Human Resource Practice

Eighth Edition

Human Resource Practice

Malcom Martin Fiona Whiting





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We recognise that directly or indirectly those with whom we work, and have worked, help create such practical knowledge and skill as we have. Preparation of the revised material in this 8th edition has been greatly helped by comments, informed suggestions and contributions from students, delegates, colleagues, business clients, tutors, associates and publisher. These have been invaluable in providing insights into current trends and organisational procedures and practices. We would like to thank them all for their assistance.

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Walkthrough of textbook features and online resources

Learning outcomes

At the beginning of each chapter a bulleted set of key learning outcomes summarises what you expect to learn from the chapter, helping you to track your progress.

LEARNING OUTCOMES

After reading this chapter you will:

- · Understand the changing nature and continuing importance of employee
- Be able to define the differences in the purposes, content and operation of disciplinary, capability and grievance procedures.
- . Understand the good practice steps and statutory requirements that ensure the effective handling of conduct or capability cases.
- . Be able to assess the suitability of a range of tools for managing long- and short-
- · Appreciate the importance of responding appropriately and quickly to employee grievances, including consideration of alternative and collaborative approaches to resolving conflict.
- · Understand the growing importance of and interest in employee engagement.

Case studies

A range of case studies from different countries illustrate how key ideas and theories are operating in practice around the globe, with accompanying questions or activities.

Case study 8.1

Is it possible to get it right? One organisation a charity – did. The organisation found that pornographic images were stored on the computer of a member of the IT team and there was evidence to suggest that such material had been passed between the members of the department. There was a concern among the managers that if they were not seen to take decisive action, they might be viewed as condoning similar behaviour in the future as well as running the risk of receiving harassment

• A thorough investigation had taken place, but claims and, possibly, a criminal conviction. After an investigation, the IT manager was unable to identify the guilty party or parties, and so reluctantly decided to dismiss all four employees in the department. One employee appealed, but the appeal was turned down and subsequently the same employee submitted an unfair dismissal claim.

In summarising the reasons for the finding of fair dismissal, the tribunal chair pointed out that

- The organisation did have an established internet and e-mail policy that clearly specified what was 'acceptable use' and which actions were prohibited.
- · Infringement of this policy was listed as an example of gross misconduct in the organisation's disciplinary procedure.
- the employer had not been able to discover which employee(s) were to blame, and so had dismissed all four employees on the grounds of a reasonable suspicion.
- . It was noted that the employees had been unhelpful during the investigations and there were no mitigating factors to be taken account of.

Reflective activity

In each chapter, a number of questions and activities will get you to reflect on what you have just read and encourage you to explore important concepts and issues in greater depth.



Reflective activity 8.3

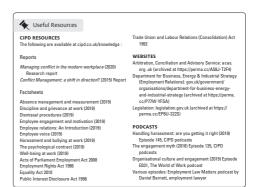
If you are inexperienced in handling disciplinary situations, ask if you could sit in on a disciplinary interview as an observer only. Try to identify good and bad practices (diplomatically, of course). Did

you agree with the decision reached? If not, seek to discuss the reasons for the decision with the manager concerned.

Explore Further and Useful Resources

Explore further boxes provide references and contain suggestions for further reading and useful websites, encouraging you to delve further into areas of particular interest.





Reflective activities feedback

At the end of each chapter, feedback on a selection of activities allows you to reflect on your understanding, highlighting any areas of development.



REFLECTIVE ACTIVITY 8.5

Before reaching a decision, the supervisor needed to answer the following questions:

- Do the written particulars contain a clause referring to out-of-hours training?
- Which legislative Acts are relevant for example, the Equality Act 2010 (regarding indirect sex discrimination)?
- What has happened in the past in similar circumstances (that is, custom and practice)?
- Has the employee been willing to attend previous training events?

- What is known about the employee's domestic circumstances (taking into account the employee's right to privacy)?
- Can the company provide any help and assistance regarding childcare?
- Can alternative arrangements be made to accommodate this training. for example, rescheduling the event to weekdays, changing the attendance requirements?
 - What are the likely repercussions of all the possible solutions?

Other resources

Online resources for tutors

- PowerPoint slides design your programme around these ready-made lectures.
- Lecturer's guide including guidance on the activities and questions in the

Online resources for students

- Annotated web links access a wealth of useful sources of information in order to develop your understanding of the issues in the text.
- Author blog keep up to date with the latest developments in HR through our author's blog.