



COURSE DATA

DATA SUBJECT

Code: 42764
Name: Management of human resources in social economy enterprises
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2204 - Master's Degree in Social Economics (Cooperatives and Non-Profit Organisati	Facultat d'Economia	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2204 - Master's Degree in Social Economics (Cooperatives and Non-Profit Organisati	Management of human resources in social economy enterprises	COMPULSORY

COORDINATION

GONZALEZ CRUZ TOMAS

SUMMARY

Organizations, including those in the social economy, must align their **organizational design and Human Resources (HR) policies** with the achievement of their strategic objectives. Traditionally, the relationship between goals and structure has been analyzed through organizational configurations, identifying typologies according to their purpose and the most suitable structures to achieve them. In this course, however, the focus shifts to **organizational capability** and the critical role of HR in developing and sustaining these capabilities.

The design of HR policies and systems is essential to provide the organization with the skills and behaviors needed to differentiate itself and compete effectively. The organization's strategy is broken down into a set of capabilities, many of which depend directly on talent management, training, motivation, and employee engagement.

The allocation and organization of human resources determine the entity's ability to achieve its goals. Therefore, organizational design must integrate structure, planning systems, and HR policies in a coherent way, aligning people management with strategy and key capabilities.

In summary:



- The design of the organization and HR systems must be consistent with the formulated strategy and oriented towards enhancing the capabilities needed for the organization's purpose.
- HR management must facilitate the efficient implementation of the strategy and foster the development of behaviors and competencies for successful execution.
- Organizational and HR design must respond to factors such as technology, environment, history, legal framework, complexity, and cultural diversity, ensuring external fit.
- The organization's effectiveness depends on the coherence between strategy, organizational design, and HR policies (strategic and internal fit).

To analyze the relationship between strategy, organizational design, and HR management from a systemic and operational perspective, the course uses the Galbraith model (2002), which highlights design variables including people and rewards as key levers under the responsibility of HR managers.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Nothing

COMPETENCES / LEARNING OUTCOMES

2127 -

Be able to integrate into teams, both as managers or coordinators and for specific and limited functions and in support of the team or of others.

Be able to integrate new technologies in their professional and/or research work.

Comprender el funcionamiento de las entidades y empresas que conforman la Economía Social

Conocer y saber aplicar las estrategias de Recursos Humanos aplicadas a las empresas y entidades de la Economía Social.

Critically analyse one's own work and that of colleagues.

Have a proactive attitude towards possible changes that may occur in their professional and/or investigative work.

Know how to work in multidisciplinary teams reproducing real contexts and contributing and coordinating their own knowledge with that of other branches and participants.

Know how to write and prepare presentations to present and defend them later.

Participate in, lead and coordinate debates and discussions, be able to summarize them and extract the most relevant conclusions accepted by the majority.



Proyectar sobre problemas concretos sus conocimientos y saber resumir y extraer los argumentos y las conclusiones más relevantes para su resolución.

Saber trabajar en equipo con eficacia y eficiencia.

Ser capaces de buscar, ordenar, analizar y sintetizar la información, seleccionando aquella que resulta pertinente para la toma de decisiones.

Ser capaces de tomar decisiones tanto individuales como colectivas en su labor profesional y/o investigadora.

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

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 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 possess and understand foundational knowledge that enables original thinking and research in the field.

Use different presentation formats (oral, written, slide presentations, boards, etc.) to communicate knowledge, proposals and positions.

DESCRIPTION OF CONTENTS

1. Competitive Strategy and Organizational Design in HR

1.1. Course introduction and learning objectives

1.2. Historical evolution of purpose-structure analysis and its links to HR

1.3. Classical approaches and structuralism limitations in HR management

1.4 Introduction to the organizational capabilities approach and HR's role

1.5 The role of HR management in competitive advantage



2. Elements of Organizational Design and the Galbraith Model in HR

- 2.1. Systemic view organizational and HR design
- 2.2. Galbraith's Star Model: people and rewards as key variables
- 2.3. External and internal factors influencing HR design
- 2.4. Coherence and strategic fit in people management

3. Organizational Agility and HR

- 3.1. Concept of organizational agility and its importance in talent management
- 3.2. Tools and evaluation criteria for HR agility
- 3.3. Case analysis: identifying key capabilities and barriers in HR management
- 3.4. Improvement proposals for HR design to foster agility

4. Practical Application and Assessment

- 4.1 Solving complex practical HR cases
- 4.2 Integration of theoretical and practical knowledge in HR management
- 4.3 Team presentation and discussions of solutions
- 4.4 Assessment of coherence between strategy, capabilities, and HR policies
- 4.5 Final synthesis and recommendations for continuous improvement in HR

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	30,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,00
Independent study and work	5,00
Preparation of lessons	15,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	45,00



TEACHING METHODOLOGY

The course combines theoretical sessions with practical case-based sessions, using the case method to analyze real HR management situations and extract applied learning.

EVALUATION

- 40%: Evaluation of HR case resolution reports.
- 60%: Evaluation of the final case-exam proposed by the instructor.
- All assignments will be checked for plagiarism and must include a statement regarding the use of Artificial Intelligence, in accordance with current regulations

Policy for the use of Artificial Intelligence (AI). A paragraph should be included at the end of any task that uses Artificial Intelligence, explaining what it has been used for and what instructions have been applied to obtain the results. Failure to do so will violate the academic honesty policy and will be considered plagiarism. In fact, according to article 11.g of Law 3/2022, of February 24th, on university coexistence, regarding ChatGPT, it shall be considered a very serious offense to fully or partially plagiarize a work, or engage in academic fraud in the preparation of any assignment or activity requested of the students. Academic fraud shall be understood as any deliberate behavior aimed at falsifying the results of an exam or assignment, whether it is one's own or someone else's (including the improper use of artificial intelligence such as ChatGPT), carried out as a requirement to pass a subject or demonstrate academic performance.

REFERENCES

- Ackoff, R.L. (2000): *Recreating the Corporations. A Design of Organizations for the 21st Century.* Oxford University Press.
- Amy Kates, Jay R. Galbraith (2007): *Designing your Organization: Using the Star Model to Solve 5 Critical Design Challenges.* San Francisco: Jossey-Bass.
- Donald L. Anderson (2019): *Organization Design. Creating Strategic & Agile Organizations.* SAGE, London. Chapters 5; 6; 7; 8.
- Jay Galbraith, Diane Downey, Amy Kates (2002): *Designing Dynamic Organizations [Electronic Resource]: A Hands-on Guide for Leaders at All Levels.* New York: AMACOM.
- Pfeffer, J. (2000): *New Directions in Organization Theory. Problems and Prospects.* Oxford University Press.