy (SFBT) and thereafter they refer clients for long term counselling, while the OSW follow the Strength-focus Approach, Person-Centred Approach and the Problem-Solving Approach.

The researcher also discovered that in terms of the professional requirements between the EAP and OSW it shows that there are similarities as both the professions require registration with any council? And that one needs to have a qualification be it Social Work, Psychology or Nursing Sciences in order to practice as an EA-Practitioner/Professional or as an Occupational Social worker.

- **RECOMMENDATIONS**

- **Recommendations in terms of similarities between EAPs and OSW**

It is recommended that, there should be one standard document that guides both the EAP and the OSW, as the two professions are basically providing similar services to their employees and they should therefore be regarded as one. Both the Employee Assistance Programmes and the Occupational Social Work are field of study that have developed and they are regarded as specialties in most organizations.

- **Recommendations in terms of the differences between EAPs and OSW**

It is recommended that both the EAP and the OSW should all work from Narrative therapy approach because in counselling one has to take all clients' cultures into consideration, especially when it comes to assessing individuals. Clients are encouraged to re-author their own lives according to alternative and preferred stories of identity and preferred ways of life (Besley, 2002:125).

Clients become aware of their stories and the cultural assumptions built into them. Narrative theory is an emerging theoretical model which does provide counsellors with that necessary framework. Therefore Narrative therapy, if followed by both professions, will work as it provides possible alternatives to the more traditional ways of therapy and helps to alleviate stigma. Culture, therefore, is the most influential determinant in peoples' lives.

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ANNEXURE: A- PERMISSION LETTER

Brooklyn Med pa rk,
1 14 8 Ja n S hob a S treet,
Brooklyn, P retoria 0 00 1

T el: 01 2 34 6 44 30

E-m a il: adm in@ eap a sa . co. za

W ebs ite: www . ea p as a . co. za

P .O Box : 1 11 67, H a tfield , Pretoria 002 8

C om p a n y r e g n u m b e r : 2 0 1 0 0 0 2 2 1 0 8



FROM THE EAPA-SA

10 November 2017

ENTERPRISES UNIVERSITY OF PRETORIA
FACULTY OF HUMANITIES
DEPARTMENT OF SOCIAL WORK AND CRIMINOLOGY
140 LUNNON ROAD
HILLCREST, PRETORIA

Attention: Prof L.S. Terblanche

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH BY GROUP
OF MASTERS STUDENTS IN EAP FIELD.

1. Your e-mail dated 10 October and previous communication in this regard has reference.
2. The Employee Assistance Professional Association of South Africa (herein referred to as EAPA-SA) acknowledges receipt of your request to perform research study under the envisaged title: A Comparative Study between Employee Assistance Programme and Occupational Social Work.
3. Your request has been submitted to EAPA-SA Board of Executives for consideration and this application was successful.
4. You are hereby informed of the decision of the EAPA-SA Board to grant permission to conduct your research study using EAPA-SA members as population for your study, and that the permission has been granted conditional upon submission of the following documents to EAPA-SA before the study commence:

Ensuring excellence in Employee Assistance Programmes

4.1 A copy of the Ethical clearance approved by the Department Faculty Ethics Committee of the University.

4.2 A copy of the data collection instrument (questionnaire) and informed consent form.

5. Furthermore, you will be required upon completion of the study to submit a copy of the final report to EAPA-SA and also share the results of your findings through presentation during EAPA-SA Annual Conferences and/ or Chapter Seminar or meetings.

6. Please note that EAPA-SA reserves the right to revoke this permission should the study compromise the confidentiality clause as presumed will be stipulated under the Ethics of the research proposal. More-over, EAPA-SA cannot be held accountable for any responses or lack of responses by its members towards the study.

NB: EAP-SA will first inform the EAPA-SA membership about the permission being granted, and that an online survey will follow soon.

EAPA-SA wishes you all of the best during the study and looking forward to the conclusion.

Regards



Tinyiko Godfrey Chabalala

President of EAPA-SA

Date: 10 November 2017



South Africa Occupational
Social Workers Association
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Northcliff Office Park
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www.saoswa.co.za

"YOUR SPECIALISATION PARTNER"

24 October 2017

Prof Lourie Terblanche
Department of Social Work and Criminology
University of Pretoria

Dear Prof Terblanche,

AUTHORISATION OF RESEARCH PROJECT BY MASTERS EAP STUDENTS

The correspondence between SAOSWA and yourself earlier this year regarding an academic research project in 2018 by Masters EAP students of your university has reference.

We hereby confirm that we have agreed that your Masters EAP students may contact SAOSWA's National Executive Committee for purposes of this research project. The National Executive Committee will facilitate contact between your students and eight SAOSWA members as respondents in the envisaged research project.

Kind regards,

MRS ARISTA BOUWER
National Chairperson
SAOSWA National Executive Committee



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Department of Social Work and Criminology

ANNEXURE: C

23 February 2018

Our Ref: Prof L S Terblanche/ K Mbuyisa
Tel. 420-3292
Fax. 0866287488
Email: lourie.terblanche@up.ac.za

Principal Investigator

Name: Kelebogile Mbuyisa

Institution: University of Pretoria

INFORMED CONSENT FORM

Participants' Name:.....

Date:.....

Informed consent

1. Title of study: A Comparative study between employee assistance programmes and occupational social work in the Gauteng Province, South Africa.
2. Purpose of the study: the purpose of the study is to investigate the similarities and differences between Employee Assistance Programmes and Occupational Social Work in theory and in practice.
3. Procedures: Two focus group meetings will be held, one with 8 occupational social workers and one with 8 EAP practitioners. The focus groups will take approximately two (2) hours. The sessions will be scheduled according to the convenience of the participants.

4. Risks and discomforts: There are no known emotional risks or discomforts associated with this project, although fatigue may be experienced and/ or stress when participating in the project.
5. Benefits: there are no known direct benefits for participating in this study. However, the results of the study may help researchers gain a better understanding of the differences and similarities between Occupational Social Work and EAPs.
6. Participant's Rights: Any participant may withdraw from participating in the study at any time.
7. Financial Compensation: there will be no financial compensation offered for participating in the project.
8. Confidentiality: in order to record exactly what is said, a digital recorder will be used. The records will be listened to only by the principal investigator and authorised members of the research team at the University of Pretoria.
9. The results will be kept confidential and only released if requested by the participant/s. The results of this study may be published in professional journals or presented at professional conferences, but no records and/ or identity will be revealed unless required by law.

Any questions or concerns can be taken up with (Kelebogile Mbuyisa at 073 473 5604) at any time during the day.

I understand my rights as a researcher subject and I voluntarily consent to participate 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. I am also aware that all raw data generated through this study will be stored at the University of Pretoria for a period of 15 years for archival and possible future research.

Subject's Signature

Date

Signature of Investigator

ANNEXURE: D-DATA STORAGE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

FACULTY OF HUMANITIES
RESEARCH ETHICS COMMITTEE

Declaration for the storage of research data and/or documents
--

I/ We, the principal researcher(s) Kelebogile Mbuyisa

and supervisor(s) Prof Lourie Terblanche_____

of the following study, titled A Comparative study between Employee Assistance Programmes and Occupational Social Work

will be storing all the research data and/or documents referring to the above-mentioned study in the following

department: of
Social work and
criminology

We understand that the storage of the mentioned data and/or documents must be maintained for a minimum of 15 years from the commencement of this study.

Start date of study: July 2017_____

Anticipated end date of study: _January 2019_____

Year until which data will be stored: _2034_____

Name of Principal Researcher(s)	Signature	Date

Name of Supervisor(s)	Signature	Date

Name of Head of Department	Signature	Date

ANNEXURE: E- FOCUS GROUP SCHEDULE

A comparative study between Employee Assistance Programmes and Occupational Social Work in the Gauteng Province, South Africa

FOCUS GROUP SCHEDULE

The focus groups will take place at the venue of the chapter meetings, whereby it will be convenient and accessible location for participants.

A discussion guide will be developed which is going to be a tool needed to keep the focus group discussion focused. The following will be included in the guide such as;

INTRODUCTION- it is whereby the student is going to welcome all the participants in the group and introduce herself and allow the other members of the group to introduce themselves also.

PURPOSE- the purpose of the focus group will be done by the student, whereby she will be highlighting to the group why they are here and providing the participants with an overview of the topic. The student will state the importance of conducting such a meeting so that the group can get a clear understanding of why they are participating in the research. In addition to providing participants with information about the focus group, the student will assure them (the group) that neither their names nor any other identifying details will be used.

The student will also inform the group that the individually identified information and comments they provide will be kept confidential and not shared with anyone outside of the focus group without their written consent.

The student will inform the group in terms of the duration of the group session, that it will not be less than an hour and that it will not be more than two (2) hours.

GROUND RULES- Ground rules will be set and agreed to by all involved in the group and shall include respecting others' opinions, ensuring equal group participation, and getting closure on each question before moving on. Finally, it will be stressed to participants that there are no right or wrong answers and that everyone's opinion is important.

FOCUS GROUP QUESTIONS

Key questions:

1. In order to practice as an EA professional/ OSW are there any requirements needed?
2. What tasks do EA professionals/ OSW perform?
3. Who are your clients?
4. Please mention which practice models are been used in the EAP/ OSW and discuss each one of them briefly.
5. Are you rendering therapeutic service
6. If you are rendering therapeutic services, please specify which therapeutic approach you follow (for example, Solution-focused brief therapy):
7. Are you of the opinion that the current therapeutic approach applied in your workplace, is suitable for all race/cultural groups? Yes No Not applicable
8. Please motivate your answer for the above question Share your views on the need for a typical culturally-based therapeutic model within the EAP field:
9. **Closing question:** what can be done to improve the EAP/ OSW service delivery?

A summary question: the student will summarise the major themes heard throughout the focus group discussion in a short oral summary (two to three minutes), then asks the participants if the summary covered all the major points.

CLOSING STATEMENTS- in the closing statement, the student will be thanking all participants for taking part in the study and the value they have added.

ANNEXURE: F- ETHICAL CLEARANCE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Research Ethics Committee

13 April 2018

Dear Ms Mbuyisa

Project: A comparative study between Employee Assistance Programmes and Occupational Social Work in the Gauteng Province, South Africa
Researcher: K Mbuyisa
Supervisor: Prof LS Terblanche
Department: Social Work and Criminology
Reference number: 17239223 (GW20180303HS) (Group research)

Thank you for the application that was submitted for ethical consideration.

I have pleasure in informing you that the Research Ethics Committee formally **approved** the above study at an *ad hoc* meeting held on 13 April 2018. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should your actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

We wish you success with the project.

Sincerely

A handwritten signature in black ink, appearing to read 'Maxi Schoeman'.

Prof Maxi Schoeman
Deputy Dean: Postgraduate and Research Ethics
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: PGHumanities@up.ac.za

cc: Prof LS Terblanche (Supervisor)
Prof A Lombard (HoD)

Research Ethics Committee Members: Prof MME Schoeman (Deputy Dean); Prof KL Harris; Dr L Blokland; Dr K Booyens; Dr A-M de Beer; Ms A dos Santos; Dr R Fasselt; Ms KT Govinder; Dr E Johnson; Dr W Kelleher; Mr A Mohamed; Dr C Puttergill; Dr D Reyburn; Dr M Soer; Prof E Taljard; Prof V Thebe; Ms B Tsebe; Ms D Mokatalapa