

**COURSE DATA****DATA SUBJECT**

**Code:** 42740  
**Name:** Job design, recruitment and selection  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
2126 - Master's Degree in Human Resources Management	Facultat de Ciències Socials	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2126 - Master's Degree in Human Resources Management	Functions of human resources management	COMPULSORY

**COORDINATION**

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PONS VERDU FERNANDO JOSE

**SUMMARY**

The subject "design jobs, recruitment and selection" is taught in the second semester of the first course of "Master in Management and Human Resources Management" and is made in Matter 3. "Functions of human resource management." It has 3 ECTS.

The contents include the analysis and assessment of jobs, the redesign of jobs and work units, the design of recruitment, selection processes, selection techniques and methods of people in organizations.

The course pretends to teach the students the knowledge, resources and capabilities to perform the analysis and jobs design, plan and implement recruitment processes in organizations.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.



## OTHER REQUIREMENTS

Students should have knowledge of the official programs required to access to graduate program.

## COMPETENCES / LEARNING OUTCOMES

### 2126 - Master's Degree in Human Resources Management

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to analyse the problems and structure of the labour market, using various economic theories.

Students should be able to calculate and interpret productivity ratios and advise on decision-making in this respect.

Students should be able to design and implement recruitment and selection procedures.

Students should be able to design organisational charts and functions manuals, and to make proposals for organisational improvement.

Students should be able to design staff establishment plans.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should be able to plan, implement, develop and evaluate human resources management in accordance with scientific models and procedures and in compliance with the ethical criteria of the profession.

Students should be able to prepare reports and make oral presentations related to human resources management.

Students should be able to read a normative text or an application decision, critically and inferring its consequences in the field of business.

Students should be able to represent the organisation in different areas of representation and negotiation, particularly in collective bargaining.

Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should have assertive communication and negotiation skills. This means being able to carry out



negotiations related to the direction and management of human resources, and being able to carry out a mediation activity that facilitates an adequate management of human resources.

Students should know the basic concepts of labour legislation and social protection needed to understand the contents of the master's degree and to carry out human resources management tasks.

Students should know the fundamental characteristics of the labour market in Spain, its trends and structural changes.

## DESCRIPTION OF CONTENTS

### 1. Analysis and job Evaluation

Through this thematic unit, the following contents are intended to be developed:

To Know the historical evolution of the development of work in positions, depending on the different needs of the System and of the organizations.

To Identify the value of knowledge of work contents from different techniques of analysis and job description.

To interpret the functional organization charts of organizations.

To Know the job evaluation techniques, making an approximation to the evaluation of work performance and delving into the necessary performance evaluation.

### 2. Jobs and work units redesign

Through this thematic unit, the following contents are intended to be developed:

To Know the design of jobs as part of the design of the company's organizational structure.

Analysis and description of jobs as a phase prior to the design process in traditional models.

To Identify the different job design models.

To Know the interrelationship between job designs and the necessary motivation at work.

To Work effectively on organizational redesign processes based on job redesigns in organizations.

To Identify the roles related to work based on the identification of meta-competencies, integrating the job design process to the selection, training and performance evaluation processes.



### 3. Design selection processes.

This thematic unit is intended to develop the following contents:

Integration of the recruitment function at the strategic level of the organization.

Model selection and planning recruitment process. Adaptation to the needs of the organization.

Analysis and job description as a preliminary to selection process.

Planning recruitment processes.

### 4. Practical selection techniques in depth

This thematic unit is intended to develop the following contents:

Techniques and selection methods.

- a) Analysis of psychological testing reports.
- b) Job interview.
- c) Situational tests.

Selection reporting.

Audit selection processes and trends in Personnel Recruitment and Seleccion

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	6,00
Theory	18,00
Classroom practices	6,00
<b>Total hours</b>	<b>30,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	35,00
Independent study and work	10,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>45,00</b>

## TEACHING METHODOLOGY



Teaching methodology:

Master class

Readings of relevant documents (reports, articles, etc.).

Group discussions and analyses of relevant issues to management and human resource management

Instruments use

Case study

Use of audiovisual material

Individual and group tutorials

Practices activities in classroom

The course pretends to facilitate experiential learning processes and know key elements in the selection process through dynamics group, role-playing, case studies, articles and audiovisual material. In the units of selection, students will develop a selection process, which will serve as a link between the contents of the different thematic units

## EVALUATION

According to what is stated in the certificate verification report, the evaluation system that will be used in the subject combines the following alternatives:

Application of observation and recording scales of students' attitudes in the development of tasks and activities. Participation and involvement in the activities of the Master (20%)

Evaluation of the individual and / or group work of the students (80%)

The use and achievement of objectives will be evaluated through assistance and the development of practical cases throughout the sessions. 20% of the attitude and participation grade is considered non-recoverable on second call.



On second call, the classification of non-recoverable activities is maintained.

It is not necessary to reach a percentage or minimum mark in each part evaluated so that they can be averaged or added.

The / The student / a can pass the subject in second call. There are no differences between the evaluation systems in the first and second call beyond the 20% corresponding to the attitude indicated above.

The overall minimum grade to pass the course is 5 (both in first and second call).

Students with higher grades will be eligible for the Honor Enrollment qualification with a grade higher than 9. In the event that the number of students in this situation is greater than the number admitted by the regulations, the students with the highest grades will have preference.

## REFERENCES

- Alles, M. (2016). Selección por competencias:(Nueva Edición). Ediciones Granica. -Alles, M. (2017). Elija al mejor: la entrevista por competencias(Nueva Edición). Ediciones Granica. -Alonso, P., Moscoso, S., & Cuadrado, D. (2015). Procedimientos de selección de personal en pequeñas y medianas empresas españolas. *Revista de Psicología del Trabajo y de las Organizaciones*, 31(2), 79-89. -Burke, R. J., & Cooper, C. L. (2006). The new world of work and organizations: Implications for human resource management: The New World of Work and Organizations. *Human Resource Management Review*, 16(2), 83-85. -Fernández Guerrero, R. (Coord.) (1998): Organización y métodos de trabajo. Civitas. -Lahera, A. (2006) Diseñando el trabajo del futuro en Vidal, F., (coord.) Exclusión social y estado del bienestar en España, 365-405. -Sastre, M. A. y Aguilar (2003): Dirección de recursos humanos. Un enfoque estratégico. McGraw-Hill.
- Albizu, E. y Landeta, J. (2001): Dirección Estratégica de los Recursos Humanos: Teoría y Práctica. Pirámide. -Baron, H. & Janman, K. (1996). Fairness in the Assessment Centre, vol. 11. Cooper, C. L.y Robertson (Ed.) *International Review of Industrial and Organizational Psychology*. West Sussex (England) John Wiley & Sons. -Bonache, J. y Cabrera, A. (dir.) (2002): Dirección estratégica de las personas. Prentice Hall. -Colakoglu, S., Lepak, D. P., & Hong, Y. (2006). Measuring HRM effectiveness: Considering multiple stakeholders in a global context: The New World of Work and Organizations. *Human Resource Management Review*, 16(2), 209-218. -De la Calle, M.C. y Ortiz de Urbina, M. (2004). Fundamentos de RRHH, Pearson, Prentice Hall, Madrid. -Fernández- Ríos, M. y Sánchez, J. C. (1997). Valoración de Puestos de Trabajo. Madrid: Díaz de Santos. -Fitz-Enz, J. (1999). Cómo medir la gestión de recursos humanos (cap. 1, 2, 3 y 4). Ed. Deusto. -García-Tenorio, J y Sabater, R. (Coord.) (2004): Fundamentos de dirección y gestión de recursos humanos. Thompson. -Gómez Mejía, L.R., Balkin, O.B. y Cardy, R.L. (2005): Gestión de recursos Humanos. Prentice Hall. -Gospel, H (2003) Quality of working life: A review on changes in work organization, conditions of employment and work-life arrangements. *Conditions of Work and Employment Series*, n 11