

Chapter 6

The Role of EAPs at Universities

6.1 Introduction

Whereas the previous chapter focussed on the University of the North as an employer, this thesis in general is a needs assessment for an EAP at the University of the North and an analysis and interpretation of EAPs within a university environment and context become essential. It is within this background that a decision can be made whether this kind of a service will meet the needs of this university.

A university functions most efficiently when the necessary human and material resources are available (Bajah, 1995:22). An EAP in the university is one of the resources that can be placed at the disposal of employees so that they can maximise their output. The development of an EAP can be seen as one of the many alternatives to increasing worker productivity. Here follows the history of EAPs:

6.2 History of EAPs

The history and evolution of EAPs and occupational programmes can be understood through the developmental stages of occupational social work (Googins 1987) and Ozzawa's (1980:467-469) stages of social services at the work place (Mogorosi 1997:12-26).

This thesis advocates a shift of emphasis from employee alcoholism to employee assistance (Roman 1984:13 - 42); and to indicate that this change has occurred in both the industrial and higher education settings.

Employee Assistance Programmes in industry in the United States, showing but modest growth in the period from 1940 through the late 1960s, began to show remarkable growth through the passage of the Hughes Act on Comprehensive Alcoholism in 1970. The Hughes Act authorized the establishment of the National Institute on Alcohol Abuse and Alcoholism in 1971. Occupational programmes seemed to emerge coincident with and to some degree as a result of two significant events of the 1930s: the founding of the AA and the establishment of the Yale School of Alcohol Studies (Baxter 1984: 7; Dickman, 1985:7-9; Kurzman, 1993:26-27).

There were also programmes at Du Pont and Eastman Kodak in the early 1940s. They were followed by programmes at Consolidated Edison and Allis Chalmers among others (Baxter 1984:7; Dickman, 1985:7-9; Kurzman, 1993:26-27)

In addition to stimulating research into the various facets of alcoholism, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) has been attentive to the establishment of new models of identification and treatment of problem drinkers in the work force. To this end, encouragement has been given by NIAAA to projects such as the Demonstration Project at the University of Missouri Columbia, to provide insight into the early identification and treatment of employees with alcohol problems (Roman 1984:37).

The primary focus of EAPs shifted in the 1970s from an "alcohol only" occupational alcoholism focus to the current "broad brush", or EAP format, where the focus has become one of employee job performance decrement whatever the underlying cause or problem. Thus fundamental change in the approach to occupational alcoholism is found in much of the current EAP efforts that are directed toward the assessment and referral of employees with a wide range of personal problems that interfere with job performance. The reshaping of the basic occupational alcoholism programming to the current EAP model has served as an important precursor to the significant growth in professional treatment resources for handling EAP referrals.

This shift, heralded by many as a major advance in the early identification and treatment of problem drinkers has elicited a fair amount of criticism. Such critics maintain that the change in focus from occupational alcoholism to a focus on an unspecified array of personal problems / predicaments and health concerns ranging from the trivial to the significant is not only unsupported by research literature, but is also anti-thetical to the basic premises of occupational alcoholism, i.e., that of supervisor confrontation based upon documented evidence of job decline and referral to treatment (Roman, 1984:13-43).

This shift in emphasis, its critics maintain, has created a delivery system in current EAPs that has necessitated the development of a vast professional treatment industry. It has further created potential problems by invoking early intervention and thus the likelihood of "over diagnosing" of alcohol problems.

Proponents of the EAP approach maintain that such an approach serves not only to destigmatize alcoholism, but prevents supervisor witch hunts of alcoholics and fosters early intervention of alcoholism by enabling employees with early signs of alcohol misuse, as manifested in such things as marital distress, depression, job dissatisfaction, and financial concerns to enter treatment earlier by a model of intervention that provides attention to such problems and predicaments. Thus the troubled employee approach or broad brush approach offers an effective method to destigmatize alcoholism through the provision of a speedy, less embarrassing method of identifying problem drinkers and others in need of help (Dickman, 1985:8; Dickman, 1985:50; Dickman and Emener, 1985:248)

Sikyta and Hagan (1984: 235- 241) point out the opportunity this presents to build the EAP into a process model of consultation which will fit the unique characteristics and belief structure of universities and colleges, and result in a systems impact on both individual and institutional enhancement.

6.3 The EAP in Industry

The model for the University EAP comes from industry. The financial burden of alcoholism in industry has been great. Estimates of operating losses from this cause range from two billion dollars to ten billion dollars (Hannigan 1974: 19 -20; Rowntree and Brand 1975:328-332; Quale, 1985:20-33; Kurzman,1993:29) per year. These losses can occur as a result of impaired management decisions as well as absenteeism, tardiness and industrial accidents (Thoreson, Roberts and Pascoe, 1984:181-183; Quale, 1985:23; Kurzman,1993:29).

Davis (1970: 814- 816) reported that approximately 6 percent of a work force is adversely affected by alcoholism. Pell and d'Alonzo (1970: 198-210; Quale, 1985:20; Kurzman,1993:29) reported that the frequency of absenteeism among alcoholics is twice that of their nonalcoholic counterparts. Hannigan (1974:19-20; Quale, 1985:20; Kurzman, 1993:29) noted that the problem drinker receives three times more sick pay than the nonalcoholic employee.

Thoreson et al (1984: 13-15; Dickman and Emener, 1985:84-85) have also shown that successful early intervention programs are based on five essentials:

- A written policy that specifies the procedures for identifying and confronting employees who have drinking problems, and including explicit recognition by the organization that alcoholism more usefully called "problem drinking"-is a health problem and that employees with such problems will not be penalized for seeking help;
- Specific channels within the work organization, including explicit designation of a program co-ordinator, where identified problem drinker employees are counseled and, if necessary , referred to appropriate resources in the community for help in dealing with their problem;

- Training of managerial and supervisory personnel regarding their responsibilities in implementing the programme;
- Education of the entire work force concerning policy, procedures, and the provision of help-without -penalty for problem drinking;
- Cooperation between management and labour unions and other employee organizations in providing support for the programme, its implementation, and its continuity (Thoreson et al (1984:181; Wyers and Kaulukukui, 1984: 167; Googins 1975:465).

Whereas the former are essentials for EAP implementation, the university as a community experiences unique needs that call for an adaptation of an industry based EAP to the university setting.

6.4 The Critical Issue : Needs of A University Community

The university serves faculty, students, and staff, and the outside public who depend on the university for a quality product. The following are the common needs of employees and how the EAP meets them, according to Uehling (1984:102-104):

- A primary need often identified is that of professional growth. If we have faculty and staff who are being recognized and feel worthwhile, students will benefit. People who feel good about themselves are good at recognizing other people's needs.
- Accommodation of diversity. Universities have accepted students from diverse backgrounds . Staff and faculty are also from diverse backgrounds. This diversity needs to be considered in planning the future of the university (Compare CHE 2000:23).

- An improved quality of life in the work environment. All of us are interested in an improved quality of life in the work environment. This becomes clear when we think about the characteristic needs of people who enter the university and how these characteristic needs change (Du Plessis, 1991:203; Thoreson, 1984:128).
- Significant factors which contribute to our improved sense of quality of life are recognition by peers, students, and the identification with a valued enterprise.
- A sense of community is a common need that is not often verbalized but is felt by many participants in higher education. A community for most people starts as a physical place, and we do frequently visualize the university in the physical sense. But the university is also a place in which people can gain from one another by mutual interaction. The various constituencies need to have their expectations and desires satisfied by that community, and the university has a responsibility to provide support, to help individuals feel they belong, and to believe in a collective purpose.
- The need for leadership development is another critical need of the university. This includes identification of potential leaders, placement in appropriate situations, and constructive evaluation (Compare CHE 2000:21).

Once the needs of the university have been identified and isolated, it would be interesting to see how an EAP responds to address such needs.

6.5 Core Technology of EAPs

Core technology can be described as “central activities of an organization which an organization tries to protect from environmental influences” (Balgopal and Stollak, 1992:107). The concept of an organizational core technology has been extended to Employee Assistance Programmes. Roman and Blum (1985:3-8; 1988:17-22) have identified the following six aspects of EAP core technology:

- The identification of employees’ behavioural problems based on job performance issues. Emphasis is placed on the specific job-related stressors rather than the symptoms related to alcoholism or other problems.
- The provision of expert consultation to supervisors, managers and union stewards on how to take the appropriate steps in utilizing employee assistance policy and procedures.
- The availability and appropriate use of constructive confrontation;
- micro linkages with counseling, treatment, and other community resources are developed;
- the creation of macro linkages between the work organization and counseling, treatment and other community resources; and
- the centrality of the employee’s alcohol problems as the program focus with the most significant promise for producing recovery and genuine cost savings for the organization in terms of future performance and reduced benefit usage.

The core technology of EAPs notwithstanding, universities need concrete and cost effective reasons to adopt EAPs. A motivation for the university to adopt an EAP is therefore necessary.

6.6 Motivations For A University To Adopt An Employee Assistance Program

While the core technology has been discussed, it would also be useful to state the reasons why employers choose to adopt Employee Assistance Programmes as a means of combating employees' personal problems, and why universities are jumping on the bandwagon. The following are some of the motivating factors:

- The belief that EAPs will improve productivity, and in the long run, be cost-effective (Yamatani, 1988:129-149;Balgopal and Stollak, 1992:112; Bingaman, 1998:16- 17; Yamatani, Santangelo, Maue and Heath, 1999:107-118);
- Employers believe that intervention is good business and exemplifies corporate social responsibility (Balgopal and Stollak, 1992:112; Keaton and Yamatani, 1993:67-77; Yamatani et al 1999:107-118).
- they reduce staff uncertainty and boost staff morale (Cannon,1996: 18-19; Yamatani et al 1999:107-118);
- they reduce interpersonal conflict (Akabas and Farrel, 1993:86; Remington, 1996:22-25);
- they encourage emotional literacy (Katsekas,1998:22-23); and
- they reduce anger at the workplace (Puig,1996:30-31).

Any implementation of an EAP must as a matter of principle be preceded by a needs assessment.

6.7 Assessment

The introduction of a service / programme in an institution must be preceded by a needs assessment. The objective of the needs assessment is to determine what services should be offered through the EAP. Schooling, 1884: 93-99; Minelli, Griffin, Davenport, DeBruin and Campbell 2001:31) outlined the following strategies in respect of a needs assessment:

- survey employees and faculty using telephone interviews and questionnaires (see appendices A-F);
- conduct focus groups (see pp 271-283);
- conduct face to face interviews during departmental meetings;
- use existing data on the health of employees and faculty members (such as accidents reports and medical aid claims information); and
- assess organizational resources that can contribute to the EAP (such as health clinics, counseling services and health and safety staff).

Top management must be interested and supportive if a programme is to succeed. An assessment must be made of the administrative climate as a prerequisite to the formulation of effective budgetary strategies. This is the situation because all programmes on campuses have the the following features:

- they were established to meet a need;
- there was an initiating individual or group;
- support and approval of the appropriate authority was obtained, either tacitly or overtly;
- budgetary resources were allocated or committed; and
- survival of the programme is attributable to either administrative indifference or conscious administrative direction.

EAPA-SA's (1999:9) standard is that: "Programme design shall be based on an assessment of organizational and employee needs as they relate to EAP utilisation. The background information and organizational data to be considered into the programme design will include at least:

- organizational profile and needs (see chapter 4);
- employee needs (see chapters 5 and 7);
- supervisors and union representative's needs; and
- health care profiles and needs.

6.8 Organizational Precursors Of Intervention Programs

Whether an Employee Assistance Programme is established, just getting off the ground, or only an idea under consideration, there are certain issues that must be resolved effectively if the programme is to grow and prosper (Compare Kaplan, 1984:201: EAPA-SA 1999:9; Yamatani, 1993:65-82). The following questions need to be thoroughly considered:

- should an employee assistance programme concentrate its efforts on a limited segment of the work force with specific problems, e.g., alcohol problems and or drug abuse, or should the programme include a broad spectrum of personal problems;
- should referral and counseling for "troubled employees " be the preeminent focus of the employee assistance programme or should prevention and health risk reduction be equally important objectives;
- should family members have ready access to occupational EAP services or should the programme be limited to employees?;
- should employee contacts be confidential or subject to joint review by supervisors and counselors?;

- should referrals depend on supervisory case finding as the primary source of clients?;

If the precursors to implementation have been successfully addressed, the EAP has to be established. Literature, however, indicates that university EAPs are adaptations from industry (Baxter, 1984:7-11; Uehling, 1984:101-105; Thoreson et al 179-181; Vigilante, 1993:191).

6.9 The Adaptation Of Existing Programs To A Particular Campus

The single most important criterion to utilize in assessing existing models is the nature of one's own campus. It has become a cliché in this field that no single programme can be imposed without precise tailoring on a variety of campuses: emendation (amendment, correction) and adjustment are the rule Thoreson et al 1984:179-194).

Whenever one considers the implantation of programmes, it is necessary to be aware of the wide range of possible plans. The programme may have a strong volunteer base as does that at the Rochester Institute of Technology or may emphasize staff issues as opposed to those more directly concerned with faculty, or faculty issues may be employed.

It is important also to remember the community nature of any college or university and the need to reach a variety of constituencies. Adaptation of procedures for use with various groups on campus, e.g. departments, both academic and non academic, as units similar to the family has proved helpful. One must also determine whether a programme will deal with members of an employee's family as an indirect approach to faculty or staff members (Uehling, 1984:101-103).

One item is not open to adaptation: **the securing of support from the highest possible level of the university or college administration.** This support will not solve all problems but will ensure the smooth running of the programme.

Similarly non adaptable is the principle of utilization of resources already found on a particular campus. It is important to build an alliance of supporters, whether formalized in an advisory board or not, who can lend helpful assistance in the design, implementation and advertising of the programme. Finally, one must not postpone action in the absence of vast funding. Much good can be done in a very simple, inexpensive programme (Schooling, 1984:93-97).

It is perhaps unimportant whether alcohol is mentioned in the title of a programme. Evidence is convincing that many will feel more free to discuss alcohol problems with personnel of a programme that has a less specific name. In addition, since many members of society have no vocabulary for discussing alcohol issues, the provision of a vocabulary can be part of the preventive/educational focus of any programme.

In any programme, but especially in programmes where alcohol is not explicitly mentioned, promotion and advertising must liberate the well-closeted issues of alcohol use, misuse and alcoholism. Posters, brochures, symposia, and conferences must legitimize these concerns and validate the issue, giving the message to all that to have an alcohol problem need be no disgrace. In short, education and prevention must develop an open focus on the alcohol issue. It must be shown that alcoholism and milder forms of misuse can be discussed. Of course, specific alcohol related facts must be provided on individuals and groups on campus from whom troubled individuals can receive more specific assistance (Hosokawa, 1984:115-110).

6.10 Some Guidelines Prior To Implementation Of A Service Or Program

Before an EAP can be established, a policy statement needs to be in place. "The policy statement defining the EAP's relationship to the organization it serves, shall describe the EAP as a confidential resource for the organization and its employees and state the scope of the programme's services as well as the programme's limitation" (EAPA-SA 1999:11).

The policy statement should at least include the following:

- physical and mental health;
- referral procedure and
- record keeping and confidentiality.

EAPA-SA (1999) as well as Minelli et al (Dickman and Emer, 1985:84-85; 2001:30-32) also lays down the following standards before the implementation of an EAP in an organization:

- there should be an Advisory Committee at the highest level within the organization involving representatives of all segments of the workforce;
- programme design shall be based on an assessment of organizational and employee needs as they relate to EAP utilisation;
- employee assistance programme services shall be provided through a comprehensive, formal delivery system;
- the policy statement defining the EAP's relationship to the organization it serves, shall describe the EAP as a confidential resource for the organization and its employees and state the scope of the programme's services as well as the programme's limitations;
- an implementation plan shall outline the actions needed to establish a fully functioning EAP and set forth a schedule for its completion;
- standardized policies and procedures for programme administration and operation shall be developed;

- an appropriate number and level of EAP professionals shall be available to achieve the stated goals and objectives of the programme;
- each EAP shall retain professionals qualified to perform their duties and those staff shall adhere to all legal and professional regulations and ethical codes regarding their scope of practice;
- every EAP practitioner who provides client services shall receive consultation and/or case supervision;
- the written policy shall include a clause on confidentiality consistent with all professional standards and ethics and which adheres to other regulations that may apply to information in the possession of the EAP;
- the EAP shall maintain records;
- all EAP practitioners shall have adequate professional liability cover/insurance;
- EAP practitioners shall register with their respective professional boards and adhere to the codes of practice of such bodies;
- the EAP will offer responsive intervention services for employees, family members and the organization in acute crisis situations;

EAP professionals, or an assessment service under contract to the organization, will:

- conduct an assessment to identify employee and /or family member and/or organizational problems;
- develop a plan of action, and
- recommend or refer the individual(s) to an appropriate resource for intervention;
- EAP professionals will determine when it may be appropriate to provide short-term intervention services, and when to make a referral to community resources. Long-term, ongoing treatment is not part of the EAP model;
- the progress of referrals will be reviewed and monitored;
- the EAP will ensure that follow- up services are provided to EAP clients, supervisors, worker organization representatives and service providers;
- EAPs will consult with the organization when developments and events, such as retrenchments, impact on employee well-being and fall within the EAP professional's area of expertise and the role of the EAP;
- the EAP will provide training for supervisors, management and worker organization personnel in order to give understanding of:
 - EAP objectives;
 - procedures for referring employees experiencing job performance problems to the programme; and
 - and the impact of the programme on the organization.
- EAP professionals will provide individual consultation to supervisors/managers and worker representatives regarding the management and referral to the EAP of employees with job performance and other behavioural problems;
- EAPs will ensure the availability and use of promotional materials and educational activities which encourage the use of the programme by supervisors, managers, worker representatives, peers, employees and family members;

- The EAP, being an integral part of the organization, should be integrated with the various internal departments and committees;
- the EAP, shall identify, utilize and evaluate health care delivery systems and community resources which provide quality assistance at an affordable cost for the work organization, employees and family members;
- EAP professionals shall maintain and upgrade their knowledge by belonging to one or more organizations specifically designed for EAP professionals, attending training and/or professional development programmes and maintaining regular ongoing contact with other EAP professionals;
- EAP professionals shall be informed and be aware of external bodies which impact on EAP activities. Such external bodies include regulatory, legislative, advocacy, financial, business and academic bodies;
- EAP professionals evaluate the appropriateness, effectiveness and efficiency of the EAP operational activities.

It is assumed most employers face the problem of employee alcohol abuse, but do not have the indigenous means of dealing with such personnel (Roman 1984:13-36). The strategy that emerges from this assumption is a written policy, which places emphasis on supervisor training.

They are responsible for monitoring job performance deterioration and attendance and for confronting subordinates whose performance deterioration is not obviously linked to some factor in the work situation while these are typical supervisory expectations, it is important to emphasize their applicability to all types of problem subordinates, especially when alcohol abuse is suspected (Roman 1984:13-36; Dickman, 1985:47).

As numerous organizationally based programmes have emerged , there have been many modifications of this basic design, two of which are germane to the organizational settings of higher education.

First, personal problems other than alcohol abuse may underlie deteriorating job performance. Enthusiasm over the breadth of personal problems for which help may be provided without altering basic techniques led to the "employee assistance" programme model.

A second significant modification usually accompanies the employee assistance model. This is de-emphasis on both supervisory confrontation and on the personal choice of some means to return performance to acceptable level.

Despite the interest in professional employees, both direct and indirect evidence indicate that programme penetration in other types of work settings tends to be limited to the lower and lower- middle ranks. In many instances faculty are a numerical minority within the work force. Thus, non academic staff have emerged as the population of central concern for many programmes in higher education.

Colleges and universities are a part of a larger category of organizations that employ professionals, that are administered by professionals, and whose primary output is the work of professionals. The two other major types of organizations that fall into this category are hospital and research and development laboratories; occupational programmers have not been successful in developing employee alcoholism or assistance programs in either of these other types of systems.

A variety of strategies for program initiation have been advocated; one garners (collect and store) the impression that it does not make a great deal of difference how program adoption comes about as long as the top decision makers agree to set aside the resources necessary for a firm program start.

Variations in growth and program outcome would indicate, however, that the rationale for initiation of a program has a considerable effect on subsequent structuring, functioning, and types of referral generated by that program. There are numerous goals that may lead to starting a programme, such as reaching alcoholic employees, providing measures to cut absenteeism, or providing a sounding board for interpersonal difficulties that impede job performance; such goals may produce considerably different outcomes.

Finally, most administrative decision makers in higher education are academicians themselves, well acquainted with checking the validity of data before accepting a particular assertion; outside statistical estimates of the "scope of the problem" as a rationale for starting a program will usually bring about incongruence between these estimates and those believed to be accurate on the basis of experience. Secondly, most institutions of higher education are extremely conscious of budgetary constraints. Thus it was believed necessary to "sell" the program to decision makers.

In a higher education setting, it is essential to separate out programming structures for faculty from those for non academic staff. This would be important if for no other reason than that administration of faculty and of staff occurs through distinctively different channels. While this is obviously essential if either or both groups are unionized, it has been found that supervisory involvement in policy formation increases subsequent supervisory support for policy implementation. Separate involvement of faculty and staff groups is likewise indicated by variations between the two groups in stated policies regarding work performance, attendance, and sick leave.

The use of committees in the formulation of policy and procedures is linked with the next step in effective programme implementation namely to develop chains and networks of change agents within the organization (Masi, 1977:19-27; Googins and Godfrey, 1987:164; Minelli et al, 2001:31).

6.11 Models of Employee Assistance Programmes

Minelli et al (1998: 27; 2001:30) as well as Isenberg (1985: 68) identified different kinds of models of employee assistance programs. They are:

6.11.1 In house models

In this approach, employees are referred (or refer themselves) for assistance to someone within the organization, in this case an EAP coordinator, and all counseling or therapeutic facilities are situated on site. While this model has the advantage of avoiding the loss of time and expense involved in traveling to and from a helping resource in the community, and the payment of treatment fees, most organizations would find the cost of establishing and maintaining the resource to be positive (Phillips and Older, 1985:57-66; Kurzman, 1993:26-27; Moagi 1994:15)

6.11.2 The Consultancy Or External Model

In this model a contract exists with an outside agency to provide the entire employee assistance services, from management and supervisory training, to interviewing referred employees, diagnosing the nature of their problems and counseling them. The advantages of this system are that employees who would prefer not to discuss personal matters with fellow employees, for fear of breach of confidentiality, can be assured that this will not occur. No one within the company needs to assume full responsibility for the programme, in addition to his/her normal functions (Phillips and Older, 1985:57-66; Kurzman, 1993:26-27; Moagi 1994:15).

The major disadvantages are that few organizations promoting EAPs have the manpower to offer such a service, and also that managers may be reluctant to refer potential clients to an "outsider" because of costs, until the problem has reached a very advanced stage (Phillips and Older, 1985:57-66; Kurzman, 1993:26-27; Moagi 1994:15).

Starker (1989: 21) as well as Sykita, Leigh and Hagan (1984: 235) explain the consortium model as a situation where smaller organizations share an occupational social work resource. Such smaller organizations by themselves may not feel able to employ a social worker or an EAP co-ordinator. Thus, a group of organizations in a geographical area may join to set up an effective EAP/ occupational service programme (Phillips and Older, 1985:57-66; Kurzman, 1993:26-27; Moagi 1994:15).

6.11.4 The Co-ordinator model

An unpublished pamphlet on rehabilitation in South Africa (1989:4) describes this model as the most common approach in South Africa. A fair success has been attributed to this model. Depending on the size of the company, one or more people are selected for training as EAP co-ordinators, a task which they will undertake in addition to their normal responsibilities. Usually, EAP co-ordinators are personnel or training managers, industrial nurses, or social workers, although some line managers, because of their ability to relate well to people, and a commitment to the EAP, can make effective co-ordinators as well (Dickman, 1985:49; Hutchison, 1985:151; Smith, Piercy and Lutz, 1985:251).

Once trained, the co-ordinator will be responsible for the introduction and running of the programmes, and will ensure that the essential elements of a successful programme is established (Phillips and Older, 1985:57-66; Kurzman, 1993:26-27; Moagi 1994:15)

The following salient findings emerged from the literature review:

- universities and colleges generally lag behind industry in bettering the employment conditions of its personnel;
- employee assistance programmes are relatively new, with their history dating to 1940;
- the passing of the Hughes Act and the establishment of the NIAAA in 1971 are significant milestones in the development of Employee Assistance Programmes;
- EAPs in universities and colleges are adaptations of industry-based EAPs;
- the first recorded EAP at a university is the demonstration project at the University of Missouri-Columbia in 1973;
- elements of EAP such as policy, training and co-operation between management and unions are essential for the smooth operation of the programme;
- a university has a character distinct from other employing organizations, particularly on issues such as decision making;
- for an innovation to survive in a university setting, one needs one to concentrate his/ her efforts, know when to fight, learn the history of the institution and use committees effectively;

- the academic staff in universities are often viewed as educated, arrogant individuals who owe a dual allegiance to the university and sponsors;
- most academics are in the mid-life transition stage, middle and late adulthood;
- the academic environment is fertile ground for alcoholism and other personal problems because of the low visibility of staff, academic freedom, unclear performance systems and a lack of supervision;
- it is not easy to identify academic staff with personal problems because of a paucity of success in the measurement of academic performance, guild-like protection of faculty, limited distance between faculty and their supervisors and minimal agreement on what constitute good performance;
- trying to sell the idea of alcoholism to an academic audience is a herculean task;
- drinking has long been a fashionable pastime on most campuses;
- EAPs are one strategy of countering employee personal problems;
- recovered alcoholic academics need to be looked to as a resource in EAP, particularly on a volunteer, informal basis;
- the university as a community experiences the following needs: professional growth, accommodation of diversity, an improved quality of life, the need for leadership development and a sense of community;

- prior to introduction of a programme, an assessment of the need for a programme is essential;
- lack of money is the major obstacle to the development of programmes;
- academic institutions have a tendency to deny that their employees experience alcohol problems;
- university management is politicized;
- university authority is centralized;
- to establish programmes on campuses, the initiator needs to convince management that the programme is essential, feasible and timely;
- employers face the problem of alcohol abuse, but they do not have the indigenous means of dealing with such personnel;
- personal problems other than alcohol abuse may underlie deteriorating job performance;
- programme penetration tends to be limited to lower and middle ranks of employees;
- most administrators in universities are academicians themselves; and
- there are different models of EAPs, in house, consortium and the consultancy model.

6.13 Conclusion

This chapter outlined the role of Employee Assistance Programmes in universities. It has also been shown that EAPs in universities are but adaptations of industry based EAPs. The next chapter will provide an exposition of empirical findings of the needs assessment for an EAP at the University of the North.