NON-CLINICAL SERVICE PRACTICE STANDARDS IN SOUTH AFRICAN

EMPLOYEE ASSISTANCE PROGRAMMES

BY

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DECLARATION

I, Moses Dumisani Kubheka of student no. 23300338 hereby declare that this dissertation entitled:

"Non-clinical service practice standards in South African Employee Assistance Programmes"

Is my own original work and that it has never being presented by me or any other person at any Institution for any degree purposes. All the sources herewith are fully acknowledged. I therefore, reserve copyright of this paper in favour of the University of Pretoria.

Place:…………………………………

Date:…………………………………...

Signature:…………………………...

DEDICATION

This paper is dedicated to all members of the Kubheka family especially my lovely and God fearing mom Martha Makiki Mthimunye, my children Samkelo; Cingimiso; Metja and Sinothando. They are my inspiration. Not forgetting my beautiful soul mate Siphokazi Daniel who fuelled me with strength and positive mentality and spirit throughout this journey despite all the challenges I encountered in life.

KEY CONCEPTS

Corporate client(s)

Consultation

Employee(s)/Workforce

Employer/Organisation

Employee Assistance Programme

Employee Assistance Programme Association of South African

EAP practitioner/professional

Marketing

Non-clinical services

Role-player(s)

Supervisor(s)

Training

ABSTRACT

This study entitled "Non-clinical service practice standards in South African Employee Assistance Programmes" was conducted by Moses Dumisani Kubheka following a discussion between the study leader Prof. Terblanche and the MSW class of 2012. It was however, discovered that EAPA-SA Standards document has merely been based on work study group and document analysis. The need for empirical study was therefore necessitated.

The goal of the study was to explore through benchmarking the extent to which non-clinical services are implemented in the practice in a South African context. This research had an applied research goal since the findings will bring about improvement in the field of EAP. The study was approached in a quantitative paradigm. The study had an explorative and descriptive research purpose. A survey design was applied in the study and non-experimental design as no variable were manipulated. An on-line questionnaire was compiled after an intense literature review on non-clinical services was conducted.

The questionnaire was designed using 'Qualtrics' – an IT software programme for on-line collection and analysis of quantitative data. (See annexure 4). No sampling was done as all registered EAPA-SA members for the year 2014 were involved in the study. Participants were provided with the link to access the on-line questionnaire and complete it anonymously. The data from completed questionnaires were cleaned and all which were 30 minutes and less were eliminated as the criteria that was set during piloting was 45 minutes and more. The total of 64 responses were analysed; interpreted and presented in a form of tables.

It has been discovered through empirical study that, the majority of EAPA-SA membership is females form public sector. Some of the respondents are not directly involved on the production level, but occupies positions as managers and related fields, consultants responsible for training and lecturing in the field of EAP, while others are responsible for the EAP and wellness field in a combined manner. The majority of the respondents (60%) is aware of the EAPA-SA Standards document, however, respondents with more years of experience in the EAP field seem not to utilise the EAPA-SA Standards document, but solely rely on their experience. Reasons and views for non-utilisation of the Standards document, ranged from no access to the Standards document, not aware of the Standards document and the impracticality of the Standards document.

Organisational consultation practice as a core technology is confirmed by most of the respondents (48%). A structured process during organisational consultation is confirmed by 45%. Some of the respondents responded that consultation is seen as Human Resource Management function and if practiced, its only in crisis situation. Dependents of employees are less involved during consultation. HR matters in general, seem to be the matter most frequently consulted about.

Training seem to be practice by the majority of the respondents across all sectors. Reasons for no EAP training ranged from: not part of the policy, lack of knowledge, nor part of SOP, capacity limitation, no independent EAP section, not the role of the consultant and training is too expensive. First-line supervisors seem to be group mostly targeted during supervisory training and EAP services, confidentiality, role of supervisors and referral procedure seem to be the most common content of training. Moreover, data projector, training manuals and brochures seem to be the most

utilised training aids, whilst role-plays, emails, case study seem to be less frequently utilised.

Marketing of EAP in practice is done by internal EAP staff in almost all sectors. Marketing strategy is confirmed by the majority from full-time private practice, while application of the seven Ps of marketing mix is confirmed only by 37% of EAP professionals and mostly from the public sector which may be an indication of limited knowledge of theoretical concept. Meetings, brochures and internet seem to be the methods commonly utilised to market EAP.

ACRONYMS

EAP   : Employee Assistance Programme

EAPA   : Employee Assistance Programme Association

EAPA-SA   : Employee Assistance Programme Association of South Africa

EAPA-UK   : Employee Assistance Programme Association of United Kingdom

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1   INTRODUCTION

EAP is the work organisation's tool, based on core technologies or functions to enhance employee and workplace effectiveness. EAPs play a very crucial role in the organisational productivity if well understood and implemented, since its main aim is to enhance productivity in the workplace through improved social functioning. EA practitioners can join the Employee Assistance Professionals Association (EAPA), which is an international association. EAPA serves as a professional association for practising Employee Assistance Professionals. Its main aim is to ensure that all the practitioners practise according to the set and globally-accepted standards for the effectiveness of the programme.

A South African branch of EAPA, known as EAPA-SA, was formed in 1997. The EAPA-SA standards were formulated in 1999 into different categories which include programme design, implementation, management and administration, clinical services, non-clinical services, prevention services, networking and monitoring, and evaluation to best match the South African practice. They are in fact theoretically acknowledged and broadly accepted within the EAP field. The aim of the EAPA-SA standards is to give guidelines as to how EAP practitioners should implement EAP services for effective EAP service delivery in South Africa. The EAPA-SA standards were then revised in 2005 and again in 2010 (Standards committee of EAPA-SA, 2010:1).

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EAPA-SA standards regulate and give uniformity in terms of criteria and prerequisites in the EAP field. In simple terms every EAP practitioner should conform to these standards in order to render effective EAP services. In this study the researcher critically benchmarked the current EAP practice against the EAPA-SA standards, focusing specifically on the 'non-clinical services' category which includes organisational consultation, EAP supervisory/managerial training and marketing.

This study forms part of a group research project, the need was identified by the supervisor of this study as 'Immediate Past President' and a current board member of the EAPA-SA. Four other students did research on other categories of standards as stipulated in the EAPA-SA standards. Written permission was granted by the EAPA-SA Board for the study to be undertaken by utilising the registered members of EAPA-SA at the time of the empirical investigation. (See Annexure 1).

1.1.1 Definition of concepts

Although not all concepts defined here are reflected in the title of this study, they are important as they form the content of the category of standards investigated, i.e. non-clinical services.

- Benchmarking

Christopherson, Carino and Ferson (2009:1) define benchmarking as the process of finding a quantifiable standard against which to measure one's performance. Spendolini (1992) as cited in Amaral (1999:162) defines benchmarking as a systematic process for understanding the services that are recognised as representing best practices for the purpose of continuous quality improvement. From the definitions quoted above, the researcher defines benchmarking as an activity that seeks to

understand the process and application of something compared to the highest set standard.

- Consultation

Barker (2003:93) defines consultation as an interpersonal relationship between an individual or organisation possessing special expertise and someone who needs that expertise to solve a specific problem. The Business Dictionary (2013) defines consultation as seeking and giving of advice, information and/or opinion, usually involving a consideration. The researcher defines consultation as a process of exchanging one's skills or knowledge to address a specific situation/condition.

- Employee Assistance Professional Association (EAPA-SA)

EAPA-SA is the South African branch of the EAPA – an association with professionals as volunteer members – and acknowledged as the mouthpiece for EA practitioners in South Africa.

- Marketing

Ragusa (2004) defines marketing as an organisational function and a set of processes for creating, communicating and delivering value to consumers, and for managing consumer relationships in ways that benefit the organisation and its stakeholders. McDonald (2008:8) defines marketing as a matching process between a company's capabilities and the wants and needs of consumers in order to achieve the objectives of both parties. The researcher defines marketing as a dynamic process of communicating value of services to potential clients.

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- Services

Palmer (2005:2-3) defines a service as any activity or benefit that one party can offer to another which is essentially intangible and does not result in the ownership of anything. Lovelock and Wirtz, (2011:37) view services as "economic activities offered by one party...but, they do not normally take ownership of any of the physical elements involved". The researcher defines service as an activity that is intangible in nature offered by the EAP professional or EAP service provider to the recipient (typically the corporate client or individual client).

- Training

According to business Dictionary (2013) training is an organised activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him/her attain a required level of knowledge or skill. Goldstein and Ford (2002:22) define training as a systematic approach to learning and development to improve individual, team, or organisational effectiveness. The researcher defines training as a planned activity of equipping or empowering an individual with knowledge or skills to improve his/her pre-training way of executing tasks. Training in the EAP context is normally directed at employees and dependents, first-line supervisors, managers and union representatives.

1.2   LITERATURE OVERVIEW

Workplace environment has changed dramatically as compared to the ancient era. The introduction of technology and more EAP service providers entering the field in this current era brought about significant change. The researcher will, therefore, explore various sources on the non-clinical services (marketing, supervisory training & consultation) that is being implemented practically in the EAP field and benchmark them against EAPA-SA standards (Standards Committee of EAPA-SA, 2010:15-16).

The researcher is of the opinion that it is important that the non-clinical services be implemented according to the set standards, because these standards serve as a basic or driving force of the EAP. If marketing is not fully implemented or properly done, the workplace will not utilise the services as nobody will have knowledge regarding the programme as to what it entails and the purpose it serves. If management are not well conversant or well trained on the non-clinical services, EAP will not be utilised properly since they will be lacking knowledge on EAP services and their role in this regard. Moreover, they will not consult the EAP on procedure whenever they establish polices or handle some organisational changes that have an impact on the workplace.

The non-clinical services play a crucial role in the EAP field. Therefore, the researcher is of the opinion that if non-clinical services are not properly maintained or implemented according to the EAPA standards and professional guidelines, the quality of EAP services will be compromised. Improper maintenance and implementation of non-clinical services will hamper the visibility of the programme. If the programme is not visible in the organisation, it will not be utilised as nobody will be aware of it and/or have confidence in it. This will automatically affect organisational productivity as the

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adverse impact of events will not be dealt with in a proactive manner, which is the EAP's objective to bring about productivity in the workplace. The information gained from the empirical study will then be recommended to the EAPA-SA Board which will then consider these recommendations when revising the EAPA-SA standards.

1.2.1 Organisational consultation

Organisational consultation is the first of three standards from the category of non-clinical services, discussed in this research project. According to EAPA (2010:27); EAPA-UK (2000:81); Kulper (2006:76) and Standards Committee of EAPA-SA (2010:15) the EAP professional will establish partnership with the organisation in order to provide advice and consultation to minimise risk and to promote organisational effectiveness. The EAP will have a clear and well-oiled line of communication to ensure provision of reports and will give regular feedback to management on trends, risks and statistics identified during EAP utilisation. The EAP will also alert and advise management on the possible impact of organisational changes and events. Organisational consultation is important in a sense that it enables the organisation to be proactive in nature to potential problems that can affect the effectiveness of the workplace.

EAPA-UK (2000:81) maintains that there must be clear and well-oiled lines of communication, because if there is a flow of information and regular feedback from EAP potential risk can be eliminated. It is therefore crucial for management to consult the EAP professional about changes such as retrenchment, restructuring, reorganising, preparation for retirement, life skills, and budgeting so that policies with regard to the aforementioned activities can be well formulated. This is supported by Kulper (2006:76) who in addition to the above-mentioned aspects states that EAPs

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must demonstrate expertise in performance management, communication, conflict resolution, anger management and stress management in the work setting. According to this author, this is important because managers, supervisors and HR professionals often appreciate this type of expertise.

1.2.2 EAP Training

Management/supervisory training is the second of the three standards from the non-clinical services, discussed in this research project. According to EAPA-UK (2000:79) and Standards Committee of EAPA-SA (2010:15) it is important to train those who have responsibility for other people on EAP. Donohoe, Johnson and Stevens (1997:27) maintain that the overall goal of EAP supervisory training has been to enhance supervisory skills relative to the identification of employees experiencing personal difficulties based on declining job performance, and to be instrumental in the referral process to access intervention through a supportive confrontation strategy. They argue that traditionally sources of client referrals to EAPs have come from two avenues: the voluntary or self-referral and the involuntary or supervisory referral. These authors maintain that to successfully refer an employee to the EAP, the supervisor must intervene in the most supportive and constructive manner possible.

This is true in a sense that if people know and understand their positions and roles in the programme they will be comfortable and willing to utilise the programme to the benefit of the organisation. Winegar (2002:23) maintains that proactive EAPs offer a variety of on-site training and educational programmes in the work setting. To support this view EAPA-UK (2000:79) and Standards Committee of EAPA-SA (2010:15) maintain that training should be on-going. This will be the result of turnover and organisational change which include promotions that entail new responsibilities which

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occur over time. Standards Committee of EAPA-SA stipulates that training should be structured and should at least cover aspects such as the rationale of the programme, the programme as the management support system and its operation.

Donohoe et al. (1997:30) are of the view that structured training sessions, especially in smaller groups of 8-12 people, seem to be more effective. They argue that in smaller groups, participants seem to be less inhibited and are inclined to interact more with each other concerning supervisory issues relative to the EAP training process. Group interaction adds great value to learning and achievement. EAPA-UK went further to stipulate that training should include confidentiality as part of the programme. Moreover, Standards Committee of EAPA-SA included capacity building which, it argues, aims at enhancing working relationships between employees and management. Moreover, Standards Committee of EAPA-SA also highlighted the competency of trainers; trainers have to have specific leadership skills/competencies and experience as these factors are related to the effectiveness of supervisory training (Donohoe et al., 1997:32-33).

1.2.3 Marketing of EAP

Marketing is the third of the three EAP standards that will be discussed in this research project – being part of 'non-clinical services' of the EAPA-SA standards. According to EAPA (2010:28); EAPA-UK (2000:31) and Standards Committee of EAPA-SA (2010:16) the purpose of marketing is to ensure high visibility and positive presentation of the programme in the organisation. This is important in a sense that management, as decision-makers, have to be convinced and certain about the value and contribution the programme has on the organisation. If the programme is therefore presented in a positive light and management believe and have confidence in the programme, this

will have an influence in the utilisation rate. When management or organisational leaders are empowered with knowledge on EAP, they will serve as a vehicle to convey the information to the employees at grass-root level.

According to Beidel (1999:91) for most EAPs the marketing of the programme and its services is its bread and butter. Marketing is not only important in promoting the services to the workforce, but often forms the foundation of expectations on which the programme's effectiveness will be measured. This statement in fact shows that marketing in the EAP field is a very crucial activity and should be on-going, especially if the programme is still new and in a growing or developing phase. EAPA-UK (2000:31) and Standards Committee of EAPA-SA (2010:16) state that promotional programmes must be tailor-made to fit the organisation. This is also supported by Beidel (1999:94) when he maintains that consideration should be given to aspects such as organisational culture when developing a marketing strategy. This is important because a specific strategy may not work well in a different environment, therefore, environmental scanning is very important to be facilitated or conducted in order to respond to the need (Mnisi, 2005:56).

EAPA-UK and Standards Committee of EAPA-SA further stipulated that marketing activity has to be on-going, which is not clearly stipulated in the EAPA standards. Standards Committee of EAPA-SA went further to state that it is important for the marketing strategy to be reviewed on a regular basis. Reviewing will ensure appropriateness in such marketing strategies at all times, despite regular changes.

1.3   THEORETICAL FRAMEWORK

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Various theories were explored for the purpose of this study, i.e. 'programme theory' and 'critical theory', but the researcher and his fellow research members found during class discussion that the said theories were not appropriate for this study. The reason for this decision was that the said theories are more appropriate for studies evaluative in nature – which was not the focus of the study. The study was focused on benchmarking which must not be confused with 'evaluation'.

System theory was therefore explored and found to be suitable as the theoretical framework for the intended research for reasons which will be discussed later in this section. General system theory is one of the several methodologies which employ system approach to understand complex phenomenon and problems. It focuses on the system's structure instead of on system's function. In addition, it proposes that complex systems share some basic organising principles irrespective of their purposes. System theory was developed by Hagen in the 19th century to explain historical development as a dynamic process. It was even used by theorists such as Marx and Darwin in their work and, moreover, it was applied by L. Von Bertalanffy, a biologist, as the basis for the field of study known as 'general system theory', a multidisciplinary field (University of Twente, [sa]).

System theory is the trans-disciplinary study of the abstract organisation of phenomena, independent of their substance, type or spatial or temporal scale of existence. It investigates both the principles common to all complex entities and the models which can be used to describe them. According to Business Dictionary (2013), Karson (2006:51) and UT [sa] system is an organised, purposeful structure that consists of interrelated and interdependent elements (components, entities, factors, members, parts, etc.). These elements continually influence one another (directly or

indirectly) to maintain their activity and the existence of the system, in order to achieve the goal of the system.

They further argue that all systems have (a) inputs, outputs and feedback mechanisms, (b) maintain an internal steady-state 'homeostasis' despite a changing external environment, (c) display properties that are different than the whole 'emergent properties' but are not possessed by any of the individual elements, and (d) have boundaries that are usually defined by the system observer. In addition, UT [sa] states that a system consists of four parts and stipulates the following: The first is the object – the parts, elements, or variables within the system. These may be physical or abstract, or both, depending on the nature of the system.

Second, a system consists of attributes – the qualities or properties of a system and its objects. Third, a system has an internal relationship among its objects. Fourth, a system exists in an environment. A system then is a set of things that affect one another within an environment and form a larger pattern that is different from any of its parts. This is supported by Karson (2006:51) when he argues that the real patient in a therapy is the family, the couple or the organization in which the patient is functioning and not the person coming in or brought in because he/she has been identified to be having a problem. According to this author the problem is in fact in a system and that the system's problem is manifesting itself in one of its members 'patient'. In addition to this, EAP was introduced because of the problem behaviour of employees and that problem behaviour impacted on the workplace. EAP as the organisation's resource apply system theory to effect change in the workplace, because system theory allows the programme to consider all potential factors that

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contribute to the situation by stepping back and look at the bigger picture (EAPA-SA, 2010:1; University of Twente [sa]); Vorster, 2003:52, 97).

 Based on the above studies in the field, EAP will meet the criteria as follows:

- Object (parts, elements): both the EAP and the workplace consist of different parts and elements and as such can be seen as a system.

- A system consists of attributes: every employee is expected to make a contribution to the productivity of the workplace as a system, a system to which every role-player within the EAP is expected to make a contribution.

- Internal relationships (different sub-systems in the workplace): employees, supervisors and managers are involved in internal relationships. Role-players in the EAP, i.e. employees experiencing problems, referring supervisors, EAP counsellors, corporate clients, for providing support, are all involved in a particular relationship.

- A system exists in an environment: the workplace forms part of the greater society, as the EAP forms part of the workplace.

1.4   RATIONALE AND PROBLEM STATEMENT

To date the non-clinical services as a category of the EAPA-SA standards (organisational consultation, EAP training and marketing) are still based mainly on theoretical background, workgroup input and document analysis, but are limited to empirical input in the South African context. Adams, Khan, Raeside and White (2007:28) state that sound evidence is superior to argument based on false evidence, limited evidence, or no evidence. Therefore, evidence has to be collected from the world around us which implies empirical research based on evidence from the real

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world. This study may be of value in the EAP field in that it seeks to keep the EAPA-SA standards up to date and abreast of what is happening in practice.

Although the research topic is used in the quantitative paradigm, the researcher preferred not to formulate a hypothesis, since recently-collected empirical data was lacking about the real everyday practice of EAPA-SA standards (non-clinical services: consultation, supervisory/management training and marketing). A research question was formulated instead. Research questions can range from general to specific. General questions are those that guide our thinking and are of great value in organising the research project, but they are not themselves specific enough to be answered. Specific research questions on the other hand ideally follow from the general questions. Specific research questions direct the empirical procedures, and they are the questions which are actually answered in the research (Punch, 2005:33).

The research question for this study was: 'What is the nature of non-clinical services (organisational consultation, supervisory/management training and marketing) as EAP standards in practice, benchmarked against EAPA-SA standards'.

Exploring what EA practitioners are doing in practice in terms of the non-clinical services will assist in the revision of the EAPA-SA standards. The problem can be summarised as: 'The lack of empirical data on the non-clinical EAP standards result in the inability of EAP professionals to improve on the practices of marketing, training and management consultation to ensure quality services offered by the EAP'.

1.5 GOAL AND OBJECTIVES
1.5.1 Goal

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The goal of this study was to explore through benchmarking the nature of non-clinical services (consultation, supervisory/management training and marketing) of Employee Assistance Programmes as applied by EAP practitioners in SA, against the EAPA-SA Standards.

1.5.2 Objectives

The objectives of this study were as follows:

- To conceptualise and describe non-clinical services of EAPs.

- To explore the practice of marketing, training and consultation against the EAPA-SA standards.

- To describe the non-clinical services category (consultation, supervisory/management training and marketing) of EAP standards – suitable for inclusion in the next edition of the EAPA-SA standards.

1.6   SUMMARY OF RESEARCH METHODOLOGY

The study was done according to the quantitative research approach and the electronically administered questionnaire was used as data collection instrument. A non-experimental design was employed as no variables were manipulated in the study and a survey was applied. The study had an exploratory and descriptive research purpose, which was to gain insight on the non-clinical service practice in the South African context. Closed ended, dichotomous, multiple-choice questions and statement follow-ups were used. Open ended questions were limited to keep the responses in context – although room was provided for such responses.

An electronically administered questionnaire was compiled for an on-line survey, using Qualtrics IT software. (See annexure 4). EAPA-SA board members were involved in the pilot study to test the validity and reliability of the questionnaire. The members of the EAPA-SA board were then excluded in the main study. Non- experimental design was employed in this study as no variable were manipulated. Two hundred and seventeen (217) addresses of the respondents were received from the EAPA-SA board – on members registered on 17 May 2014.

An email was sent to all 217 addresses by using the 'blind copy' facility on the email in order to protect the anonymity of potential participating members, providing them with a link in order to access the on-line questionnaire. One hundred and ninety-four (194) emails were delivered and twenty three (23) emails bounced back, either due to an incorrect address or the address no longer being in existence. From the 194 emails, 91 responses were submitted. Three (3) reminders were sent and 77 responses were received by 2014-12-01. An informed consent letter was provided on the first page of the questionnaire, allowing potential respondents a choice to participate or not. As a result, three (3) potential respondents chose not to participate in the study.

From the 91 responses, twenty-seven (27) had to be removed as part of data cleaning, which according to Kumar (2011:255-256) it is the first step in processing data to ensure that the data is free inconsistencies and incompleteness. The criteria, was that responses whom had spent 20 minutes or less time in completing the survey, were eliminated from the study. The criteria used was established during pilot study that the actual time for completing the questionnaire properly was 45 minutes and more. The total completed questionnaires utilised for analysis was 64 which reflects the response

rate of 33%. Although the total number of respondents is sixty four (64), the number of responses varied from question to question. The reason for omitting answers on certain questions, is however not clear to the researcher, but could be the result of the respondent preferred to omit a response for not applying that specific standard in practice.

Though the study was a group project, each researcher was responsible for his/her group of categories, although the first two sections of the questionnaire were similar, covering the demographical details on details on the awareness and utilisation of the EAPA-SA Standards document. Blaikie (2000) as cited in Fouché and Baetly (2011:251) and Dane (2011:237-238) maintain that quantitative methods of analysis falls into four main categories descriptive, association, causation and inference. Descriptive method is applicable in this research since the study has an explorative goal. Descriptive methods are used to report the distributions of a sample or population across a wide range of variables. The aim of these methods is to produce a scope of the characteristics of such distributions through frequencies, measures of central tendency and measures of dispersion.

1.7   Limitation of the study

- Recent literature in the EAP field is limited.

- On the consent form, participants could choose whether or not to participate on the survey by clicking agree or disagree to participate, but the participants who chose neither, could proceed with the survey.

- Due to this study being part of a group research, limited room was available in terms of the number of research questions being accommodated in the

questionnaire. Expansion of the number of questions could have resulted in a too long questionnaire, which could have had a negative impact on a number of responses.

CHAPTER TWO

LITERATURE REVIEW ON NON-CLINICAL STANDARDS OF THE EAP

2.1 INTRODUCTION

Organisational consultation, EAP training, and marketing are EAP standards included in the non-clinical category of the EAPA-SA Standards document. Similar to any other standard which comprises various categories, non-clinical services play a very crucial part in promoting and positioning EAP in the workplace. Therefore, the researcher will explore various sources on non-clinical services as well as EAPA-SA standards, and integrate them with what is being implemented in practice. Below is an in-depth theoretical discussion on each standard, drawn from literature.

2.2 Organisational consultation

Standard 22[1]

"The EAP professional will provide advice and consultation to minimise risk and to promote organisational effectiveness" (Standards Committee of EAPA-SA, 2010:15).

2.2.1 Definition of consultation

Consultation is an interpersonal relationship between an individual or organisation possessing special expertise and someone who needs that expertise to solve a specific problem. It is in fact a process of seeking and giving advice, information and/or opinion, usually involving a consideration (Barker, 2003:93; Business Dictionary, [sa]). The researcher concurs with these authors' definitions of consultation in the sense that consultation is a process of exchanging one's skills or knowledge to address a specific situation and/or condition of the party who wishes to consult.

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[1] Standard numbers reflected are done according to the numbers reflected in the EAPA-SA Standards document

2.2.2 Goal of organisational consultation

The goal of organisational consultation is to assist management in addressing organisational issues, policies, or any event that may impact an employee's well-being and organisational effectiveness (EAPA, 2010:28; Standards Committee of EAPA-SA, 2010:15).

2.2.3 Objectives of consultation

According to EAPA (2010:28), Standards Committee of EAPA-SA (2010:15) and EAPA-UK (2000:81) the following are the objectives of organisational consultation:

- To align the EAP in order to add value to strategic business imperatives
- To be proactive and to partner with relevant stakeholders by suggesting strategies that will minimise the adverse impact of events, and add value in organisational change events
- To positively influence organisational climate and culture

The Standards Committee of EAPA-SA (2010:15) and Mannion (2006:140-141) are of the opinion that the EAP professional will provide advice and consultation to minimise risk and promote organisational effectiveness. To apply this standard effectively the EAP practitioner has to at least take a step back, where he/she has to learn the organisation through needs assessment and organisation profiling. This knowledge will help the EAP practitioner understand the organisation's culture and its dynamics. In so doing, the EAP practitioner would be in a position to provide reports and give regular feedback to management on trends, risks, and statistics identified during EAP utilisation. During the consultation process the EAP practitioner will therefore alert and advise management on the possible impact of any anticipated organisational changes

and events, and help the supervisors and managers meet the challenges of constant change by taking an active role in planning for change and educating supervisors about the possible effects of change, especially those stipulated above, on the individuals they supervise. The primary objective is to help each party (employer and employees) make the effect of change more manageable in that confusion and conflicts are mitigated during the process.

2.2.4 Rationale of organisational consultation

Blair (as quoted by Mannion, 2006:134) argues that the role of consultation with organisations is being neglected by EAPs in practice today. For consultation to be effective, Blair (in Mannion, 2006:134) maintains that consultation with supervisors must be made part of organisational policy, because if consultation is viewed as a separate entity consultation will continue to be neglected. If supervisors are not sufficiently convinced of the ability of the programme to help achieve the goals of the business, the programme will not get their full support and it will remain largely useless. The reason is that a supervisor assumes a large degree of responsibility and various crucial roles in the organisation such as planner, coordinator, decision maker, and in some way a leader for helping the organisation realise its goals. Moreover, in the ever-changing workplace, as a result of increasing technology, the function of the supervisor is primarily that of a knowledgeable and indispensable resource whose function is to keep information circulating throughout the organisation, and to do that in such a way that normative as well as technical expectations remain intact. Therefore, the effectiveness of the EAP as a tool that contributes towards the attainment of an organisation's goals is largely dependent on the active involvement of the supervisor (Mannion, 2006:135, 136, 142, 143).

Googins (in Mannion, 2006:136) also emphasises the exclusive role of supervisors when he states that management is the foundation of organisational activity. He argues that what management does and does not do is crucial to the wellbeing of the organisation and its employees. Taking into consideration the importance of management, the author maintains that the manager who has multiple responsibilities also has the responsibility for using whatever resources at his disposal such as EAP to help the organisation achieve its goals. According to this author, this standard "consultation with the organization" can only be achieved when the EAP is completely and thoroughly integrated into the organisation as an essential resource. Below, the researcher will discuss the goals and objectives, and the benefits of organisational consultation from various sources in the EAP field.

2.2.5 Consultation as a function of the EAP

Organisational consultation in the non-clinical category, unlike consultation in the clinical category, focuses its intervention on the organisation's core activities which include, among others, organisational policies, business strategy, etc. Blair (in Mannion, 2006:137) maintains that consultation with supervisors is one of the most important of all EAP functions. She argues that firstly, consultation provides EAP practitioners the opportunity to know individual supervisors, their style of supervision, and the kind of relationships they have with those they supervise. Secondly, consultation with supervisors permits the EAP practitioner to work with those supervisors and to help them take pre-emptive actions in situations that are potential sources of major problems. Thirdly, supervisors are not more immune to life's problems and difficulties than those they supervise and in many instances would welcome the opportunity to discuss personal as well as professional issues with

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someone whom they know would hold their remarks in confidence. Fourthly, the presence of the practitioner in the supervisor's unit or department puts a human face on what otherwise could easily remain no more than an abstraction. When supervisors and employees are aware that the EAP is a practical reality and readily available, they are more likely to use it when problems arise. Finally, the EAP practitioner can be an intermediary between the organisation's policy statement and the supervisor's responsibility for implementing the provisions of those policy statements.

Mannion (2006:139) and Standards Committee of EAPA-SA (2010:15) are of the view that frequent informal and formal meetings with supervisors may include discussions about a particular employee or provide an opportunity for the EAP consultant to respond to a supervisor's concerns about how he/she may resolve problems arising from particular events or circumstances in the workplace. First-line supervisors play a crucial role in the employees' lives and they should be acknowledged for the key role that they play in ensuring that the EAP becomes well known and utilised in the organisation. Supervisors, unlike top management, are involved in the programme every single day due to the nature of the duties they perform, which include making crucial decisions to guarantee progress and production. Therefore, in the case of supervisors, consultation is an on-going process.

EAPA (2010:28) and the Standards Committee of EAPA-SA (2010:15) maintain that EAP professionals should conduct risk assessment and study the trends identified during service rendering and utilisation which could possibly influence organisational strategy, and report this to management during business meetings/consultations. The researcher concurs with this standard in that structured consultation processes offer the practitioner the platform to provide business intelligence to the organisation. This reduces potential distractions from goal achievement, because enabling the

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organisation to achieve its goals is the ultimate goal of the EAP. From the reports by the EAP experts the organisation will therefore act proactively in minimising and/or addressing organisational needs which will be cost and time effective.

2.2.6 The benefits and value of organisational consultation

According to Dickman and Emener (2009:61), there are certain benefits associated with organisational consultation which are categorised in the following manner: (i) benefits to management, (ii) benefits to the employee assistance programme, (iii) benefits to employees, and (iv) benefits to the unions.

2.2.6.1 Organisational consultation: Benefits to management

Increased cooperation:

Due to the fact that all these key stakeholders, supervisors, management, and union representatives are trained together, closeness among them is more likely to occur. Closeness among these stakeholders is facilitated and it may improve as the parties continue to share the experiences and knowledge gained from consultation with the EAP.

Enhanced morale:

This is the result of closeness of key role-players within the organisation. Decrease in morale and motivation on the part of employees may result in a high absenteeism rate and lack of interest in the workplace in general, and it affects the organisation's productivity. Therefore, consultation with the organisation will assist the EA practitioner by providing the opportunity to report and give feedback on all the trends identified during service utilisation. Management will, after receiving such feedback, and of course with the assistance of the EAP as the key role-player, discuss strategies or new ways of addressing challenges.

More troubled workers are helped:

The more the organisation's management and the employee assistance managers are seen as a unit rather than isolated entities, the more employees will be keen to utilise the EAP. Employees' trust is influenced by the confidence of the employer in the programme. When employees recognise that the employer, unions, and the EAP are working together and understand one another, the more comfortable they will be to utilise this service.

Enhanced productivity:

The more employees view EAP as an initiative from the employer to care for them, the more their productivity is enhanced. This is indeed good for business survival since there will be a return on investment (ROI) for the organisation.

Increased alternatives and options to problem resolution:

Working together of different role-players brings about a variety of alternatives to the presenting problem. It also becomes time and cost effective when it comes to problem

resolution, because every role-player is available to bring his/her expertise to resolve the problem. As a result, things may get back to their normal functioning in a short period of time thus avoiding loss in productivity (Dickman & Emener, 2009:63).

2.2.6.2 Organisational consultation: Benefits to the EAP

Promotion and marketing:

Maintaining the relationship between the EAP and other organisational functions may create an opportunity for the promotion and marketing of the programme, which at the same time may *increase the probability of success.* Moreover, the EAP may gain *freedom of movement* within the organisation which will result in the total acceptance of the programme and will also have a high utilisation rate as a result of *increased referrals*.

Costs saving:

Various problems that employees encounter in their daily lives, be it marital, financial, legal, health or family problems cost organisations a good deal of money in terms of low productivity, theft ,and medical expenses (Dickman & Emener, 2009:64; Ledingwane, 2000:37). The researcher is in support of these authors in that he is of the opinion that organisational consultation may place the EAP programme in an excellent position within the organisation. Gaining trust from the organisation's key role-players may result in much-needed funding of the programme's activities.

2.2.6.3 Organisational consultation: Benefits to employees

Employees have the right to belong to the unions or labour movements of their choice, and as such those labour unions have a great deal of influence on their members. Therefore, working together of key role-players (EAP, management and unions) is necessary because it will directly and indirectly benefit employees.

A well-run EAP:

A well-positioned and -supported EAP is in itself a meaningful employee benefit in that employees will be in a position to access EAP services at a time and place convenient to them.

Real help in response to a cry for help:

The success of an EAP within in a multi-disciplinary work environment is determined by its expertise in addressing problems effectively and focusing on a holistic approach to human functioning (system approach).

Stigma reduction:

The researcher is of the opinion that accessing EAP services is often associated with a belief/stigma that the receiver is weak and/or perceived as being a failure. This belief or stigma makes it difficult for employees to access EAP services and prevents them from sharing their problems and experiences, in the process aggravating the situation. It is the responsibility of the EAP practitioner, management, and unions alike to promote a culture within the organisation that says "to be troubled is to be human", that a more trusting environment can exist, and that employees may feel more comfortable asking for and accepting help from the programme (Dickman & Emener, 2009:66).

2.2.7 Organisational consultation and organisational change

According to Jones (2007:269), organisational change is a process by which organisations move from their current status to a desired future state to increase their effectiveness. Carnall (2003:183) maintains that changes are introduced either to improve effectiveness and/or to adapt to external changes.

Organisational change necessitates consultation by management in order to manage change in a more appropriate and cost-effective way. Cummings and Worley (2009:165), the Standards Committee of EAPA-SA (2010:15), and Schein (as cited in Mannion, 2006:140) spoke of a "fundamental psychological problem" which is the result of sustained technological and social change. Schein maintains that change affects people directly or indirectly as change involves moving from the known to the unknown. Moreover, change can sometimes be positive and sometimes negative. Mannoin argues that change can be predictable, but may sometimes be unpredictable or sudden, and that change is more likely to be complicated, especially when is not anticipated. According to Schein, change has a more severe impact on people if it is unpredictable.

The researcher is in support of the author's view in that if change is not expected or anticipated, it has a negative impact on employees and the organisation as a whole. Unplanned or sudden change has a major impact on the organisation and its workforce because of the fact that an opportunity to prepare and adjust to such change is not available. The only thing available and necessary is for the affected parties (employees and employer) to deal with the aftermath which has implications (capital, emotional, psychological, etc.). Mannion argues that the point mentioned above is not to suggest that an EAP, not even a well-developed one, can provide easy or quick

solutions for every organisational problem that arises, but rather that an EAP that is firmly rooted in the workplace will be in an excellent position to offer suggestions and ideas that can help soften the impact of change. The firmly rooted EAP will provide a context within which managers and supervisors can discuss issues and problems that are inevitable in the aftermath of major change, and can perhaps arrive at tentative solutions. Ackerman (as cited by Van Tonder, 2004:5-6) talks of different forms of change:

Developmental change which is an improvement of what is in existence.

Transitional change which is implementation of a known new state, and management of the interim transition state over a controlled period of time.

Transformational change which is the emergence of a new state out of the remains of the chaotic demise of the old state, which is unknown until it takes shape.

All these forms of change necessitate consultation to be implemented effectively. Though all these types of change are relevant in the work environment, the researcher will discuss the most significant as follows:

2.2.8 Matters of consultation

Change can be planned or unplanned and can be caused by internal and/or external factors. Colenso (2000:5) maintains that it is the pace and unpredictability of events in the operating environment which trigger the need for frequent fast change in the organisation. Organisational changes such as retrenchment, restructuring, retirement, and reorganising affect employees emotionally, financially, socially, and psychologically. Therefore, it is crucial that the organisation consults with the EAP prior to these drastic changes, and to address or confront them so as to lessen their impact

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on both the organisation and its employees. Changes such as retrenchment and restructuring do not only directly affect the employees who are deprived of their livelihood, but by extension these changes also indirectly affect those employees who remain because of the insecurity and uncertainty engendered by change. When employees are not sure of their future in the organisation, their performance is likely to be affected. Since the aforementioned changes do not affect an individual employee, but the workplace and the workforce at large, this calls for the consultation to be done with the top management of an organisation as the EAP's main concern is productivity and workplace effectiveness.

Top management as decision makers, and union representatives as a mouthpiece of the workforce at grassroots level, play a crucial role in such major changes within the organisation, because the decisions that will be made have to be mutually agreed upon to avoid unnecessary strikes. The EAP will, during the consultation process, bring its expertise pertaining to subjects such as retrenchment, restructuring, and retirement to ensure that necessary policies and strategies are followed and implemented correctly and fairly in that every party involved would be satisfied with the proceedings and/or outcomes in a cost-effect and pro-active manner. Moreover, the EAP will ensure that the aftermath of any change will be addressed effectively as they apply to all parties, directly and indirectly (Standards Committee of EAPA-SA, 2010:15).

Kulper (2007:76) maintains that demonstrating expertise in performance management by EAP practitioners enables managers, supervisors, and human resource professionals to see the value of the EAP in the organisation. The above stipulated point will however be evidenced by an increasing number of EAP consultations entered into by management. The researcher agrees with this author in that a

supervisor's role is to ensure productivity in the organisation, and that he/she recognises that the EAP is a tool to be used in achieving their goals. This understanding will have a positive effect in the referral rate. Mannion (2006:131) highlighted the importance of consultation. He argues that training management and leaving the worksite is not an effective way to promote the EAP or to enhance workplace effectiveness. Mannion views regular interaction/consultation with supervisors as crucial as this will enable supervisors to always keep in mind the presence and the crucial role played by the EAP. In this case EAP utilisation will not only be increased by self-referral, but supervisory referral as well.

2.2.9 Process of consultation

EAP professionals are frequently approached by organisations for advice in addressing or dealing with a specific situation or behaviour of a particular employee. The consultation process offers the EAP practitioner a platform to provide business intelligence that will result in cost benefits (ROI) to the business through policies and/or when undertaking other crucial business activities. A sophisticated EAP practitioner needs to assess how the problem employee is seen structurally and politically within the organisation (Bowditch & Buono, 2005:266-332; Anthem EAP [sa]; Management 3000 (2001); Mines & Associates [sa]:5; Standards Committee of EAPA-SA, 2010:15; UMMS [sa]; Zimmerman & Oher, 1999:457). This implies that thorough assessment is necessary since it will provide the EAP practitioner an opportunity to look at clients holistically and consider all the factors that might be associated with the case. This, however, brings aspects such as organisational culture into play which the EAP practitioner should take into consideration during organisational consultation. The researcher will cover some aspects of organisational culture in the paragraphs below

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that the EAP practitioner should take into account when doing organisational consultation as they feature in the discussion. Though the researcher is not intending to go in-depth into organisational culture as a stand-alone sub-topic, highlighting some aspects about organisational culture seems to be appropriate at this stage. The EAP, as an organisational resource, should become familiar with and align itself to the culture of the organisation, because culture plays a major role in getting things done and achieving the goals of an organisation. Culture may entail many aspects such as dress code, language, ethical conduct, and communication channels. Conducting organisational profiling will enable the EAP practitioner to understand the organisation and internalise its culture. Moreover, the EAP practitioner will be able to position him-/herself so as to respond to the organisation's needs timeously and effectively which will give the impression that the programme is not a separate entity but an integral part of the organisation that adds value to strategic business imperatives. The EAP's proactive approach enables the EAP practitioner to partner with relevant stakeholders and suggests strategies that will minimise the adverse impact of events, and it adds value in organisational change events. Events such as retrenchment, restructuring, reorganising, and/or retirement are major occurrences which, if not handled and addressed properly and professionally, can cause instability in an organisation (EAPA, 2010:28; Standard Committee of EAPA-SA, 2010:15).

2.3 EAP supervisory/management training
Standard 23

"The EAP will use training as an intervention strategy" (Standards Committee of EAPA-SA, 2010:15).

2.3.1 Definition of training

According to Business Dictionary [sa], training is an organised activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him/her attain a required level of knowledge or skill. Reid and Barrington as quoted by Statt (2000:3) define training as a planned process to modify attitude, knowledge or skills behaviour through learning experience to achieve effective performance in an activity or range of activities. Goldstein and Ford (2002:22) define training as a systematic approach to learning and development to improve individual, team, or organisational effectiveness. The researcher defines training as a planned activity of equipping or empowering an individual with knowledge or skills to improve his/her pre-training way of executing tasks. Training in the EAP context is normally directed at employees, employees' dependents, first-line supervisors, managers, and union representatives.

2.3.2 Introductory remarks on EAP Supervisory/Managerial training

Emener (2003:158) and Nadler (in Chan, 2010:3) define training as a learning that is provided in order to improve performance on the present job. According to these authors the definition has two implications. The first is that the current performance needs to be improved. In other words, there is a gap of some sort between what a person knows and is able to do and what a person needs to know and able to do. The second is that the learning is not for some future use, but is to be put in use

immediately. This is supported by Bob Pike (as cited in Chan, 2010:4) when he maintains that the purpose of a training programme is to deliver results and that people must be more effective after the training than they were before. Moreover, Reid and Barrington as quoted by Statt (2000:3) also added that the purpose of training in the workplace situation is to develop abilities of the individual and to satisfy the current and future needs of the organisation.

2.3.3 Supervisory/Managerial training as a core technology of the EAP

According to Karuntzos, Dunlap, Zarkin and French (1998:59) a core component of the standard EAP protocol is conducting an on-site supervisory training workshop at each worksite, a view which is supported by the Standards Committee of EAPA-SA (2010:15) which maintains that the EAP will use training as an intervention strategy. Workplace training is a systematic approach to learning and development to improve individual, team, or organisational effectiveness. Training is the systematic acquisition of skills, rules, concepts, and attitudes that result in improved performance in another environment. In the EAP context, training is used as a tool or intervention strategy for workplace effectiveness. However, it is maintained by Health Resources Publishing (2008:73) that educating senior management about the valuable services provided by the programme is still a challenge, since more than two-thirds of EA professionals feel they are not doing supervisory training. Googins (as cited in Mannion, 2006:75) argues that without supervisors' involvement the EAP will lose its effectiveness.

Supervisors play a crucial and very active role in the workplace. They serve as a communication channel between the workforce and management. Moreover, they also serve as a link between the workforce and the EAP, because they are in the best position to identify troubled employees because supervisors' positioning within the

organisation allows them an opportunity to frequently interact with the employees more than the top management does. According to Donohoe, Johnson, and Stevens (1997:26), traditionally sources of referrals to EAPs come from two avenues: self-referral and/or supervisory referral. The aforementioned therefore puts supervisors in a position to understand the organisation's and employees' needs better, and the EAP targets first-line supervisors for training because it clearly shows that the EAP may not be effective without the involvement of supervisors. However, to successfully refer an employee to the EAP, a supervisor must possess the necessary skills to assess troublesome situations and intervene in a more supportive and constructive manner, where possible. Such skills may be attained through EAP training.

Hartley (as cited in Mannion, 2006:72) states that poor performance is as endemic to the workplace as uncomfortable chairs, tight budgets, and juicy gossip, but managers skilled at performance improvement are too few and far between for a meaningful difference to be accomplished. According to this author depriving managers training on performance improvement is poisoning the entire work environment, because unskilled managers will let the performance problem fester for months or years which as a result makes problem resolution more difficult. A thorough assessment need to be conducted before any actual training takes place. This will assist to ensure that relevant training is provided to relevant people (Chan, 2010:5; Standards Committee of EAPA-SA, 2010:15; Goldstein & Ford, 2002:1; 22; Phillips, 2006:18).

2.3.4 Goal of EAP Supervisory/Managerial training

According to the Standards Committee of EAPA-SA (2010:15), the goal of EAP training is to provide training that enhances employee and organisational resilience.

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Goldstein and Ford (2002:1); Reid and Barrington as quoted by Statt (2000:3) concur with the Standards Committee of EAPA-SA's view as they maintain that training aims at empowering individuals with skills and knowledge so as to bring improvement in the work environment.

2.3.5 Objectives of EAP supervisory/managerial training

According to the EAPA-UK (2000:33) and the Standards Committee of EAPA-SA (2010:15), the objectives of EAP training are:

- To provide targeted interventions in response to commonly identified trends and business risks
- To build and strengthen individual and organisational skills and competencies
- To equip supervisors, management, and labour representatives to fulfil their functional roles in terms of access, support, and utilisation of the EAP
- To enhance the functioning of the EAP in the organisation

EAP professionals should provide on-going training on the purpose of the EAP and the positive impact the EAP may have on the organisation. The on-going training will help management, supervisors, and labour unions to be on par with what the EAP entails. To the newly promoted and/or appointed it will be an induction, but to existing staff it will serve as a refresher course. EAP training is very important and if provided to the right people may have a positive effect on the utilisation rate. When relevant role-players are trained and understand their specific roles in relation to the EAP, they will be more comfortable in exercising their respective roles. It is not uncommon that people view things as a burden if they do not understand or have the relevant knowledge. Therefore, EAP training will ease the confusion and assist every role-player to understand where the programme fits in the bigger picture, i.e. helping the

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organisation reach its goal and also to determine whether or not the specific problem is meant to be dealt with by the EAP (Chan, 2010:5; Donohoe, Johnson & Stevens,1997:27; EAPA, 2010:27; EAPA-UK, 2000:33; Standards Committee of EAPA-SA, 2010:15; Grobler, Wärnitch, Carell, Elbert & Hatfield, 2002:260-268).

2.3.6 Rationale of training

Beier and Kanfer (2010:65) argue that providing learning opportunities is not a purely altruistic act, but shows that the employers who sponsor such EAP activities have straightforward and self-service goals that serve also to aid workers on a personal level. These authors added that the employer's goal for such an EAP itself is to assist employees in coping more effectively so as to ensure a more productive and properly trained workforce.

Chan (2010:5), Standards Committee of EAPA-SA (2010:15), and Grugulis (2007:6-7) maintain that there is a link between training and performance appraisal, that productivity, profits, and quality can be boosted by increasing training or by focusing on the right training. These authors argue that training can be developmental and focuses not only on theory but also on practical aspects in that it equips workers/management with skills that give them power in the labour market which they can use immediately to identify employees with a work performance problem, improve their career prospects and add to their life-time earnings.

Grugulis (2007:8) is of the opinion that training and development may pass on information on organisational events, it may introduce workers to new workplaces, products or practices, and it may provide a sense of heightened interest that diminishes the monotony of routine duties.. It may also build employees' skills or

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increase organisational capacity. It is important to give credit after training had been successfully completed.

2.3.7 Types of training and training methods

Different methods can be used for supervisory training. Technical skills training is arguably regarded as the most expensive outlay for an organisation. This type of training focuses on procedures to create products. Professional skills training is another type of training which focuses on specialised knowledge. These two types of training receive more attention than basic skills and new-employee training. Training methods employed may be determined by the target group and/or the environmental setting. It is therefore important for the EAP practitioner to conduct training sessions in a structured manner and make the training more stimulating to the trainees to accommodate every trainee's preferred style of learning (Beier & Kanfer, 2010:65-66; Chan, 2010:5; Goldstein & Ford, 2002:4-9; Standards Committee of EAPA-SA, 2010:15).

Donohoe et al. (1997:27) maintain that according to the study by Schneider, Colan and Googins , there are commonly used methods for supervisory training including, amongst others, small groups where trainees are divided into smaller groups for discussion and give feedback to the larger group. Small groups promote trainee sharing of information and/or knowledge, and facilitate self-teaching aids whereby trainees are given self-teaching devices. Self-teaching aids aim at equipping individual trainees with skills and knowledge in and outside the training environment. Overhead projectors or slide presentations are commonly used technique as they support and underscore the importance of advancing technology in the field. In addition, the use of case studies where trainees are required to analyse and present cases, role-plays

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where trainees role-play a given scenario, videotapes and clips which they watch and then discuss. Techniques which promotes visuals and self-referencing in a training environment seem to be more effective in helping trainees stores information in their memories and easy to retrieve the information in their long-term memories – one picture worth a thousand words. Workbooks, business books, lecturing, coaching, hand-outs, discussion, giving examples, practical demonstrations, practise, improvisation, and programmed learning are also employed. Moreover, the rapid growth in new technological methods such as CBTs, web-based/virtual reality, distance learning, and intelligent tutoring systems have all come into play; however these methods have their own shortcomings (Beier & Kanfer, 2010:65-66; Betts, 1993:256-258; Goldstein & Ford, 2002:4-9; Statt, 2000:28).

2.3.8 Target group for supervisory training

According to Chan (2010:5), EAPA-UK (2000:79), Kurantzos et al. (1998:59) and Mannion (2006:73), the EAP provides training for supervisors, management and union personnel in order to give them an understanding of EAP objectives and procedures, its impact on the organisation, and providing an avenue for referring employees experiencing job performance problems to the programme. Unions play a vital role because they are the mouthpiece of the workforce and they can make or break the programme. These authors maintain that the intention of this standard is to create awareness of how the EAP can support individuals and protect their performance at work. In addition, training empowers those who are in leadership positions as the programme equips them with skills that will enable them to identify performance problems and make appropriate referrals to the EAP at an early stage; this is a crucial factor in the EAP field.

Moreover, the training will assist those in leadership positions to understand their boundaries and avoid subjective diagnoses and inappropriate counselling. When exploring the workplace environment it quickly becomes evident that the workplace environment is dynamic and that people come and go. Therefore, it is crucial that supervisory training is facilitated on an on-going basis, particularly to the same target groups as refresher courses for employees need to be on par with and reflect new developments or amendments in the programme. Every newly appointed and/or promoted employee needs to be included in the training programme, because promotion may come with new and more responsibilities.

The EAP practitioner should train the organisational leadership on the referral procedures of employees who experience job performance problems as well as the different types of referrals and the issue of confidentiality as part of the training curriculum. The researcher will elaborate on this below.

2.3.9 Contents of EAP supervisory/managerial training

2.3.9.1 EAP services

Hayman (in Donohoe et al., 1997:26) maintains that the overall goal of EAP training is to enhance supervisory skills relative to the areas of identification of employees experiencing personal difficulties through declining job performance and early intervention/referral through a confrontation strategy. It is important that supervisors, management and labour representatives are equipped with knowledge regarding EAP services on a regular basis so that they do not only understand the advantage and/or rationale of the EAP, but can skilfully and compellingly deliver the benefits of a strategic EAP operation to the organisation's executive as a management support

system (Dickens, 1999: 430; Standards Committee of EAPA-SA, 2010:15; Goldstein & Ford, 2002:1, 22; Karuntzos et al., 1998:59; Mannion, 2006:135; Phillips, 2006:18).

2.3.9.2 *Recording/Documentation*

Supervisors should be acknowledged for their key role in the EAP. Supervisors are in a position to observe employees' behaviour and/or the onset of job performance deterioration. It is therefore important during the training to teach supervisors the importance of documenting/recording, because recording constructive confrontation is the first step to EAP referral. The supervisor should record and update evidence of the employee's job performance according to the company's job-performance policy in order to detect performance problems. Documenting/recoding evidence of job performance deterioration/job neglect such as regular absenteeism or late-coming will enable the supervisor to refer these cases to the EAP timeously on an informal as well as a mandatory basis. The employee will then be expected to do something about the identified job performance problem before disciplinary measures can be instituted (Donohoe et al., 1997:27; Grobler et al., 2002:536; Karuntzos et al., 1998:59; Luepker, 2003:111-112; Mines & Associates, [sa]:10).

2.3.9.3 Referral

According to Liebig (2007) and Aetna Resources for Living [sa], there are different types of referrals to the EAP:

2.3.9.3.1 Self-referral/voluntary referrals

Self-referral occurs when employees seek help from the EAP of their own accord with regard to personal or family issues, or work-related or any other concerns. Self-referral usually takes place after a successful execution of marketing. Employees may, during the EAP marketing process, make a note of contact telephone numbers provided and call for help in their own time. EAPs are considered effective when people are encouraged to contact the service early on in the development of a potentially problematic condition, because at this stage employees' challenges may be resolved more easily as the prognosis is usually a positive one. Moreover, self-referral seems to be prompted by self-motivation rather than corporative pressure, which would ensure a more effective outcome. No feedback to the supervisor is necessary at this stage, because the supervisor was not involved in the referral process (EAPA-UK, 2000:33; Liebig, 2007).

2.3.9.3.2 Informal referral

Informal referrals can be done by any person involved with the employee, i.e., a peer, friend, family member or even a supervisor. However, there may be no work-performance problem. The employee might be faced by non-work concerns, but still be in control of his work. In this case the supervisor may provide information on EAP services that are available to employees free of charge and which guarantee

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confidentiality so as to prevent future job performance problems. The employee concerned may therefore decide whether or not to approach the service as at this stage it will still be voluntary and no feedback to the supervisor concerned will be required (Liebig, 2007; Aetna, [sa]; MHN, [sa]).

2.3.9.3.3 *Formal referral/Mandatory referral*

Formal referral is the result of performance problems where the supervisor intervenes in order to address the matter. According to EAPA-UK (2000:33), managers who are fully aware of the EAP tend to ensure that the organisation receives maximum advantage from the service by referring more people sensitively and promptly for skilled assistance.

At this stage the supervisor may have already noticed job-performance problems, as monitoring and recording/documenting the behaviour of employees form part of his duties. In addition, an employee may have already started receiving coaching on constructive confrontation from the supervisor with regard to his job performance concerns, based on the record kept by the supervisor. The supervisor may refer the employee as part of the additional intervention from the EAP to help address the employee's identified job-performance problem. Mandatory referral by the employer as a corrective action may be instituted as a last resort, because disciplinary action and/or dismissal are likely to occur if no cooperation/commitment is shown by the employee. The EAP practitioner is therefore expected to give formal written feedback to the referring supervisor with regard to the cooperation of the employee and progress thereof (EAPA-UK, 2000:33; Liebig, 2007; Aetna, [sa]).

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2.3.9.4 Confidentiality

Confidentiality is the cornerstone of effective therapy. In accordance with EAP ethical guidelines, counsellors are obligated to treat the client's information in a strictly confidential manner. Only if the client's condition indicates harm to self or others or when a subpoena has been issued by a court of law, may confidentiality be breached. It is therefore important to train supervisors as they are also obliged to maintain the confidentiality of their employees.. Although supervisors are not directly involved in clinical matters pertaining to their employees, but are sometimes the initiators/starting point of the process, it is crucial that employees are given the assurance that their challenges will be handled in a strictly confidential manner. Guaranteeing confidentiality will not only encourage employees to access EAP services, but it will have a positive effect on the utilisation rate (Cormier & Hackney, 2008:68; Luepker, 2003:44).

2.3.9.5 Concluding remarks on EAP training

Supervisory training as a sub-set of the non-clinical category in the EAP guidelines plays a crucial role in the promotion of the programme. Supervisory training empowers role-players with knowledge and skills, and enables them to understand and undertake their roles with confidence. Supervisors will be more committed if they understand their roles and responsibilities, and will therefore contribute to the effective operation of the programme. A positive spin-off would be an increase in the utilisation rate.

2.4 Marketing of the EAP

Standard 24

"EAP practitioners will develop and implement an appropriate marketing strategy" (Standards Committee of EAPA-SA, 2010:16).

2.4.1 Definition of marketing in general

Marketing is a matching process between a company's capabilities and the wants and needs of customers in order to achieve the objectives of both parties. Marketing is about providing goods and services for which there is a known customer demand, rather than selling what the company likes to produce (McDonald, 2008:8).

Pitt and Boshoff (2010:16) define marketing as an economic function, which is an activity broadly based within profit-making business and as an overall philosophy of management. These authors maintain that as an economic process, marketing consists of those activities that ensure that goods and services move from primary producers to final consumers, whereas as a business activity it comprises those actions to develop offerings, price them, making them conveniently accessible to potential buyers, and promote them to consumer markets in such a way that the organisation realises a profit. These authors further maintain that marketing has recently been viewed as a broader range of activities which have to do with the effectiveness of the exchange process. In this sense marketing is as much at home as it is in those firms that have profit as their primary objective.

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2.4.2 Marketing in the context of EAP

EAP marketing is an effort to promote outreach and/or promotion of EAP services to managers, supervisors, unions, employees, and their family members (Standards Committee of EAPA-SA, 2010:1).

2.4.3 Ways to develop an effective marketing plan

It is crucial that careful consideration be given to the uniqueness of the workplace and its workforce for the effective marketing of the EAP. Assessing the organisation/conducting organisational profiling before implementing a marketing plan/strategy is important. The organisation that is in the public eye or under the continuous scrutiny of the press might need a different marketing strategy since its workforce may be concerned that by using EAP services they may be stigmatised in the public's view. Therefore, the issue of confidentiality needs to be clarified and emphasised during marketing. If employees are convinced that EAP services guarantee confidentiality, they may be eager to access these services, which in turn may have an effect on the utility rate (Beidel, 1999:94; Percy, 2008:117-120).

Need assessment which follows organisational profiling where workplace dynamics and its workforces are assessed, will enable the EAP practitioner to apply a tailor-made marketing plan that will suit the uniqueness of each environment, which may as a result increase its visibility and utilisation rate. EAP practitioners should apply the principle of individualisation where the uniqueness of all organisations will be acknowledged, because what works in one working environment might not necessarily work in another.

2.4.4 *Marketing plan/strategy*

Marketing planning, as the planned application of marketing resources to achieve marketing objectives, is crucial. For marketing to be effective there is a need for an environmental scanning, which is early identification of forces emanating from an environment, in order that an appropriate strategic marketing plan can be developed and implemented as a response to the identified need (Standards Committee of EAPA-SA, 2010:16; McDonald, 2008:8).

Strategic marketing planning is a management process leading to a marketing plan for a successful business. The purpose of a marketing plan is the identification and creation of competitive advantages. Marketing strategies should target all levels of the organisation and be adopted accordingly; moreover, it must be on-going. Marketing must be tailor-made to suit specific organisational needs and because marketing involves capital to be rolled out successfully, the organisation's management need to be on board as decision makers (Beidel, 1999:94; EAPA-UK, 2000:33; Standards Committee of EAPA-SA, 2010:16; McDonald, 2008:8; Phillips, 2006:18).

It is noted that the EAP undergoes three phases in the organisation, namely the missionary stage, the modification stage, and the maturity stage. The missionary stage is where the principal objective is to sell the programme to the organisation. The missionary stage is an initial stage whereby EAP is introduced and presented to the organisation's leadership in a positive light. This stage is a crucial stage in a sense that this is where the EAP practitioner needs to gain buy-in from management as decision makers. The EAP practitioner will, during this phase, present to management the purpose of the EAP and the EAP's contribution towards the organisation's goal attainment. When management sees the quality of the EAP as a tool which will enable

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the organisation to attain its goal or increase productivity, management will be more willing to accept the programme and commit to moving the programme to the second phase, the "modification stage" (Beidel, 1999:92; EAPA-UK, 2000:33; Standards Committee of EAPA-SA, 2010:16).

The modification stage is when the programme adapts to changes within the organisation and to trends among the organisation's populations. The modification stage is more effective when management and other key stakeholders are involved and support the programme as it is introduced to the workforce. During the modification stage the EAP practitioner, with the assistance and support of management and unions with their influential power, can unequivocally give the assurance to the workforce that confidentiality will be upheld. Moreover, clarification with regard to who can benefit from the programme and whether services are fully subsidised by the organisation is provided. The maturity stage entails where the EAP has realised and begins maximising its influence as a significant agent within the organisation. During the maturity stage the EAP has been accepted by the workforce and gained popularity and the utilisation rate may have increased dramatically as it is seen as part and parcel of the organisation (Beidel, 1999:92).

The researcher is in agreement with what these authors articulate in that cooperation from every stakeholder will enable employees to believe in the programme if they are convinced that their management knows what they are talking about and they may have fewer doubts about the programme. If there is no cooperation among these key role-players, the EAP will be seen as separate from other programmes within the organisation or from the organisation's culture, and this will cause the programme to suffer and/or to find it difficult to adapt.

Marketing is a dynamic process and changes with time. Therefore, it is crucial that EAP practitioners know and understand their corporate client. Knowing and understanding the corporate client may assist the EAP practitioner to be flexible and adaptive, and move swiftly with time when implementing their marketing strategies, because some organisations are technologically more advanced than others. Some marketing strategies may no longer be relevant or applicable in some organisations.

Depending on the model (in-house or service provider) utilised by the organisation, it will also be decided by management as to who is responsible for marketing. In some organisations marketing is done by the internal EAPs while in others marketing is done by the external service provider. The researcher believes that both options have advantages and disadvantages. However, he is of the opinion that marketing by in-house EAPs may have more advantages to the programme than external service providers in that in-house EAP staff may be in a better position to understand the culture of the organisation.

2.4.5 Goal of EAP Marketing

Beidel (1999:91), EAPA-UK (2000:33), and the Standard Committee of EAPA-SA (2010:16) maintain that an EAP promotional effort must have clear and distinct goals and objectives, just as any other campaign. The ultimate goal of marketing is to ensure that the EAP is highly visible and presented in a positive light to encourage targeted beneficiaries to utilise the programme.

2.4.6 Objectives of EAP marketing

According to Beidel (1999:91), Dibb, Simkin, Pride and Ferrell (2012:67), EAPA-UK (2000:33), and the Standards Committee of EAPA-SA (2010:16) the objectives of marketing can be summarised in six primary areas:

- To increase employees' knowledge of the EAP and its service activities and key components (e.g. confidentiality policy and referral procedures).

- To increase familiarity and comfort with the EAP's operations and to enhance the acceptance and use of the service by employees, managers, labour representatives, and the organisation's leadership.

- To increase utilisation of the programme at all levels of the organisation.

- To enhance the integration of the EAP within the host or contract organisation, and to promote a feeling of ownership of the programme on the part of the organisation and its managers and employees.

- To maintain the visibility of the EAP and its presence as a vital contributor to the organisation's productivity and efficiency and to the well-being and general work life of the employees and managers.

- To provide regular information to employees aimed at increasing their awareness of factors that affect their personal well-being and how that would impact their job performance.

2.4.7 Rationale of EAP marketing

Marketing EAP services is crucial and needs to be carried out strategically. The marketing strategy should be developed and reviewed on an on-going basis to ensure its continued relevance and feasibility (Standards Committee of EAPA-SA, 2010:16).

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The researcher is in support of these authors because he is also of the opinion that marketing as an EAP standard plays a crucial role in the promotion of the programme, which is to increase the programme's visibility and utilisation. It is through marketing that employees can know and understand their organisation as well as the benefits available to them and their dependents. However, for marketing to be effective, firstly there should be thorough training and buy-in of every key role-player, which includes top/middle management, line supervisors, and union representatives, to ensure that every player is on par and confident with the programme. Compromising training of these role-players may jeopardise the programme, but if these role-players are well equipped through training they will be in a better position to assist with the marketing of the EAP by cascading the programme down to the employees at grassroots level. Moreover, the employees may be in a position to welcome the programme with no difficulty if they see the confidence in their leaders regarding the programme they are marketing.

To achieve the objectives stipulated above, there are various methods/strategies that can be employed, and these methods will be discussed below.

2.4.8 EAP marketing strategies: Traditional efforts versus modern efforts *(guidelines)*

It is imperative that an EAP identifies its goals for the overall marketing campaign and its objectives for any specific marketing or promotional activity.

2.4.9 *Methods of marketing*

A traditional method such as a general information brochure on the programme might be the strategy of choice to introduce the EAP to the workplace or to announce a new provider for the EAP contract. The organisation is best served when the marketing

strategies and activities are carefully planned and coordinated by the organisation and the EAP within the organisation. The chances of the programme gaining popularity within the organisation are better when the internal marketing department is involved in the marketing activities. Cooperation between the EAP practitioner and the internal marketing section enhances the EAP's marketing and promotional effort as management and labour unions will disseminate information and knowledge regarding the EAP's purpose and value to the organisation. Moreover, the programme will be viewed as an integral part of the organisation which places the organisation in a good position (Beidel, 1999:92; EAPA-UK, 2000:33; Standards Committee of EAPA-SA, 2010:16).

During the past years EAP services have developed written means (pamphlets and posters) and oral ways (interpersonal communication and meetings) on EAP services. Although these promotional efforts and material have been successful up to point, they have, however, proved to have limitations.

The rapidly growing technology seems to have taken over in this current era. It is important that the marketing strategy be reviewed on an on-going basis and customised to ensure its continued relevance and feasibility. Moreover, it is argued that the EAP should market their services by targeting all levels of the organisation through, among others, employee-orientation programmes, company and union bulletin boards, newsletters, and employee meetings (Beidel, 1999:97; Standards Committee of EAPA-SA, 2010:16; Percy, 2008:117-120; Phillips, 2006:19).

2.4.10 The seven Ps of service marketing

Dibb et al. (2012:67) and Lovelock and Wirtz (2011:22) argue that marketers address four basic strategic elements when developing strategies to market manufactured goods: product, price, place, and promotion (four Ps). They maintain that this traditional marketing mix needs to be extended by adding another three Ps associated with service delivery, which are the scope of the EAP process, physical environment, and people.

2.4.10.1 Product

The marketing mix begins with creating a service concept that will offer value to target customers and satisfy their needs better than competing alternatives. It is argued that service products consist of (1) a core product that responds to the customers' primary needs, and (2) an array of supplementary service elements that are mutually reinforcing value-added enhancements that help customers to use the core product more effectively. In the EAP field the product is intangible in that it is in the form of services. The workforce comprises a variety of customers which include managers, supervisors, employees, and/or family members. Each of these groups directly influences the EAP marketing plan or strategy. One group may be focused on the perception of the quality of EAP services; another may be interested in the convenience, availability, and accessibility of the service. For example, the union representative may be interested in the confidentiality of the EAP service when used by its members while supervisors, on the other hand, may want assurance that the EAP practitioner will remain objective when dealing with the performance problem by viewing the problem from the perspectives of both parties. Therefore, to meet and/or to satisfy customers' needs the EAP service provider has to ensure that a variety of

services are available which the client may choose from, and that they are all of superior quality as set out in the contract (Beidel, 1999:94; Dibb et al., 2012:67; Lovelock & Wirtz, 2011:22).

2.4.10.2 Place and time

Service distribution may involve physical and/or electronic channels. Flexible and effective EAP marketing strategies will increase the utilisation of the EAP. Users will be faced with a number of choices when it comes to using the programme. Users may personally go to, or call, the EAP practitioner for services at his/her own convenience, time and place. Moreover, speed and convenience are important factors in the EAP field. It is therefore important for the EAP service provider to ensure a very reasonable turn-around strategy to ensure customer satisfaction (Lovelock & Wirtz, 2011:22).

2.4.10.3 Price

Costing of an EAP should be based on sound financial principles. There are several factors that need to be taken into consideration when pricing these services. Aspects such as telephone costs, travelling costs, affiliation costs, etc. are crucial when pricing services so that loss is avoided at all cost by striking a balance between expenditure and benefits. Moreover, it is important to make a variety of packages with different prices available as options to potential clients, and to clearly explain the pros and cons of each costing model. Pricing models to be explored with potential clients involve, among others, capitated pricing, a fee for services, co-payment by the healthcare provider, co-payment by the client/employee and/or limited clinical services since this will enable clients to choose with a clear understanding the one that would suit their budget best benefit them the most (Dibb et al., 2012:67; Lovelock & Wirtz, 2011:24 Standard Committee of EAPA-SA, 2010:5).

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2.4.10.4 Promotion

Continuous promotion of EAP services is the driving force behind the effectiveness and increased utilisation of the programme. Increased utilisation may be achieved by designing and distributing EAP-branded promotional materials such as pens, caps, key-holders, business cards and/or T-shits, because the more visible the programme the greater the effect it will bring to the organisation (Dibb et al., 2012:67; EAPA-UK, 2000:33; Lovelock & Wirtz, 2011:24; Standard Committee of EAPA-SA, 2010:16).

2.4.10.5 Process

The marketing process is as important as the service offered by the service provider. Creating and delivering product elements require design and implementation of an effective process, because badly designed service processes may lead to slow, bureaucratic and ineffective service delivery. Therefore, it is important for the EAP service provider to decentralise his/her services and to set his/her turnaround strategy in a way that will meet clients' expectations. Applying innovation (technology, e.g. electronic media) which will facilitate straightforward and efficient contact may also improve customer satisfaction (Lovelock & Wirtz, 2011:25).

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2.4.10.6 Physical environment

"Servicescape", which is the totality of ambiance and physical environment in which a service occurs, plays a crucial role in customer satisfaction. It is crucial for the service provider to manage and maintain building appearance, printed materials, and other cues which contribute to tangible evidence of quality service. The office atmosphere also speaks much about the EAP service provider. Therefore, the office needs to be managed in a manner that reflects the standard of business client. The corporate world is competitive and keeping the office environment inviting and welcoming is the cornerstone of the business. Moreover, the offices of the EAP service provider have to be situated in a location that is easily accessible (Lovelock & Wirtz, 2011:26).

2.4.10.7 People

Attitude, skills/knowledge, and professionalism of personnel play a crucial role in influencing customer satisfaction. Despite technological advances in the workplace today, direct interaction between customers and service employees remain crucial as well. Staffing is another EAPA-SA standard comprising the category "implementation". Though staffing as an EAPA-SA standard is not covered comprehensively in this report, it is of importance for the researcher to provide context about staffing when discussing "people" in the context of marketing. It is of great importance that the EAP service provider employs enough suitably qualified EAP practitioners to respond to the demand placed by the clientele as the imbalance may result in ineffective service delivery which may prove costly to the EAP service provider. Staffing of suitable EAP practitioners will be determined by the model the organisation applies. Organisations choosing to contract EAP services from an external provider must have at least one

suitably qualified internal person with formal responsibility for co-ordinating the delivery of services and monitoring provider performance.

It is crucial to ensure that EAP staff is registered with their relevant statutory body and that they comply with the requirements of continuous development. Employing suitably qualified EAP practitioners guarantees that EAP staff renders quality services and promote professionalism at all times since they are the front liners and image of the service provider. It is also important to adhere to the ideal EAP ratio when dealing with or addressing staffing which will be determined by the model used by the organisation. Adhering to the ideal EAP ratio and assigning the appropriate level of administrative support staff, who are also sensitive to EAP issues of confidentiality and ethics, will contribute towards quality services and attainment of organisational goals (Dibb et al., 2012:67; Lovelock & Wirtz, 2011:26; Standard Committee of EAPA-SA, 2010:7).

2.4.11 Influence of organisational culture on the marketing of the EAP

Each organisation has its own way of doing and getting things done, formal and/or informal. It is therefore the EAP's responsibility to learn and adapt/internalise the culture of the corporate client/organisation in order for the programme to plan and implement the marketing plan that is in line with the corporate client's way of practice. Moreover, it is important for the EAP practitioner to consider aspects such as the organisation's leadership; how it motivates its workforce; how the workforce communicates; the level of interaction and decision-making process. Taking such aspects into account will enable management not to feel threatened by the programme, but to embrace it as an integral part of the organisation (Beidel, 1999:94-

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95; Standards Committee of EAPA-SA, 2010:1; Percy, 2008:117-120; Phillips, 2006:18).

Moreover, it is crucial that the EAP be dovetailed with the organisation's overarching objectives and that its marketing plan speaks business language to the corporate client. Talking the corporate client's business language will convince the organisation's decision makers that the programme understands the organisation's specific needs. Moreover, decision makers will be convinced that the purpose of the EAP as the work organisation's resource is to contribute towards the organisation's goal attainment, which is increased productivity (Beidel, 1999:94-95; Standards Committee of EAPA-SA, 2010:1; Percy, 2008:117-120; Phillips, 2006:18).

2.4.12 Timing and its influence on marketing the EAP

Understanding and aligning the EAP's promotional efforts with the organisation's preferred style of doing things requires sensitivity with regards to timing. Sensitivity should be applied to what the organisation is doing under what conditions. Careful consideration of time should be taken into account to ensure that EAP marketing does not clash with other major organisational events as this may cause marketing to be unsuccessful at the specific time. Instead the programme should exploit/take advantage of those organisational events and distribute the designed promotional material. Promotional material may include pens, business cards, key-holders, and pamphlets to market services. Targeting organisational events may minimise costs, save time, and help reach out to a larger population, because marketing may need capital to be carried out which may be a challenge to some organisations. Therefore, targeting the organisation's big events may be effective since the EAP may get more exposure (Beidel, 1999:96; Standards Committee of EAPA-SA, 2010:16). In addition

to timing, it is important to be flexible when marketing EAP services and to be responsive to new technology as this is pivotal to success in this modern era.

2.5 Conclusion on non-clinical standards

Non-clinical service plays a crucial role in promoting and positioning the EAP within the organisation. These standards are equally important and one complements the other in practice.

Organisational consultation with key role-players in the organisation could bring about workplace effectiveness. Workplace effectiveness is the primary goal of the EAP, because if policies and/or programmes are formulated with the consultation of all relevant parties, including the EAP, and implemented accordingly the workforce is more likely to be committed and loyal to the organisation. This may also have an effect on productivity.

Literature emphasises the on-going execution of training supervisors, managers, and union representatives of the EAP. Supervisors are the representatives of management and as such they have a crucial role to play as decision makers in the organisation. Union representatives, on the other hand, are the mouthpiece of the workforce. Training these role-players on the EAP, clarifying their role in relation to the EAP, and gaining their full involvement in the programme will have a positive effect on the utilisation rate. Supervisors are concerned only with production and if the EAP supervisory training is done, referrals may increase. Supervisors are key role-players since they know and interact with the employees on a regular basis. Through early identification, productivity problems can be minimised and the organisation will be able to save costs (ROI) (Standards Committee of EAPA-SA, 2011:15; Mannion, 2006:134).

Marketing in the category of non-clinical services can be effective only if   consultation and supervisory training are well address and executed.

CHAPTER THREE

EMPIRICAL INVESTIGATION INTO NON-CLINICAL SERVICES PRACTICE STANDARDS IN SOUTH AFRICAN EMPLOYEE ASSISTANCE PRACTICE

3.1 INTRODUCTION

In this chapter, data collected regarding non-clinical services are analysed, interpreted, and presented in the form of statistics. Quantitative data analysis is the technique by which researchers convert data to a numerical form and subject it to statistical analysis; this is the foundation of a published report. The purpose of data analysis is to reduce data to an intangible and interpretable form so that the relations of research problems can be studied and tested and conclusions drawn (Ruben & Babbie, 2013:552; Rubin & Rubin, 2005:201).

3.2 Methodology

An electronically administered questionnaire was compiled for an on-line survey, using Qualtrics IT software. (See annexure 4). The EAPA-SA Board members were involved in the pilot study to test the validity and reliability of the questionnaire. Members of the EAPA-SA Board were then excluded in the main study. Non- experimental design was employed in this study as no variable were manipulated. Two hundred and seventeen (217) addresses of members (respondents), registered on 17 May 2014, were received from the EAPA-SA Board.

An email was sent to all 217 addresses by using the '"blind copy" facility on the email in order to protect the anonymity of potential participating members, providing them with a link in order to access the on-line questionnaire. One hundred and ninety-four (194) emails were sent and the transmission of twenty-three (23) was unsuccessful

because the addresses were either incorrect or no longer in existence. From the 194 emails, 91 responses were received. Three (3) reminders were sent and 77 responses were received by 2014-12-01. An informed consent letter was provided on the first page of the questionnaire, allowing potential respondents a choice to participate or not. As a result three (3) potential respondents chose not to participate in the study.

Of the 91 responses, twenty-seven (27) had to be removed as part of data cleaning which, according to Kumar (2011:255-256), is the first step in processing data to ensure that the data is complete and free of inconsistencies. The criteria directed that respondents who had spent 20 minutes or less in completing the survey should be eliminated from the study. Determining the duration of time spent on the completion of the questionnaire was possible due to the Qualtrics software offering such facility. The criteria used were established during a pilot study which showed that the actual time for completing the questionnaire properly was 45 minutes and more. The total number of completed questionnaires utilised for analysis amounted to 64, which reflects a response rate of 33%. Although the total number of respondents amounted to sixty-four (64), the number of responses varied from question to question. The reason for omitting answers on certain questions is, however, not clear to the researcher, but it could be that the respondents preferred to omit a response because the question did not in practice apply to that specific standard.

Though the study was a group project, each researcher was responsible for his/her group of categories, although the first two sections of the questionnaire were similar, covering the demographical details on the awareness and utilisation of the EAPA-SA Standards document. Blaikie (as cited in Fouché & Baetly, 2011:251) and Dane (2011:237-238) maintain that quantitative methods of analysis fall into four main categories, namely descriptive, association, causation, and inference. The descriptive

method is applicable in this research since the study has an explorative goal. Descriptive methods are used to report the distributions of a sample or population across a wide range of variables. The aim of these methods is to produce a scope of the characteristics of such distributions through frequencies, measures of central tendency, and measures of dispersion.

3.3 Summary of research methodology

The study was done according to the quantitative research approach and the electronically administered questionnaire was used as a data-collection instrument. Non- experimental design was employed in this study as no variable were manipulated. Closed-ended, dichotomous, multiple-choice questions and statement follow-ups were used. Open-ended questions were limited to keep the responses in context – although room was provided for such responses.

3.3.1 Ethical issues

Adams et al. (2007:35); Babbie (2005:61); Bless et al. (2006:139-140) and Strydom (2011:113) state that in conducting any research there is an ethical responsibility for the researcher to do the work with honesty and integrity. These authors are of the view that ethics are associated with morality and both deal with matters of right and wrong. These authors argue that data should not be obtained at the expense of human beings. Research ethics place an emphasis on the humane and sensitive treatment of research participants who may be faced with varying degrees of risk by research procedures. According to the researcher, ethical research means undertaking a study while considering the rights of the participants and avoiding whatever may endanger the participants.

The following ethical issues were addressed

3.3.1.1 Avoidance of harm

The study did not touch on sensitive aspects. However, the researcher did not want to underestimate the risk of harm that might have caused by the study. Harm is not limited to physical harm, but can be emotional and psychological and may influence a person's career or income. The researcher anticipated that the study might cause emotional discomfort should the respondents discover that they do not comply with these standards in practice. Since the study explored what the respondents do in practice with regard to the non-clinical services (consultation, training and marketing), the respondents might feel that the study will expose them if they are not adhering to the standards, which might cause anxiety or embarrassment.

As a result this might lead to the respondents being dishonest and/or refuse participation. The researcher guaranteed anonymity of the respondents so that honest responses could be obtained which will assist in improving reliability and validity. Such anonymity was possible with the on-line facility which was created, other than distributing questionnaires through e-mails. Respondents were requested not to disclose their identities or information on their employers. Moreover, access to the on-line questionnaire was provided through a link, provided through email. All completed responses were automatically submitted into a centralised database as part of the Qualtrics software to guarantee anonymity. In addition, the researcher included his telephone numbers on the informed-consent letter for the respondents to call for debriefing purposes and it was also stated that no action will be taken against those not adhering to the standards (Babbie, 2005:63-64; Hagan, 2005:57; Neuman, 2006:132-134; Strydom, 2011:115).

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3.3.1.2   Voluntary participation

Taking into consideration the potential harm that might be caused to the respondents by the study and the way the researcher ensured that the respondents are protected, participation in the study was voluntary. Normally partaking in a study interferes with respondents' daily activities/schedules in one way or another. Therefore, no respondent was compelled to partake in the study and the researcher explained to them that they are at liberty to withdraw from the study whenever they feel the need to do so and that there will be no penalties for doing so (Babbie, 2005:62; Strydom, 2011:116-117).

Permission to conduct the study using EAPA-SA members was requested and granted by the EAPA-SA Board. (See annexure 1).

3.3.1.3   Informed consent

The researcher, with the co-operation of other members of the group research project, developed an informed-consent form which was provided as the first page of the questionnaire requesting the respondent's agreement to participate or not, and covering the relevant information regarding participation. Nobody was coerced or compelled to partake in the study. In the informed-consent form the following aspects regarding the proposed study will be clarified: goal, voluntary participation, compensation, expected duration of the participants' involvement, the procedure which will be followed during the investigation, potential dangers to which respondents may be exposed, and also that the findings will be published in a way that guarantees anonymity.

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This assisted the respondents to base their voluntary participation on the full understanding of possible risk involved. The signed consent forms will be filed so that they are retrievable any time they are needed (Babbie, 2005:64; Bless et al., 2006:142-143; Neuman, 2006:135-136). (See annexure 2).

3.3.1.4 Deception of subjects and/or respondents

The researcher disclosed all the information regarding the proposed study on the informed-consent form including possible risks involved so that respondents can make an informed decision regarding participation or non-participation (Babbie, 2005:67; Neuman, 2006:135).

3.3.1.5 Violation of privacy/anonymity/confidentiality

The researcher ensured anonymity and confidentiality of the respondents. Anonymity implies not to be identified even by the researcher after the study. In the study anonymity was achieved by asking respondents not to furnish their identifying details or those of their employers. The information given by the respondents was managed in a confidential manner that nobody had access to, except the researcher and his supervisor (Babbie, 2005:64-65; Bless et al., 2006:143; Hagan, 2005:59; Neuman, 2006:133-139; Strydom, 2011:119).

3.3.1.6 Debriefing of participants

Since the researcher approached the study using a quantitative paradigm utilising electronic (web-based) questionnaire as a data collection method, it was acknowledged that it may be difficult to identify on-line respondents who will need debriefing as a result of the study where misconceptions can be corrected and/or

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counselling provided. As a result, the researcher put his telephone number on the informed-consent letter for the respondents to call should there be uncertainties after the study. In this case, in this case the researcher has arranged with ICAS to facilitate debriefing via telephone to the respondents in need of debriefing (Babbie, 2005:68; Bless et al., 2006:143).

3.3.1.7 Action and competence

The researcher has a theoretical background and experience in conducting a research study from his undergraduate studies. Moreover, the study was done as part of the research group project under the supervision of the programme manager for the MSW (EAP), Prof. Terblanche honouring the requirements by the University of Pretoria. Therefore, the researcher ensured that the respondents are treated with respect. This guarantees the effective execution and compilation of a scientific research study which will be of value in the EAP field (Strydom, 2011:123).

3.3.1.8 Cooperation with contributors and sponsors

The researcher did not have a sponsor to conduct the study. A good working relationship was maintained between the researchers (students), the supervisor, statistician from the Department of Statistic (University of Pretoria and the EAPA-SA Board which is the custodian of the respondents. This good relationship between the supervisor of the group research project, the researcher and the EAPA-SA Board contributed to the feasibility of the proposed study. No financial support was, however, expected from the EAPA-SA Board and as such there is no chance of data being manipulated.

The researcher made use of 'Qualtrics' IT software for data collection which the University of Pretoria had a licence to utilise. However, funding could have possibly been obtained from the University of Pretoria's Department of Social Work and Criminology's EAP Fund, which was created for the enhancement of EAPs in South Africa. At the completion of the study the researcher will publish the research findings unbiased. Moreover, the researcher will acknowledge the contributors, but he will get credit for sole authorship (Neuman, 2006:142-143; Bless et al., 2006:146).

3.3.1.9 Publication of the findings

Publication of research results is very important in that it is a way of communicating with the scientific community. Research findings were analysed and presented in a scientific way. The researcher published the research results with careful consideration of protecting the respondents' identities. Publication is in the researcher's and supervisor's names. Moreover, data obtained will be stored at the University of Pretoria for 15 years after completion of the study (Bless et al., 2006:146). (See annexure 5).

3.3.1.10 Ethics in analysing and reporting

Findings were analysed and reported without fabrication/falsification and bias. All shortcomings, failures, limits, negative findings and methodological constraints were reported under "Limitation of the study" in Chapter one of this report. The researcher refrained from influencing the results of the study to suit his preferences or interests. The researcher reported findings based on what has been reported by the respondents since that is the reality (Babbie, 2005:68-69; Bless et al., 2006:145; Hagan, 2005:58; Neuman, 2006:145).

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3.3.1.11 Reporting back to the research participants

After the completion of the study the researcher will make the research findings available to the EAPA-SA Board and EAPA-SA members in easily-understood English (Bless et al. 2006:145).

3.4 Presentation of data

The research findings are presented in the sequence of the sections as they appear in the questionnaire. However, the researcher will only present data from Section1 of the questionnaire (biographical and general information), Section 2 (information on the utilisation of the Standards document, and Section 3 on the "Non-clinical Services" category of standards.

In some instances, data obtained from different questions was combined, for specific reasons. In such instances question numbers will not be in chronological order. The number of respondents will be 64, unless indicated differently.

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3.4.1 Section 1: Demographic and general information

3.4.1.1 Gender
(Question 2.1)

Table 1. Gender of participants

Gender of participants	Respondents
Male	20 (31%)
Female	43 (67%)
Missing data	1 (2%)
Total	64 (100%)

Discussion: From this table, it is apparent that the majority of the respondents were female. This may lead to the conclusion that the majority of the EAPA-SA are females.

3.4.1.2 Gender of respondents and sector of employment

(Question 2.1 and Question 2.4)

Table 2. Gender of respondents and sector of employment

Sector of employment	Gender of respondents			
	Male	Female	Missing data	Total respondents per sector
Public sector	15 (32%)	31 (66%)	1(2%)	47 (100%)
Private sector	2 (33%)	4 (67%)	0 (0%)	6 (100%)
Private practice full-time	1 (50%)	1 (50%)	0 (0%)	2 (100%)
Service provider	0 (0%)	2 (100%)	0 (0%)	2 (100%)
Public sector with part-time private practice	1 (50%)	1 (50%)	0 (0%)	2 (100%)
Private sector with part-time private sector	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other (please specify)	1 (25%)	3 (75%)	0 (0%)	4 (100%)
Totals per gender group	20 (100%)	43 (100%)	1 (100%)	64 (100%)

Discussion: From Table 2, it is apparent that the majority of the respondents were females and were employed in the public sector. Perceptions provided in this study strongly represents females.

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3.4.1.3 *Duration of work history as a professional person*
(Question 2.2)

Table 3. Duration of work history as a professional person

Duration as a professional person	Respondents
0-5	4 (6%)
6-10	18 (28%)
11-15	16 (25%)
16-20	11 (17%)
More than 20 years	15 (24%)
Total	64 (100%)

Discussion: This indicates that the largest group (53%) who had been practising as professionals have been working between 6 and 15 years, as compared to only 6% of respondents who have been working for 5 years or less.

3.4.1.4 *Duration of work history as an EAP practitioner/professional*
(Question 2.3)

Table 4. Duration of work history as an EAP practitioner/professional

Duration as EAP practitioner/professional	Respondents
0-5 year	18 (28%)
6-10 years	25 (39%)
11-15 years	15 (24%)
16-20 years	6 (9%)
More than 20 years	0 (0%)
Total	64 (100%)

Discussion: Table 4 indicates that the single largest group of respondents (39%) have been working as EAP practitioners/professionals between 6 and 10 years. No

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respondents have been practising for more than 20 years as EAP practitioners, which

may lead to the conclusion that the EAP is still developing in South Africa compared

to the profession of the respondents in Table 3.

3.4.1.5 Sector where the respondents are currently employed
(Question 2.4)

Table 5. Sector of employment

Sector of employment	Respondents
Public sector	47 (74%)
Private sector	6 (9%)
Private practice full-time	2 (3%)
Employed by EAP service provider	2 (3%)
Public sector with part-time private practice	2 (3%)
Private sector with part-time private practice	0 (0%)
Other	4 (6%)
Missing value	1 (2%)
Total	64 (100%)

Discussion: The majority of the respondents (74%) worked in the public sector.

Although only four specified the nature of "other", those two working at a municipality

were added to the public sector.

3.4.1.6 Current job content if not involved in EAP practice
(Question 2.5)

Job content and/or job title

Text responses:

When the additional text contributions were analysed, the following themes emerged from six responses:

Themes:

- Involvement in employee health and wellness: four respondents confirmed their involvement, which did not imply grassroots activities

- Consultant/lecturer: confirmed by one respondent

- Personal assistant to the EAP practitioner: confirmed by one respondent

Discussion of Table 5 and text provided: Most of the EAPA-SA members were practising as EAP professionals. Some were occupying positions as managers in the EAP and related fields, while others worked as consultants and were responsible for training and lecturing in the EAP field. In some instances, respondents were responsible for the EAP and wellness field in a combined manner.

3.4.2 Section 2: EAPA-SA Standards document

Questions in this section were formulated to explore the awareness, knowledge and application of the contents of the EAPA-SA Standards document.

3.4.2.1 Awareness of the EAPA-SA Standards document
(Question 3.1)

Table 6. Awareness of respondents of EAPA-SA Standards document

	Yes	No	Total Response
Awareness of the EAPA-SA Standards document	60 (94%)	4 (6%)	64 (100%)

Discussion: The majority of the respondents (94%) were aware of the EAPA-SA Standards document as compared to 6% who were not aware of it. The conclusion can be drawn that the EAPA-SA Standards document is well known in practice, which is an important finding since it is a guide towards quality EAP services.

3.4.2.2 Sector of employment and awareness of EAPA-SA Standards document
(Question 2.4 and Question 3.1)

Table 7. Sector and awareness of EAPA-SA Standards document

Sector of employment	Awareness of the EAPA-SA Standards document		
	Yes	No	Total respondents
Public Sector	45(96%)	2 (4%)	47 (100%)
Private sector	6 (100%)	0 (0%)	6 (100%)
Private practice full-time	2 (100%)	0 (0%)	2 (100%)
EAP service provider	2 (100%)	0 (0%)	2 (100%)
Public sector/part-time private practice	1 (50%)	1 (50%)	2 (100%)
Private sector/part-time private practice	0 (0%)	0 (0%)	0 (0%)
Other	3 (75%)	1 (25%)	4 (100%)
Missing data			1 (2%)
Total	59 (92%)	4 (6%)	64 (100%)

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Discussion: The majority of the respondents from each sector were aware of the existence of the EAP Standards document.

3.4.2.3 Duration as an EAP practitioner and awareness of EAPA-SA Standards document
(Question 2.3 and Question 3.1)

Table 8. Duration as an EAP practitioner and awareness of EAPA-SA Standards document

Duration of work history as an EAP practitioner/professional	Awareness of the EAP-SA Standards document		
	Yes	No	Total respondents
0-5 years	18 (100%)	0 (0%)	18 (100%)
6-10 years	22 (88%)	3 (12%)	25 (100%)
11-15 years	14 (93%)	1 (7%)	15 (100%)
16-20 years	6 (100%)	0 (0%)	6 (100%)
More than 20 years	0 (0%)	0 (0%)	0 (0%)
Total	60 (93%)	4 (7%)	64 (100%)

Discussion: The majority of respondents were aware of the existence of the EAP Standards document. However, respondents who worked 5 years and less, as well as those working between 16 and 20 years as EAP professionals/practitioners were the largest groups (100%) to confirm awareness of the Standards document.

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3.4.2.4 Use of the EAPA-SA Standards document
(Question 3.2)

Table 9. Use of the EAPA-SA Standards document

Use of the EAPA-SA Standards document	Respondents
Never	7 (11%)
Daily	12 (19%)
Weekly	8 (12%)
Monthly	13 (20%)
Quarterly	19 (30%)
Missing value	5 (8%)
Total	64 (100%)

Discussion: This table indicates that the greater proportion of respondents use the

EAPA-SA Standards document on a monthly and quarterly basis.

3.4.2.5 Sector of employment and use of EAPA-SA Standards document
(Question 2.4 and Question 3.2)

Table 10. Sector of employment and use of EAPA-SA Standards document

Sector of employ-ment	Frequency of utilisation of the EAPA-SA Standards document						
	Never	Daily	Weekly	Monthly	Quarterly	Missing data	Total respon-dents
Public	3 (6%)	9 (19%)	5 (11%)	11(24%)	16 (34%)	3 (6%)	47 (100%)
Private	3 (50%)	0 (0%)	1 (17%)	1 (17%)	1 (16%)	0 (0%)	6 (100%)
Private practice full-time	0 (0%)	1 (50%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	2 (100%)
Service provider	1 (50%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
Public sector with part-time private practice	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	1 (50%)	2 (100%)
Private sector with part-time private practice	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		0 (0%)
Other (please specify)	0 (0%)	1 (25%)	0 (0%)	1 (25%)	1 (25%)	1 25%)	4 (100%)
Missing data						1 (100%)	1 (100%)
Total	7 (12%)	12 (21%)	7 (13%)	13 (22%)	19 (32%)	6 (9%)	64 (100%)

Discussion: It is of concern that the Standards document is not used more often as

low usage may have consequences on the quality of services rendered to clients.

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3.4.2.6 Duration of work as EAP and frequency of use of the EAPA-SA Standards document
(Question 2.3 and Question 3.2)

Table 11. Years of experience as EAP practitioner and the use of EAPA-SA Standards document

Years as an EAP practitioner/ professional	Utilisation frequency of EAPA-SA Standards document						
	Never	Daily	Weekly	Monthly	Quarterly	Missing data	Total
0-5 years	1 (6%)	3 (17%)	3 (17%)	4 (22%)	6 (33%)	1 (6%)	18 (100%)
6-10 years	2 (8%)	7 (28%)	3 (12%)	4 (16%)	6 (24%)	3 (12%)	25 (100%)
11-15 years	2 (13%)	2 (13%)	1 (7%)	5 (33%)	4 (27%)	1 (7%)	15 (100%)
16-20 years	2 (33%)	0 (0%)	1 (17%)	0 (0%)	3 (50%)	0 (0%)	6 (100%)
More than 20 years	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	7 (11%)	12 (19%)	8 (13%)	13 (20%)	19 (30%)	5 (8%)	64 (100%)

Discussion: From Table 11, it is evident that the usage generally amounts to monthly and quarterly, regardless of the number years working in EAP. own experience.

3.4.2.7 Lack of consultation of the EAPA-SA Standards document
(Question 3.3)

Table 12. Lack of consultation of the EAPA-SA Standards document

Reason for non-consultation of Standards Document	Respondents n=13
I was not aware of the EAPA-SA Standards document	1 (8%)
I do not have access to the Standards document	2 (16%)
The Standards document is impractical	2 (16%)
Other, add comments	8 (60%)
Total	13 (100%)

The n-values vary as the total number of non-users (7) provided more than one reason

(13) for non-utilisation.

The following themes were identified when additional comments were analysed:

Themes:

- Standards document not necessary

- Standards document is helpful (two respondents)

- Aware of but do not use the Standards document (two respondents)

- Application of social work principles and ethics

- Sufficient experience

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General comments regarding the utilisation of the EAPA-SA Standards document

Themes identified

Positive comments:

- Clear guidelines, practical, easy reference, user friendly, guides professional conduct, principle oriented

- Assist in the process of implementation

- Suitable for benchmarking of own EAP with practice supported by EAPA-SA

- Instrument for quality control

- Mediation should be acknowledged as one of the EAP standards

- All EAP practitioners should have access to a copy of the Standard document and should be trained on the standards

- Registration requirements should be specified

- Standards provide a scientific base for programme development

- Use of standards gives EAP as a profession – authenticity, legitimacy, and the respect the field deserves

- Standards were mostly promoted by a particular tertiary training institution

Negative comments:

- Viewed as an academic document – not practical enough

- Standards focus too strongly on the clinical aspect and should rather promote pro-active approach

- Own standards had been developed within EHW Strategic Framework by DPSA

- Should be simplified

- Standards often not talked about or even forgotten

Discussion: The majority of the respondents selected "other" so as to give their most relevant reasons why they were not consulting the EAPA-SA Standards document – which will be analysed separately. Two of the respondents felt that the EAPA-SA Standards document is impractical while another two reported they do not have access to the EAPA-SA Standards document. The conclusion can be drawn that the largest group of the respondents were aware of the existence of the Standards document and feel strongly positive about its value in the field. However, a few respondents do not consult the document because, in their view, it is impractical and/or they do not have access to the document. Only one responded stated that he/she was not aware of the Standards document.

3.4.3 Section 3: Non-clinical services – organisational consultation

3.4.3.1 Organisational consultation practiced as a core technology

In this section the numbers are not following the chronological order as per the two previous sections above. The reason for this is the fact that the questionnaire utilised was compiled as a group project whereby each student had to focus on a particular section in addition to the first two section above (Demographics and EAPA-SA Standards document). Below, the researcher will only focus on the specific section of the non-clinical services category.

(Question 19.1)

Table 13. Organisational consultation practiced as a core technology

	Yes	No	Missing data	Total response
Consultation performed	31 (48%)	7 (11%)	26 (41%)	64 (100%)

Discussion: From this table it is evident that the largest group of respondents – although not the majority – confirmed that their EAP does practise "organisational consultation" as a core technology, which is a strong positive practice.

3.4.3.2 Sector of employment and organisational consultation

Table 14. Sector of employment and organisational consultation

(Question 2.4 and Question 19.1)

	Organisational consultation practice			
Sector of employment	Yes	No	Missing data	Total respondents
Public sector	22 (47%)	4 (8%)	21(45%)	47 (100%)
Private sector	1 (17%)	2 (33%)	3 (50%)	6 (100%)
Private practice full-time	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Service provider	1 (50%)	0 (0%)	1 (50%)	2 (100%)
Public sector with part-time private practice	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Private sector with part-time private practice	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other (please specify)	2 (50%)	1 (25%)	1 (25%)	4 (100%)
Missing data			1 (100%)	1 (100%)
Total	30 (47%)	7 (11%)	27 (42%)	64 (100%)

Calculation based on number of respondents in each sector.

Discussion: From this table it is apparent that the majority of the respondents do practise organisational consultation as one of the core technologies, and respondents from the public sector, with part-time private practice and full-time private practice being represented by the total percentage.

It is important though to take into consideration that a high percentage (45%) of respondents from the public sector did not answer the question on consultation being performed.

3.4.3.3 Consultation according to a structured process
(Question 19.4)

Table 15. Consultation according to a structured process

	Yes	No	Missing data	Total responses
Consultation according to a structured process	29 (45%)	21 (33%)	14 (22%)	64 (100%)

Discussion: This table indicates that the largest group of respondents (45%) seem to follow a structured process during consultation compared to 33% of respondents who do not follow a structured process. A high percentage (22%) did not respond to the question.

Additional comments regarding consultation (text response)

Themes:

- Consultation process not structured (one respondent)
- Consultation based on professional experience (one respondent)
- Restructuring of department with no consultation of the EAP (three respondents)

- Consultation seen as HR function (one respondent)

- Consultation seen as sole responsibility of EAP service provider (one respondent)

- Consultation with EAP practitioner only in crisis situations (one respondent)

Discussion: It is evident that, although organisational consultation is practised, a structured process is not necessarily followed as stipulated by Mannion (2006:139) and Standards Committee of EAPA-SA (2010:15).

3.4.3.3.1 *Sector of employment and consultation according to a structured process* (Question 2.4 and Question 19.4)

Table 16. Sector of employment and consultation according to a structured process

Sector of employment	Structured process during consultation			
	Yes	No	Missing data	Total respondents
Public sector	21 (45%)	15 (32%)	11 (23%)	47 (100%)
Private sector	4 (66%)	1 (17%)	1 (17%)	6 (100%)
Private practice full-time	1 (50%)	1 (50%)	0 (0%)	2 (100%)
Service provider	0 (0%)	2 (100%)	0 (0%)	2 (100%)
Public sector with part-time private practice	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Private sector with part-time private practice	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other (please specify)	1 (25%)	1 (25%)	2 (50%)	4 (100%)
Missing value			1 (100%)	1 (100%)
Total	29 (45%)	20 (31%)	15 (24%)	64 (100%)

Discussion: From this table it is apparent that the greater part of the respondents from different sectors do follow a structured process during organisational consultation

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as compared to 100% from the EAP service providers who seems not to follow a structured process.

3.4.3.3.2 Duration of work history as an EAP practitioner and consultation according to a structured process
(Question 2.3 and Question19.4)

Table 17. Duration of work history as an EAP practitioner and consultation according to a structured process

	Structured process during consultation			
Duration as an EAP practitioner/professional	Yes	No	Missing data	Total respondents
0-5 years	9 (50%)	5 (28%)	4 (22%)	18 (100%)
6-10 years	11 (44%)	8 (32%)	6 (24%)	25 (100%)
11-15 years	7 (47%)	5 (33%)	3 (20%)	15 (100%)
16-20 years	2 (33%)	3 (50%)	1 (17%)	6 (100%)
More than 20 years	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	29 (45%)	21 (33%)	14 (22%)	64 (100%)

Discussion: The greater part of respondents from each year category seem to be following a structured process during organisational consultation – except those respondents working between 16-20 years. Conclusion can be drawn that a structured process during consultation is followed by practitioners with less experience in the EAP field.

3.4.3.4 Role-players regularly consulted with
(Question 19.2)

Table 18. Role-players regularly consulted with

	Yes	No	Missing data	Total response
Managing director or person in equivalent position	28 (44%)	1 (2%)	35 (54%)	64 (100%)
Other members of top management	37 (58%)	3 (5%)	24 (37%)	64 (100%)
Middle management	35 (55%)	3 (5%)	26 (40%)	64 (100%)
First line supervisors	38 (59%)	3 (5%)	23 (36%)	64 (100%)
Employees	40 (62%)	0 (0%)	24 (38%)	64 (100%)
Dependents of employees	11 (17%)	5 (8%)	48 (75%)	64 (100%)
Unions	27 (42%)	1 (2%)	36 (56%)	64 (100%)
Other, please specify if 'yes'	3 (5%)	0 (0%)	61 (95%)	64 (100%)

Note: Multiple options were possible and n-values vary

The following themes are identified when additional texts are analysed:

- Risk

- Funding

- Medical Aid

- Occupational Health

- HR and Safety

Discussion: It is apparent that the majority of the respondents seem to consult regularly with the employees although management, especially first-line supervisors,

are identified by literature as the key role-players as far as organisational consultation is concerned. Dependents of the employees seem to have been left out.

3.4.3.5 Matters of consultation by management
(Question 19.3)

Table 19. Matters of consultation by management

EAP practitioner consulted by management	Yes	No	Missing data	Total response
Human resource matters in general	40 (62%)	7 (11%)	17 (27%)	64 (100%)
Retrenchment issues	15 (23%)	18 (28%)	31 (49%)	64 (100%)
Retirement planning	32 (50%)	11 (17%)	21 (33%)	64 (100%)
Relocation planning	12 (19%)	20 (31%)	32 (50%)	64 (100%)
Financial/budget matters	33 (52%)	11 (17%)	20 (31%)	64 (100%)
Transport matters	13 (20%)	17 (27%)	34 (53%)	64 (100%)
Housing matters	8 (12%)	19 (30%)	37 (58%)	64 (100%)
Compensation matters	14 (22%)	16 (25%)	34 (53%)	64 (100%)

Multiple options were possible and n-values vary

Discussion: EAP practitioners seem to be consulted by management mostly on human resources matters in general as indicated by 62% of the respondents, and housing matters seem to be of the least concern in practice.

3.4.4 EAP Supervisory training

3.4.4.1 Provision of EAP training
(Question 20.1)

Table 20. Provision of EAP training

	Yes	No	Missing data	Total response
Provision of EAP training	42 (66%)	9 (14%)	13 (20%)	64 (100%)

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Discussion: From this table it is clear that the majority of respondents (66%) of EAPA-SA members do perform supervisory training as one of the core technologies, which is a strong positive practice compared to the 14% that do not provide training.

3.4.4.2 Reasons for no EAP training
(Question 20.2)

Table 21. Reasons for no EAP training

Reason for no EAP training	Respondents N = 9
Not part of policy	1 (11%)
Time consuming	0 (0%)
Expensive	1 (11%)
Lack of knowledge	2 (22%)
Not part of the operational guidelines	4 (44%)
Other reasons, please specify	2 (22%)

Note: Multiple options were possible and n-values vary

When additional text contributors were analysed, the following themes emerged from two responses:

Themes:

- Capacity issue

- No independent EAP section

- Training not the role of the consultant

Discussion: The largest group of respondents (44%) indicated that they were not providing EAP training as it was not part of the operational guidelines. A lack of knowledge was indicated by 22% of respondents, which is of concern in practice as

this percentage is higher, but seen as a percentage of the total number of respondents it may not be a serious problem.

3.4.4.3 Sector and EAP training
(Question 2.4 and Question 20.1)

Table 22. Sector and EAP training

	Provision of EAP training			
Sector of employment	Yes	No	Missing data	Total respondents
Public sector	33 (70%)	4 (9%)	10 (21%)	47 (100%)
Private sector	2 (33%)	2 (33%)	2 (34%)	6 (100%)
Private practice full-time	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Service provider	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Public sector with part-time private practice	1 (50%)	1 (50%)	0 (0%)	2 (100%)
Private sector with part-time private practice	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other (please specify)	2 (50%)	1 (25%)	1 (25%)	4 (100%)
Total	42 (84%)	8 (16%)	14 (22%)	64 (100%)

Discussion: From this table it is apparent that EAP training is being provided by the greater part of respondents across all sectors.

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3.4.4.4 Role-players targeted for EAP training
(Question 20.3)

Table 23. Role-players targeted for EAP training

Targeted role-players for EAP training	Yes	No	Missing data	Total response
First level supervisor	47 (73%)	1 (2%)	16 (25%)	64 (100%)
Middle management	43 (67%)	1 (2%)	20 (31%)	64 (100%)
Top management	35 (55%)	3 (5%)	26 (40%)	64 (100%)
Union representation	38 (59%)	3 (5%)	23 (36%)	64 (100%)
Employees	43 (67%)	3 (5%)	18 (28%)	64 (100%)
Dependants of employees	2 (3%)	10 (16%)	52 (81%)	64 (100%)

Note: Multiple options were possible and n-values vary

Discussion: From this table it is clear that the largest percentage indicates that EAP training is more closely targeted at first-line supervisors, which is a positive practice since this may have an effect on the utilisation rate of EAP services. Dependents of the employees seem to receive training to a limited extent.

3.4.4.5 Content of EAP training
(Question 20.4)

Table 24. Contents of EAP training

Content of EAP training	Yes	No	Missing value	Response
EAP Services	47 (73%)	1 (2%)	16 (25%)	64 (100%)
Confidentiality	49 (77%)	1 (2%)	14 (22%)	64 (100%)
Referral procedure	50 (78%)	1 (2%)	13 (20%)	64 (100%)
Role of the supervisor in EAP	49 (77%)	1 (2%)	14 (21%)	64 (100%)
Other, please specify	4 (6%)	2 (3%)	58 (91%)	64 (100%)

Note: Multiple options were possible and n-values vary

Other, please specify.

When additional texts were analysed, the following themes were identified:

- Stress management (one respondent)

- Financial literacy (one respondent)

- Health issues (one respondent)

- Wellness matters (one respondent)

Discussion: It is apparent that the EAP training curriculum mostly covers important aspects regarding the EAP, aspects such as the referral procedure and its role in the EAP, and the importance of confidentiality. Training is also focused on specifically identified problems in the field.

3.4.4.6 Training aids used during training
(Question 20.5)

Table 25. Training aids used during training

Training aids used during training	Yes	No	Missing data	Response
Training manuals	38 (60%)	4 (6%)	22 (34%)	64 (100%)
Data projector	43 (67%)	3 (5%)	18 (28%)	64 (100%)
Video clips	18 (28%)	9 (14%)	37 (58%)	64 (100%)
Brochures	42 (66%)	4 (6%)	18 (28%)	64 (100%)
Other:	4 (6%)	2 (3%)	58 (91%)	64 (100%)

Note: Multiple options were possible and n-values vary

Other, please specify.

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When additional texts were analysed the following themes emerged:

- EAP PowerPoint presentations

- No budget for brochures and/or other promotional material

- Emails

- Role-plays

- Scenario planning

Discussion: Data projectors, brochures and training manuals seem to be the training aids utilised most in practice. Role-plays, case studies and emails are utilised less often.

3.4.4.7 *Frequency of training sessions*
(Question 20.6)

Table 26. Training frequency

Frequency of training sessions	Respondents	Missing data	Response
Once off	12 (19%)	52 (81%)	64 (100%)
Series of events to the same target groups	15 (23%)	49 (77%)	64 (100%)
Annual refresher course	12 (19%)	52 (81%)	64 (100%)
Other, please specify	12 (19%)	52 (81%)	64 (100%)
Total	51 (80%)	13 (20%)	64 (100%)

Other, please specify.

When additional texts were analysed the following themes were identified:

- Training done during induction of new employees (three respondents)

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- Shortage of EAP staff results in limitation of training (one respondent)

- Training per request (one respondent)

- No training during last 24 months (one respondent)

- Once a month (one respondent)

- Once per quarter (three respondents)

- Series of events to different target groups (one respondent)

- Training during wellness events (one respondent)

- No training done (one respondent)

- No training during the last 24 months (one respondent)

Discussion: From this table it is apparent that nearly one in four (23%) respondents perform supervisory training to the same target groups through a series of events. Low percentages were associated with all these questions, which may be due to the type of information required, especially in the context of no definite right-or-wrong practice.

3.4.4.7.1 Sector and frequency of training sessions
(Question 2.4 and Question 20.6)

Table 27. Sector of employment and frequency of training sessions

Sector of employment	Frequency of training					
	Once off	Series of events to the same target group	Annual refresher course	Other (please specify)	Missing data	Respon dents
Public sector	12 (26%)	11 (23%)	5 (11%)	9 (19%)	10 (21%)	47 (100%)
Private sector	0 (0%)	1 (17%)	2 (33%)	2 (33%)	1 (17%)	6 (100%)
Private practice full-time	0 (0%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Service provider	0 (0%)	1 (50%)	1 (50%)	0 (0%)	0 (0%)	2 (100%)
Public sector with part-time private practice	0 (0%)	0 (0%)	0 (0%)	1 (50%)	1 (50%)	2 (100%)
Private sector part-time private practice	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other (please specify)	0 (0%)	1 (25%)	2 (50%)	0 (0%)	1 (25%)	4 (100%)
Missing value	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)
Total	12 (19%)	15 (23%)	12 (19%)	12 (19%)	13 (20%)	64 (100%)

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Discussion: Once-off training sessions (26%) were commonly practised in the public sector, while annual refresher courses were more commonly carried out in the private sector.

3.4.4.8 Training models
(Question 20.7)

Table 28. Training models

Training models	Yes	No	Missing data	Responses
Lectures	13 (20%)	11 (17%)	40 (63%)	64 (100%)
Workshop	43 (67%)	3 (5%)	18 (28%)	64 (100%)
Case-studies	18 (28%)	7 (11%)	39 (61%)	64 (100%)
Role plays	18 (28%)	6 (9%)	40 (63%)	64 (100%)
Small group discussions	33 (51%)	3 (5%)	28 (44%)	64 (100%)
Written assignments	3 (5%)	11 (17%)	50 (78%)	64 (100%)
Other:	1 (2%)	2 (3%)	61 (95%)	64 (100%)

n = varies due to the nature of the question

Other, please specify.

When additional texts were analysed, the following theme was identified:

- Presentation slides

Discussion: Table 28 indicates that workshops were the most applied training model (67%) compared to written assignments which seemed to be the least applied in practice.

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3.4.4.9 Accreditation for successful completion of training
(Question 20.8)

Table 29. Accreditation for successful completion of training

	Yes	No	Missing data	Total response
Accreditation for successful completion of training	4 (6%)	50 (78%)	10 (16%)	64 (100%)

Discussion: From this table it is apparent that a majority (78%) of respondents do not offer accreditation at the successful completion of training, which is a strong negative practice, bearing in mind that compensation may be a motivating factor to participate in training.

- Accreditation for training longer than one day – nature not specified

- Certificate of Attendance

- CPD Certificate

Additional comments regarding EAP training (text response)

Themes:

- Low budget: results in low-cost training and limited time due to the target audience

- Service provider cuts on training due to cost implications

- Training provided during wellness events such as Men's and Women's Health Days/Months

- Trainee support compulsory training sessions

- Challenged employees do not want to attend training sessions

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3.4.4.9.1 Duration of work as EAP practitioner/professional and frequency of training
(Question 2.3 and Question 20.6)

Table 30. Duration as EAP practitioner/professional and frequency of training

Duration as an EAP practitioner/ professional	Once off	Series of events same target group	Annual refresher course	Other, please specify	Missing data	Total
0-5 years	4 (22%)	6 (33%)	1 (6%)	3 (17%)	4 (22%)	18 (100%)
6-10 years	4 (16%)	4 (16%)	7 (28%)	5 (20%)	5 (20%)	25 (100%)
11-15 years	1 (6%)	4 (27%)	4 (27%)	4 (27%)	2 (13%)	15 (100%)
16-20 years	3 (50%)	1 (17%)	0 (0%)	0 (0%)	2 (33%)	6 (100%)
20 plus years	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	12 (19%)	15 (23%)	12 (19%)	12 (19%)	13 (20%)	64 (100%)

Discussion: Taking the high number of responses into consideration, it is apparent that the annual refresher course seems to be facilitated mostly by respondents employed between 6 and 15 years, whereas a group with less experience in the EAP field (0-5 years) prefered a series of events to the same target group.

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3.4.4.9.2 Sector of employment and accreditation at the successful completion of training
(Question 2.4 and Question 20.8)

Table 31. Sector and accreditation

	Accreditation at the successful completion of the training			
Sector of employment	Yes	No	Missing data	Total respondents
Public sector	2 (4%)	35 (7%)	10 (21%)	47 (100%)
Private sector	0 (0%)	5 (83%)	1 (17%)	6 (100%)
Private practice full-time	0 (0%)	2 (100%)	0 (0%)	2 (100%)
Service provider	1 (50%)	1 (50%)	0 (0%)	2 (100%)
Public sector with part-time private practice	1 (50%)	1 (50%)	0 (0%)	2 (100%)
Private sector with part-time private practice	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other, please specify	0 (0%)	3 (75%)	1 (25%)	4 (100%)
Missing data			1 (2%)	1 (2%)
Total	4 (6%)	47 (73%)	13 (21%)	64 (100%)

Discussion: Accreditation at the successful completion of training seems not to be provided in practice across all the sectors.

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3.4.5 Marketing of the EAP

3.4.5.1 Marketing options
(Question 21.1)

Table 32. Marketing options

Marketing options	Yes	No	Missing data	Total response
Marketing is done by internal EAP staff	49 (77%)	0 (0%)	15 (23%)	64 (100%)
Marketing is done by external EAP staff	10 (16%)	16 (25%)	38 (59%)	64 (100%)
Internal marketing department is involved in the EAP marketing activities	21 (33%)	10 (16%)	33 (52%)	64 (100%)
Training for EAP practitioners is provided	20 (31%)	11 (17%)	33 (52%)	64 (100%)

Note: multiple responses were possible and n varies

Discussion: From this table it is evident that marketing by internal EAP staff was the most common way of marketing the EAP. However, there is a substantial percentage of missing values which is of concern to the researcher since the reason for not responding to the question could not be established.

3.4.5.2 Information on application of the seven Ps of marketing mix
(Question 21.2)

Table 33. Application of the seven Ps of the marketing mix

	Yes	No	Missing data	Total response
Application of the 7 Ps of the marketing mix	24 (37%)	23 (36%)	17 (27%)	64 (100%)

Discussion: Although the greater proportion of respondents (37%) apply the seven Ps of the marketing mix as compared to 36% who do not apply the 7 Ps, it is still only a limited percentage of the total. This percentage may be an indication of limited knowledge of the relevant theoretical concept.

3.4.5.3 *Sector of employment and application of the seven Ps of marketing mix*
(Question 2.4 and Question 21.2)

Table 34. Sector of employment and application of the seven Ps of marketing mix

Sector of employment	Application of the seven 'P's of the marketing mix			
	Yes	No	Missing data	Total respondents
Public sector	17 (36%)	16 (34%)	16 (34%)	47 (100%)
Private sector	2 (33%)	3 (50%)	1 (17%)	6 (100%)
Private practice full-time	1 (50%)	1 (50%)	0 (0%)	2 (100%)
Service provider	0 (0%)	0 (0%)	2 (100%)	0 (1000%)
Public sector with part-time private practice	1 (50%)	1 (50%)	0 (0%)	2 (100%)
Private sector with part-time private practice	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other, please specify	1 (25%)	2 (50%)	1 (25%)	4 (100%)
Total	23 (36%)	23 (36%)	18 (28%)	64 (100%)

Discussion: Application of the seven Ps of the marketing mix was confirmed by 36% of the respondents from the public sector, which is the single largest group. This percentage is much less if the total number of respondents is taken into consideration (where the sector is not taken into account). The conclusion can be drawn from that the seven Ps of the marketing mix has limited application in practice.

3.4.5.4 Duration of work history as EAP practitioner and application of the seven Ps of marketing mix

(Question 2.3 and Question 21.2)

Table 35. Duration as EAP practitioner and application of the seven 'P's of marketing mix

Duration as an EAP practitioner/professional	Application of the seven 'P's of the marketing mix			
	Yes	No	Missing data	Total respondents
0-5 years	7 (39%)	6 (33%)	5 (28%)	18 (100%)
6-10 years	9 (36%)	10 (40%)	6 (24%)	25 (100%)
11-15 years	6 (40%)	5 (33%)	4 (27%)	15 (100%)
16-20 years	2 (34%)	2 (33%)	2 (33%)	6 (100%)
More than 20 years	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	24 (37%)	23 (36%)	18 (27%)	64 (100%)

Discussion: Little difference was observed between the different levels of experience measured against duration of service in the application of the seven Ps of the marketing mix.

3.4.5.5 Promotion media
(Question 21.3)

Table 36. Promotion media

Promotional media	Yes	No	Missing data	Total response
Internet	39 (61%)	4 (6%)	21 (33%)	64(100%)
Brochures	43 (67%)	0 (0%)	21 (33%)	64 (100%)
Internal newsletter	32 (50%)	5 (8%)	27 (42%)	64 (100%)
Presentation	41 (64%)	1 (2%)	22 (34%)	64 (100%)
Meetings	42 (66%)	2 (3%)	20 (31%)	64 (100%)
Other	2 (3%)	1 (2%)	61 (95%)	64 (100%)
Social media	10 (16%)	11 (17%)	43 (67%)	64 (100%)

Note: multiple responses were possible – n varies

Other, please specify.

- Internal email

Discussion: Brochures, meetings, presentations and the internet seem to be the methods mostly utilised to market EAP services in practice.

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3.4.5.6 Frequency of media applied
(Question 21.3)

Table 37. Frequency of media applied

Frequency	Daily	Weekly	Monthly	Missing data	Total response
Internet	5 (8%)	7 (11%)	19 (30%)	33 (52%)	64 (100%)
Brochures	2 (3%)	3 (5%)	20 (31%)	39 (61%)	64 (100%)
Internal newsletter	1 (2%)	3 (5%)	17 (27%)	43 (67%)	64 (100%)
Presentations	2 (3%)	1 (2%)	26 (41%)	35 (55%)	64 (100%)
Meetings	1 (2%)	1 (2%)	27 (42%)	35 (55%)	64 (100%)
Other, please specify	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Social media	0 (0%)	1 (2%)	5 (8%)	58 (91%)	64 (100%)

Other, please specify.

- Internal email

Discussion: This table indicates that the Internet seems to be utilised mostly on a daily basis while meetings, presentation, and brochures seem to be utilised mostly on a monthly basis.

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3.4.5.7 Marketing strategy and sector of employment

3.4.5.7.1 Defined marketing strategy and sector of employment
(Question 2.4 and Question 21.4)

Table 38. Defined marketing strategy and sector of employment

Marketing strategy	Yes	No	Missing data	Total respondents
Public sector	20 (43%)	16 (34%)	11 (23%)	47 (100%)
Private sector	1 (17%)	4 (68%)	1 (17%)	6 (100%)
Private practice	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Employed by EAP service provider	1 (50%)	0 (0%)	1 (50%)	2 (100%)
Public sector/ part-time private practice	0 (0%)	2 (100%)	0 (0%)	2 (100%)
Private sector/ part-time private practice	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other, please specify	2 (50%)	1 (25%)	1 (25%)	4 (100%)
Missing data			1 (100%)	1 (100%)
Total respondents	26 (41%)	23 (36%)	15 (23%)	64 (100%)

The discussion follows after Table 40.

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3.4.5.7.2 Application of marketing strategy and sector of employment
(Question 2.4 and Question 21.4)

Table 39. Application of marketing strategy and sector of employment

Application of marketing strategy	Yes	No	Missing data	Total respondents
Public sector	18 (38%)	13 (28%)	16 (34%)	47 (100%)
Private sector	1(17%)	2 (33%)	3 (50%)	6 (100%)
Private practice	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Employed by EAP service provider	1 (50%)	0 (0%)	1 (50%)	2 (100%)
Public sector/ part-time private practice	0 (0%)	1 (50%)	1 (50%)	2 (100%)
Private sector/ part-time private practice	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other, please specify	0 (0%)	3 (75%)	1 (25%)	4 (100%)
Missing data			1 (100%)	1 (100%)
Total respondents	22 (34%)	19 (30%)	23 (36%)	64 (100%)

The discussion follows after Table 40.

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3.4.5.7.3 Review of marketing strategy and sector of employment
(Question 2.4 and Question 21.4)

Table 40. Review of marketing strategy and sector of employment

Review of marketing strategy	Yes	No	Missing data	Total respondents
Public sector	14 (30%)	16 (34%)	17 (36%)	47 (100%)
Private sector	1 (17%)	2 (33%)	3 (50%)	6 (100%)
Private practice	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Employed by EAP service provider	1 (50%)	0 (0%)	1 (50%)	2 (100%)
Public sector/ part-time private practice	0 (0%)	1 (50%)	1 (50%)	2 (100%)
Private sector/ part-time private practice	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other, please specify	0 (0%)	3 (75%)	1 (25%)	4 (100%)
Missing data			1 (100%)	1 (100%)
Total respondents	18 (28%)	22 (34%)	24 (38%)	64 (100%)

Discussion: From Tables 38, 39, and 40 it is apparent that the only majority of the respondents who have a defined marketing strategy and who apply and review the marketing strategy regularly were in full-time private practice. This is of concern as quite a large percentage of respondents seem not to have a defined marketing strategy which is a strong negative practice. However, it should be taken into account that the total number of respondents in private practice is much lower than the total number in the public service.

Though the marketing strategy seems to be applied by most respondents, the strategy seems not to be reviewed as required by literature (Standards Committee of EAPA-SA, 2010:16).

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(Question 21.5)

Additional general comments regarding marketing (text response)

When additional texts were analysed, the following themes emerged:

- Marketing limited by-word-of-mouth actions as no budget for promotion is available

- Professional knowledge and skills are applied to perform marketing activities of the EAP

- EAP marketing included in broader departmental marketing strategy

- Brochures were utilised earlier, but due to budget constraints are no longer printed

- Marketing limited to internal newsletter and intranet

- Certain components are focused on during the marketing process, i.e., eCare

- Lack of funds limits marketing efforts

- Successful marketing depends on creativity in order to prevent desensitising regarding nature of marketing efforts

CHAPTER FOUR

KEY FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

4.1 Introduction

A need for the revision of the EAPA-SA Standards document (Standards Committee of EAPA-SA, 2010) was identified and a decision was taken by the EAPA-SA Board to approach the programme manager for Master's degree training in EAPs at the University of Pretoria to launch a research project on the revision of the EAP Standards document. To date, the EAP Standards document has been informed merely by workgroup inputs, theoretical background, and document analysis and does not include empirical data collected from EAP professionals. The subsequent project then included a group of Masters's degree students in order to assist in the collection of empirical data. This chapter entails a brief summary of all key findings, conclusions, and recommendations based on what has been discovered through empirical study compared to literature.

4.2 Key findings

4.2.1 Key findings regarding the demographics of the respondents

The study showed that the majority of the EAPA-SA membership comprises female EAP practitioners/professionals from the public with between 6 and 10 years' experience.

- It was also discovered that some of the respondents are not directly involved on the production level, but occupy positions as managers and related fields,

consultants responsible for training and lecturing in the field of EAP, while others are responsible for the EAP and wellness field in a combined manner.

4.2.2 Key findings on the EAPA-SA Standards document itself

- The majority of the respondents (60%) are aware of the EAPA-SA Standards document.

- Respondents with more years of experience in the EAP field seem not to utilise the EAPA-SA standards document, but rely solely on their experience.

- Reasons and views for non-utilisation of the Standards document ranged from no access to the Standards document, not being aware of the Standards document, to impracticality of the Standards document.

4.2.3 Key findings on organisational consultation

- The single largest percentage (48%) of respondents confirmed practising organisational consultation as core a technology.

- A structured process during consultation is followed by only 45%.

- Some of the respondents indicated that consultation is seen as a human resource management function, and is only applied in crisis situations.

- Dependents of employees are less involved during consultation.

- Issues consulted about most frequently are HR matters.

4.2.4 Key findings on supervisory training

- Training is practised by the majority of the respondents across all sectors.

- Reasons for no EAP training ranged from it not being part of the policy, lack of knowledge, not being part of standard operating procedures (SOP), capacity limitation, no independent EAP section, to the fact that the role of the consultant in training is too expensive.

- First-line supervisors seem to be the group mostly targeted during supervisory training.

- EAP services, confidentiality, the role of supervisors, and referral procedures seem to be the most common content of training.

- Data projectors, training manuals, and brochures seem to be the training aids utilised most, while role-plays, emails, and case study seem to be utilised less frequently.

4.2.5 Key findings on marketing

- Marketing of the EAP in practice is done by internal EAP staff in almost all sectors.

- Application of the seven Ps of the marketing mix is confirmed by only 37% of EAP professionals, mostly from the public sector.

- Meetings, brochures, and Internet use seem to be the methods commonly utilised to market EAP.

- The existence of a marketing strategy is confirmed by the majority of respondents in full-time private practice.

4.3 Conclusions

Based on the empirical findings, the researcher has reached the following conclusions:

4.3.1 Conclusion on the demographics of the respondents

- The opinion drawn from this study strongly represents the perceptions of females from the public sector.

4.3.2 Conclusions on the EAPA-SA Standards document

- Though the majority of the respondents are aware of the EAPA-SA Standards document the document seems to be less often utilised in practice, especially by those with more years of experience.

- The EAPA-SA Standards document is viewed by most of the respondents as helpful and practical as it provides the necessary guidance towards implementing sound EAP services.

- The EAPA-SA Standards document is viewed by a few respondents as impractical and too academic and clinical.

- The percentage of missing data is also relatively higher which is of concern since the researcher can only speculate whether or not the respondents deliberately left questions unanswered because of the fact that they do not practise those specific standards.

4.3.3 Conclusions on organisational consultation

- Organisational consultation is being practised by most of the respondents in almost all the sectors, but no structured process is being followed except in the private sector.

- Organisational consultation practice seems to be pro-active in nature as trends and potential risks are identified and mitigated timeously.

- Consultation is seen in practice as a human resources management function.

- Consultation is often done only in crisis situations as the EAP practitioner/professional has to deal with damage control. Employees and first-line supervisors seem to be the group mostly targeted during consultation, while one would expect management to be the group mostly targeted. Dependents of employees are less often involved during consultation.

- Organisational consultation promotes good partnership between relevant key stakeholders.

- Change is managed effectivel and conflicts, as well as confusion is eliminated through organisational consultation – cost effective.

- Organisational consultation practice contributes towards goal achievement.

- Human resource matters generally seem to be the focus of consultation.

4.3.4 Conclusions on EAP training

- Training seems to be practised by the majority; however, it is indicated by some respondents that their EAP does not provide EAP training, for the following reasons: not part of the operational guidelines or policy; expensive;

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lack of knowledge; capacity issues; no independent EAP section, and training not being the role of the consultant.

- First-line supervisors are the most targeted group for training.

- Supervisory/managerial training results in increased formal referral and utilisation of the programme. The success or downfall of the EA programme in terms of its effectiveness depends on the extent to which first-line supervisors are empowered to facilitate buy-in into the programme.

- Training organisational leadership on the EAP helps position the EAP in a better position within the organisation.

- Workshops are mostly attended during training.

- Accreditation is not offered at the successful completion of training.

- Content of training is crucial and must cover all aspects relating to the EAP.

4.3.5 Conclusions on marketing

- Marketing activities are limited due to budget constraints.

- The seven Ps of the marketing mix seem to be less frequently applied, which may be an indication of limited knowledge of the theoretical concept.

- The majority of respondents do not have a marketing strategy.

- The Internet seems to be utilised mostly on a daily basis whereas meetings, presentations, and brochures are utilised on a monthly basis.

4.4 Recommendations

In view of the above, the researcher recommends the following:

4.4.1 Recommendations on organisational consultation

Suggested changes to the current EAPA-SA Standards document: Criteria – the following criterion should be added.

- The establishment and application of a structured process during consultation, before the implementation of activities or finalisation of policies is carried out.

4.4.2 Recommendations on EAP training

Suggested changes to the current EAPA-SA Standards document: Criteria – the following criteria should be added.

- Accreditation after successful completion of training which will add value to the training.
- Training facilitated on an on-going basis to keep the information fresh, and to serve as a support system to supervisors/managers.

Suggested changes to the current EAPA-SA Standards document: Guidelines – the following guidelines should be added.

- Annual refresher courses offered to previously targeted supervisors/ managers.
- Integration/linking training to the internal training section's budget.

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- Variety of training methods applied to cover every trainee's preferred style of learning.

- Self-teaching aids and video clips provided to those who have received training or successfully completed their training in order to use such aids, even outside the training environment, so as to keep abreast of new developments.

4.4.3 Recommendations on marketing

Suggested changes to the current EAPA-SA Standards document: Guidelines – the following guidelines should be added.

- Expansion of the budget for proper marketing to increase visibility and utilisation of services.

- Joint effort between management, unions, and EAP staff to market the service.

- Development, application, and review of marketing strategy on a regularly basis.

- Tailor-made marketing strategy – vary (interchangeable) offered/ provided in a preferred language.

- Marketing pamphlets, posters explaining the vision and mission of the company/service provider, assurance of confidentiality, and contact numbers placed on notice boards.

- Some social media, Internet, and local radio utilised at least daily, other promotional media such as internal newsletters, journals, or SMSs utilised at least monthly, and branded promotional materials offered at every special event.

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- Application of the seven Ps of the marketing mix as they serve to ensure that the full scope of marketing is covered.

4.5   Concluding statement on the achievement of the goals and objectives

In view of the above, it is apparent that the non-clinical services as part of the EAPA-SA Standards document play a crucial role in positioning the EAP in the organisation.

- The goal of the study, i.e., to explore through benchmarking the nature of non-clinical services (organisational consultation, supervisory/management training, and EAP marketing) of Employee Assistance Programmes as applied by EAP practitioners in SA, against the EAPA-SA Standards had been achieved.
- The first objectives of the study, namely to conceptualise non-clinical services of EAPs, had been achieved.
- The second objective of the study, namely to explore the practice of organisational consultation, and EAP training and marketing, had been achieved.
- The third objective of the study, namely to describe the non-clinical services category (organisational consultation, EAP training, and marketing) of EAP standards – suitable for inclusion in the next edition of the EAPA-SA Standards document, had been achieved.

Incorporating the suggested recommendations into the revised EAPA-SA Standards document may ensure that it is perceived as a more practical and user-friendly document as well as improve on the everyday practice of EAPs, described in easily interpretable language.

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ANNEXURES

Annexure 1: Permission letter from EAPA-SA Board to conduct the study.

The Employee Assistance Professionals Association of South Africa

PO Box 11166; Hatfield, Pretoria, 0028
admin@eapasa.co.za
www.eapasa.co.za

Supervisor: Group Research Project
Department of Social Work and Criminology
University of Pretoria
PRETORIA
0002

Dear Prof Terblanche

PERMISSION FOR GROUP RESEARCH PROJECT: EAP MASTERS STUDENTS

I wish to refer to your letter requiring authorisation by the EAPA-SA Board for the group research project on the EAPA-SA EAP Standards – dated 21 May 2013.

The EAPA-SA Board hereby grants permission to the following students, registered for either of the following programmes at the Department of Social Work and Criminology, University of Pretoria: **MSW (EAP) or M Soc Sci (EAP):**

- A Lefakane
- M Kubheka
- E Monama
- H Caleni
- M Mogashoa.

Permission is granted based on the information as was provided in your letter, regarding the title, goal and objectives of the group study – although it is understood that each student's study will be acknowledged and forms part of his/her individual academic requirements.

Permission also provides for the practical assistance from the administrative officer of the Board, regarding:

- assistance in the process of adding the link to the EAPA-SA website and communication with members electronically;

- EAPA-SA webmaster, to upload the electronic version of the questionnaire to an identified website approved for purposes of the envisaged survey; and

No costs will be covered by the EAPA-SA Board, unless such costs had been approved prior to the actual costs being paid. As such any **costs** incurred by this request, will be paid by the students or another approved source.

Possible benefits for EAPA-SA as a voluntary association, can be summarised as follows:

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Annexure 2: Approval letter from the Faculty Ethics Committee.

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Research Ethics Committee

3 July 2014

Dear Prof Lombard

Project:	**Non-clinical service practice standards in South African Employee Assistance Programmes**
Researcher:	**MD Kubheka**
Supervisor:	**Prof LS Terblanche**
Department:	**Social Work and Criminology**
Reference number:	**23300338**

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

I am pleased to inform you that the above application was **approved** by the **Research Ethics Committee** on 3 July 2014. 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 the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

The Committee requests you to convey this approval to the researcher.

We wish you success with the project.

Sincerely

Prof Karen Harris
Acting Chair: Postgraduate Committee &
Research Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail:Karen.harris@up.ac.za

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Annexure 3: Informed consent letter

Informed consent form   Block Options ▼

Q1.1

SURVEY ON EAP STANDARDS
You are invited to participate in the survey following this introduction and informed consent letter. **It will take between 40 and 45 minutes to complete the questionnaire.** Completed responses are automatically saved and allow any participant to proceed at a later stage with the total completion, without losing information already provided. Please **do not complete the questionnaire more than once.**

The goal of the project is to explore, through benchmarking against EAPA-SA standards, the practices of EAP professionals with regard to different EAP standards.

This survey is part of a group research project launched by four students, registered for a master's programme in EAPs offered by the Department of Social Work and Criminology at the University of Pretoria. The supervisor of these four students, is **Prof Lourie Terblanche**, previously President of EAPA-SA and the programme manager of the mentioned master's programme. **The students involved are: Ms Andiswa Lefakane, Mr Moses Kubheka, Ms Hlobokazi Caleni and Ms Ephenia Monama.**

This research project is carried out in close co-operation with the EAPA-SA Board. Written permission had been obtained from the President of EAPA-SA in order to request all registered individual members of EAPA-SA to participate in this survey in their own capacity as EAP practitioners.

In order to participate in the survey, every participating member of EAPA-SA is required to give informed consent – which can be done by clicking on the relevant button at the end of this page.

Participation in this project is subject to valid registration as an individual member of EAPA-SA, which is confirmed by the fact that you have been approached to participate. However, participation is voluntary and anonymous and responses can in no way be linked to the respondent or his/her employer. Data will at all times be handled in a confidential manner.

The researchers wish to thank you for your time and valuable input towards improvement of the EAP practice in South Africa.

○ I disagree to participate in the survey

○ I agree to participate in the survey

‹ ▓▓   ›

If I disagree to participate i... Is Selected, Then Skip To End of Survey

▶ Demographic Details (5 Questions)   Click to show questions   Block Options ▼

▶ General Information (4 Questions)   Click to show questions   Block Options ▼

▶ EAP Programme Design: Advisory-/EAP-/Wellness Committee (6 Questions)   Block Options ▼

▶ Programme Design: Organisational Profiling (3 Questions) Click to show questions   Block Options ▼

▶ Programme design: Service delivery models and procedures (12 Questions)   Block Options ▼

▶ Programme design: Costing models (4 Questions) Click to show questions   Block Options ▼

▶ Implementation of the EAP: Policy (6 Questions) Click to show questions   Block Options ▼

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Annexure 4: Questionnaire on Non-Clinical Services

▼ Informed consent form

Block Options ▼

Q1.1

▼

SURVEY ON EAP STANDARDS
You are invited to participate in the survey following this introduction and informed consent letter. **It will take between 40 and 45 minutes to complete the questionnaire.** Completed responses are automatically saved and allow any participant to proceed at a later stage with the total completion, without losing information already provided. Please **do not complete the questionnaire more than once.**

The goal of the project is to explore, through benchmarking against EAPA-SA standards, the practices of EAP professionals with regard to different EAP standards.

This survey is part of a group research project launched by four students, registered for a master's programme in EAPs offered by the Department of Social Work and Criminology at the University of Pretoria. The supervisor of these four students, is **Prof Lourie Terblanche**, previously President of EAPA-SA and the programme manager of the mentioned master's programme. **The students involved are: Ms Andiswa Lefakane, Mr Moses Kubheka, Ms Hlobokazi Caleni and Ms Ephenia Monama.**

This research project is carried out in close co-operation with the EAPA-SA Board. Written permission had been obtained from the President of EAPA-SA in order to request all registered individual members of EAPA-SA to participate in this survey in their own capacity as EAP practitioners.

In order to participate in the survey, every participating member of EAPA-SA is required to give informed consent – which can be done by clicking on the relevant button at the end of this page.

Participation in this project is subject to valid registration as an individual member of EAPA-SA, which is confirmed by the fact that you have been approached to participate. However, participation is voluntary and anonymous and responses can in no way be linked to the respondent or his/her employer. Data will at all times be handled in a confidential manner.

The researchers wish to thank you for your time and valuable input towards improvement of the EAP practice in South Africa.

○ I disagree to participate in the survey

○ I agree to participate in the survey

⟨   ⟩

If I disagree to participate i... Is Selected, Then Skip To **End of Survey**

▼ Demographic Details

Block Options ▼

Q2.1

▼

What is your gender?

Male	Female
○	○

⟨   ⟩

Q2.2

▼

How long have you been working as a professional person?

0 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	more than 20 years
○	○	○	○	○

⟨   ⟩

Q2.3

▼

How long have you been working as an EAP practitioner/professional?

0 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	more than 20 years
○	○	○	○	○

⟨   ⟩

Q2.4

Indicate the sector where you are currently employed

- Public sector
- Private sector
- Private practice full-time
- Employed by EAP Service provider
- Public sector with part-time private practice
- Private sector with part-time private practice
- Other (please specify

Q2.5

If you are currently not involved in EAP practice, shortly explain your job contents and/or job title.

General information

Block Options ▼

Q3.1

Are you aware of the EAPA-SA Standards document?

Yes	No
○	○

If No Is Selected, Then Skip To End of Block

Q3.2

Indicate how frequent you make use of the EAPA-SA Standards document.

Never	Daily	Weekly	Monthly	Quarterly
○	○	○	○	○

Q3.3

If you do not consult the EAPA-SA Standards document, please select most relevant reason

- I was not aware of the EAPA-SA Standards document
- I do not have access to the Standards document
- The Standards document is impractical
- Other, add comments

Q3.4

Add general comments regarding the utilisation of the EAPA-SA Standards document, if needed

---

▶ EAP Programme Design: Advisory-/EAP-/Wellness Committee (Questions)

Block Options ▼

▶ Programme Design: Organisational Profiling (3 Questions) questions   Block Options ▼

▶ Programme design: Service delivery models and procedures (10 Questions)   Block Options ▼

▶ Programme design: Costing models (4 Questions) to show questions   Block Options ▼

▶ Implementation of the EAP: Policy (6 Questions) to show questions   Block Options ▼

▶ Implementation of the EAP: Operational guidelines (4 Questions)   Block Options ▼

▶ Implementation: Implementation Plan (5 Questions) to show questions   Block Options ▼

▶ Management and administration of the EAP: Staffing (8 Questions)   Block Options ▼

▶ Management and administration: EAP professional consultations (5 Questions) Block Options ▼

▶ Management and administration: Professional development (6 Questions)   Block Options ▼

▶ Management and administration: Confidentiality (6 Questions)   Block Options ▼

▶ Management and Administration: Record keeping (4 Questions)   Block Options ▼

▶ Management and administration: Professional liability insurance (4 Questions) Block Options ▼

▶ Management and Administration: Ethics (5 Questions) show questions   Block Options ▼

▶ EAP Clinical services (19 Questions)   Click to show questions   Block Options ▼

▼ Non-clinical services: Organisational consultation   Block Options ▼

Q19.1

Do you practice Organisational consultation as one of the core technologies?

Yes	No
○	○

Q19.2

Select those role-players that you consult with on a **regular (at least once per month)** basis. You may select more than one.

	Yes	No
Managing director or person in equivalent position	○	○
Other members of top management	○	○
Middle management	○	○
First-line supervisors	○	○
Employees	○	○
Dependants of employees	○	○
Unions	○	○
Other, please specify if 'yes'	○	○

Q19.3

Indicate whether you as EAP professional are consulted by management regarding the following matters. (You may select more than one relevant option.)

	Yes	No
Human resource matters in general	○	○
Retrenchment issues	○	○
Retirement planning	○	○
Relocation planning	○	○
Financial-/budget matters	○	○
Transport matters	○	○
Housing matters	○	○
Compensation matters	○	○

Q19.4

Do you follow a structured process during consultation?

Yes	No
○	○

Q19.5

Add comments regarding consultation, if needed.

Page Break

▼ Non-clinical services: EAP training

Block Options ▼

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Q20.1

Does your EAP provide EAP training?

Yes	No
○	○

If Yes Is Selected, Then Skip To Indicate which of the following role-...

Q20.2

If your EAP does not provide EAP training, please specify the reasons. You may select more than one.

- ☐ Not part of policy
- ☐ Time consuming
- ☐ Expensive
- ☐ Lack of knowledge
- ☐ Not part of the operational guidelines
- ☐ Other reasons, please specify

Q20.3

Indicate which of the following role-players are targeted for EAP training. You may select more than one.

	Yes	No
First level supervisors	○	○
Middle management	○	○
Top management	○	○
Union representatives	○	○
Employees	○	○
Dependants of employees	○	○

Q20.4

What does EAP training cover? You may select more than one.

	Yes	No
EAP services	○	○
Confidentiality	○	○
Referral procedures	○	○
Role of the supervisor in EAP	○	○
Other, please specify	○	○

Q20.5

Do you make use of the following training aids?

	Yes	No
Training manuals	○	○
Data projector	○	○
Video clips	○	○
Brochures	○	○
Other, add comments	○	○

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Q20.6

Describe the frequency of training sessions. Choose one that best describes your training.

○ Once off

○ Series of events to the same target groups

○ Annual refresher course

○ Other, please specify

Q20.7

Do you apply the following during training?

	Yes	No
Lectures	○	○
Work shops	○	○
Case studies	○	○
Role-plays	○	○
Small-group discussions	○	○
Written assignments	○	○
Other, please specify	○	○

Q20.8

Do you give any form of accreditation at the successful completion of training?

○ Yes - please specify form of accreditation

○ No

Q20.9

Add comments regarding EAP training, if needed

Page Break

▼ Non-clinical services: Marketing

Block Options ▼

Q21.1

Indicate the relevant options regarding marketing.

	Yes	No
Marketing is done by internal EAP staff	○	○
Marketing is done by external EAP staff	○	○
Internal marketing department is involved in the EAP marketing activities	○	○
Training for EAP practitioners is provided	○	○

Q21.2

Do you apply the seven 'P's of the marketing mix?

Yes	No
○	○

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Q21.3

Application of promotional media

	Promotion media		Frequency		
	Yes	No	Daily	Weekly	Monthly
Intranet	○	○	○	○	○
Brochures	○	○	○	○	○
Internal newsletter	○	○	○	○	○
Presentation	○	○	○	○	○
Meetings	○	○	○	○	○
Social media	○	○	○	○	○
Other, please specify	○	○	○	○	○

Q21.4

Marketing strategy

	Yes	No
Do you have a defined marketing strategy?	○	○
Do you apply this strategy?	○	○
Do you review this strategy regularly	○	○

Q21.5

Add general comments regarding marketing of your EAP, should you have the need

Page Break

▶ Preventative services (3 Questions)   Click to show questions   Block Options ▼

▶ EAP Networking (5 Questions)   Click to show questions   Block Options ▼

▶ Monitoring and Evaluation in the EAP (6 Questions) Click to show questions   Block Options ▼

▼ General Comments   Block Options ▼

Q25.1

Add comments regarding any of the questions included in this questionnaire - if needed and if you have not done so as yet.

Q25.2

Thank you for your time and effort in participating in this important survey!

Annexure 5: Data storage form

© University of Pretoria

FACULTY OF HUMANITIES
RESEARCH PROPOSAL AND ETHICS COMMITTEE

Declaration for the storage of research data and/or documents

I/ We, the principal researcher(s)   ____Moses Dumisani Kubheka

and supervisor(s)   ___ Prof L S Terblanche_____

of the following study, titled   __Non-clinical service practice standards in South African Employee Assistance programmes__

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

____Social Work and Criminology_____

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

Start date of study: January 2013_____

Anticipated end date of study: January 2014 _____

Year until which data will be stored: 2029_____

Name of Principal Researcher(s)	Signature	Date
Moses Duminsani Kubheka		
Name of Supervisor(s)	**Signature**	**Date**
Prof Lourie Terblanche		
Name of Head of Department	**Signature**	**Date**
Prof Antoinette Lombard		