La première partie détermine les éléments de base dans la théorie de décision, qui sont communs à toutes ses applications (explicatives et évaluatrices), quelle que soit l'institution ou l'organisation qui prend les décisions. Dans la deuxième partie, un modèle de décision est exposé comme étant le cadre servant à l'analyse explicative des propres investissements (dans les écoles et ailleurs). La discussion comprend quelques commentaires relatifs à "l'analyse marginale" et aux relations entre les micro-décisions indépendantes et les équilibres économiques totaux. Dans une troisième partie, la perspective a trait à la société, et on souligne quelques problèmes importants dans les évaluations (relatives à la société) des investissements dans les êtres humains, comportant des problèmes techniques, tels que: par ex. la véritable identification des fonctions de production avec de grands changements (supra-marginaux) dans le mélange des aptitudes humaines, mais aussi les problèmes fondamentaux associés à la répartition des chances, et aux conflits d'intérêts.

L'article se termine par quelques mots relatifs aux années 1970, à quelques problèmes de développement humain et à leur défi, et à quelques problèmes de recherche interdisciplinaire dans ce domaine.

APPROACHES TO MANPOWER PLANNING

by Richard L. Cummings, Wisconsin

Introduction

Technological advances in communication and transportation in the last two generations have opened the ears and eyes of literally billions of human beings to the possibility that hunger, disease, and violence may be reduced in scope and intensity. The world could be a nonfearful living environment. At this time in human history societies everywhere are contemplating the need to modify their educational enterprises in order to accommodate them and, by so doing, to accommodate themselves to the demands of ubiquitous technological and sociological transformations. Manpower planning has become one of the basic tools of this educational decision-making.

Growing out of a rationale for manpower planning, this article summarizes five of the most commonly utilized strategies for initiating manpower studies, explores their conceptual strengths and weaknesses, and reviews recent case histories representative of these strategies. Thus, this writer intends here only to present representative examples of selected strategies.¹)

Rationale

At the present time manpower planning methods are based upon the
view of the relationship of economic development and education as determined in one direction. That is, the expected pattern of economic output is viewed as determining the skill requirements of the labor force and these requirements, in turn, as determining the desirable educational structure. In this perspective, manpower planning amounts to taking the forecasts or plans for economic growth as given and estimating from them a set of skill and educational requirements.

A simple observation provides the basic rationale for the use of manpower projections as an instrument of educational planning. The observation is that the educational characteristics of the labor force at a particular point in time are primarily determined by the history of the educational sector over the preceding years. Individuals in the labor force at a given time have received their education and training – or not received education and training – during the previous three decades. Through the use of manpower projections this process can, to a certain extent, be reversed: that is, from estimates of the future labor force and assumed educational standards for different sets of occupations we can derive a group of requirements to be applied to the future development of the educational sector.

In moving from general observations about manpower projections and educational planning to the specifics of methods, it will be useful to keep in mind the two general parts of the planning process: first, the estimating of the occupational characteristics of the labor force and, second, the translation of these estimated characteristics into educational requirements. This article concerns itself only with problems and practices related to estimating occupational characteristics of the labor force.

Problems

The first part of the planning process, as it confronts the need to estimate future characteristics of the labor force, must contend with three major types of economic problems and either deal with them or ignore them.

1. The first type of problem is that which arises from changes in demand for final outputs of the economy. As an economy grows through time, changes in the pattern of demand will take place because of changes in tastes, the state of technological knowledge, and the availability of resources. Since the demand for skilled and unskilled labor is a demand derived from that for final products, changes in the pattern of final demand for goods and services will have effects upon the patterns of demand for various types of labor: the increased popularity of the