The Human Resource Management Course Monographs provide descriptions of training courses for graduate students and manpower practitioners, including treatment of some of the major functions of manpower programs. Manpower Project Monitoring and Program Evaluation is designed to introduce the student to the principles, techniques and limitations of the monitoring and evaluation process. The course also provides the students with "hands-on" experience in designing a model manpower monitoring and evaluation system for a particular organization. Monitoring essentially involves the determination of whether or not a project is doing what it said it was going to do. Evaluation involves the analysis of the effectiveness of a particular project or program component in achieving its stated objectives. (Author)
Manpower Project Monitoring and Program Evaluation is designed to introduce the student to the principles, techniques and limitations of the monitoring and evaluation process. The course also provides the students with "hands-on" experience in designing a model manpower monitoring and evaluation system for a particular organization. Monitoring essentially involves the determination of whether or not a project is doing what it said it was going to do. Evaluation involves the analysis of the effectiveness of a particular project or program component in achieving its stated objectives. (Author)
MANPOWER PROJECT MONITORING AND PROGRAM EVALUATION

A Human Resource Management Course Monograph
No. 1 in a Series

By: Myron D. Fottler and Joseph A. Raelin
Human Resources Institute
The School of Management
State University of New York
at Buffalo
Buffalo, New York 14214

November 1975
MANPOWER PROJECT MONITORING AND PROGRAM EVALUATION

A Human Resource Management Course Monograph

Developed By:

Myron D. Fottler  
College of Business Administration  
The University of Iowa  
Iowa City, Iowa 52242

Joseph A. Raelin  
School of Management  
State University of New York at Buffalo  
Buffalo, New York 14214

Published By: Human Resources Institute  
School of Management  
State University of New York at Buffalo  
Buffalo, New York 14214

Project Director: Thomas G. Gutteridge

This report was prepared for the Manpower Administration, U. S. Department of Labor, under Research and Development Grant No. 31-36-74-02. Since grantees conducting research and development projects under government sponsorship are encouraged to express their own judgments freely, this report does not necessarily represent the official opinion or policy of the Department of Labor. The authors are, therefore, solely responsible for the contents herein.
ABSTRACT

The Human Resource Management Course Monographs provide descriptions of training courses for graduate students and manpower practitioners, including treatment of some of the major functions of manpower programs. Manpower Project Monitoring and Program Evaluation is designed to introduce the student to the principles, techniques, and limitations of the monitoring and evaluation process. The course also provides the students with "hands-on" experience in designing a model manpower monitoring and evaluation system for a particular organization. Monitoring essentially involves the determination of whether or not a project is doing what it said it was going to do. Evaluation involves the analysis of the effectiveness of a particular project or program component in achieving its stated objectives.
# TABLE OF CONTENTS

## PREFACE

**Page**

### I. INTRODUCTION

A. Description of Human Resources Management Curriculum 

**Page**

B. Statement of Course Purpose

**Page**

### II. MODEL OF COURSE STRUCTURE

A. Course Goals

**Page**

B. Course Content

**Page**

C. Overview of Instructional Strategies

**Page**

D. Assessment System

**Page**

### III. DESCRIPTION OF INSTRUCTIONAL MODULES

A. Module 1: Overview of Manpower Policy

**Page**

B. Module 2: Federal Manpower Programs

**Page**

C. Module 3: Introduction to Monitoring and Evaluation Research

**Page**

D. Module 4: Project Monitoring

**Page**

E. Module 5: Program Evaluation

**Page**

F. Module 6: Design of a Model Manpower Project Monitoring and Program Evaluation System

**Page**

### IV. CONCLUSION

A. Evaluation

**Page**

B. Recommendations

**Page**

## APPENDICES

Appendix A: Course Syllabus

Appendix B: Additional References Not Covered in the Course

Appendix C: Human Resources Management Option Curriculum

Appendix D: Case Study

Appendix E: List of Guest Speakers

Appendix F: Course Evaluation Forms
PREFACE

As Director of the Human Resources Institute (HRI) in the School of Management at the State University of New York at Buffalo (SUNYAB), it is a pleasure for me to announce the inauguration of the Human Resource Course Monograph Series. The Human Resources Institute is an interdisciplinary teaching and research unit which has been funded under a grant from the Department of Labor to establish and offer a human resources curriculum to degree seeking students as well as manpower practitioners employed throughout Region II of the United States (New York, New Jersey, Puerto Rico and the Virgin Islands).

As part of its mandate under the Manpower Institutional Grant from the Department of Labor, the HRI has developed six new credit bearing human resources courses and has revised several others. These courses are offered during the evening and are tailored to meet the educational needs of manpower-human resource practitioners as well as students intending to enter the human resources field.

The objective of this monograph is to share with other faculty in the human resources development field the learning objectives, course structure, instructional strategies, general content and related information pertinent to specific manpower courses. In this way, instructors of similar or related courses will hopefully benefit from the experiences derived by HRI faculty in the formulation and implementation of these courses in a non-traditional educational environment.

The initial course monograph, written by two experienced instructors in the human resources field, outlines the components of a manpower monitoring and evaluation curriculum. This subject was specifically selected as part of the Institute's course sequence because of the expressed need of administrators operating under decentralized special manpower revenue sharing grants to determine the nature and quality of performance of the programs provided under their jurisdiction. Manpower Project Monitoring and Program Evaluation was designed, therefore, to teach current and potential manpower staff not only how to assess whether particular programs were meeting their specified objectives but also to ascertain the cost-effectiveness of the program in fulfilling its intended purpose.

I congratulate Myron Fottler and Joseph Raelin on the production of a concise, well written monograph and hope that its readers will benefit from the ideas and information they provide in the following pages.

Dr. Thomas G. Gutteridge
Director
Human Resources Institute
I. INTRODUCTION

A. Description of Human Resources Management Curriculum

The Human Resources Management Option is a major component of the MBA program at the School of Management, State University of New York at Buffalo (See Figure 1). The School has offered a wide range of courses, over the years, encompassing a variety of management subdisciplines.

Recently; however, many faculty members have become increasingly aware that the field of human resources management and manpower development is experiencing a dramatic transformation. Recent course offerings have reflected this awareness. On September 1, 1974, a new elective option in Human Resources
Management was added to the MBA curriculum. The primary objective of this program is to provide students with a broad management education as well as with the theoretical and practical skills required to assume a career role in the applied human resources field.

Those students electing the HRM Option generally spend four academic semesters in residence and, in addition to the basic MBA core, complete a prescribed sequence of four courses in the human resources area (See Appendix C). While not a required part of the program, HRM students are encouraged to obtain on-site project experience in the manpower-human resource departments of selected organizations by means of one semester paid employment traineeships, credit bearing internships, or independent study projects. In addition, as part of the HRM Option, students must select two human resources management electives and two general electives. The Manpower Project Monitoring and Program Evaluation course, (MGI 696), described herein, qualifies as an HRM elective (See Appendix A).

B. Statement of Course Purpose

Manpower Project Monitoring and Program Evaluation provides an introduction to the monitoring and evaluation of manpower programs. It is designed to prepare students not only to monitor and evaluate existing manpower programs, but also to develop prototype monitoring and evaluation systems. Students learn theories, techniques, applications, and limitations of various approaches to monitoring and evaluation.
II. MODEL OF COURSE STRUCTURE

A. Course Goals

1. To prepare the student to:
   a. Develop an understanding of the origin, development, and current status of manpower programs in the U.S., including the purposes and achievements of prior categorical manpower programs as well as the more recent CETA legislation.
   b. Develop an understanding of the role of monitoring and evaluation in the total context of manpower program development.
   c. Develop an understanding of the research framework and various techniques of monitoring and evaluation, including both economic and non-economic approaches.
   d. Design and implement a monitoring and evaluation system for a specific organization.

2. To provide the above applications for both manpower program practitioners and graduate students.

B. Course Content

1. An Overview of Manpower Policy, Past and Present
2. Federal Manpower Programs and Previous Evaluation Efforts
3. An Introduction to Monitoring and Evaluation Research
4. Project Monitoring
5. Program Evaluation
6. Design of a Model Manpower Project Monitoring and Program Evaluation System
C. Overview of Instructional Strategies

1. During the course, short lectures and demonstrations were used by the instructors to introduce cognitive material. The class discussions of the material were based upon the readings assigned for the particular week as well as upon the instructors' presentations.

2. Three instructors with different experiential and academic backgrounds alternated presentation of the material. The diversified perspective of the instructors was supplemented by guest speakers (See Appendix E).

3. A wide variety of student backgrounds contributed to the richness of class interactions. Most of the class membership consisted of manpower practitioners from city and county governments and from community-based agencies. In addition to manpower practitioners, the class consisted of graduate students, including three Ph. D. candidates, and three MBA candidates, all from the School of Management.

5. A case exercise was given to the class in order to provide practice in formulating objectives and developing monitoring and evaluation criteria (See Appendix D).

6. Students were required to submit an original monitoring and evaluation design system for their own organization (in the case of practitioners) or for a model organization (in the case of graduate students).

D. Assessment System

1. An interim assessment was done halfway through the semester to determine student attitudes toward the course (See Appendix F).

2. A final assessment was completed during the last week of class (See Appendix F).
III. DESCRIPTION OF INSTRUCTIONAL MODULES

To insure mastery of course content, six instructional modules were designed to integrate major topical areas and insure competence attainment. The course consisted of 14 three-hour classroom sessions during the Spring term, 1975. The modules were delivered as follows:

<table>
<thead>
<tr>
<th>Module No.</th>
<th>Title</th>
<th>No. of Class Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;Overview of Manpower Policy&quot;</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Federal Manpower Programs&quot;</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Introduction to Monitoring and Evaluation Research&quot;</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>&quot;Project Monitoring&quot;</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>&quot;Program Evaluation&quot;</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>&quot;Design of Model Monitoring and Evaluation System&quot;</td>
<td>3</td>
</tr>
</tbody>
</table>

A. Module 1 - "Overview of Manpower Policy"

Rationale: The purpose of this module was to familiarize the student with the development of U.S. manpower policy, the provisions of the Comprehensive Employment and Training Act of 1973 (CETA), and current issues in comprehensive manpower policy.

Instructional Content:

1. Reasons for development of categorical federal manpower programs
2. Previous legislation and programs
   a) Employment Act of 1946
   b) Area Redevelopment Act
   c) Manpower Development and Training Act
   d) Vocational Education Act of 1963
   e) Economic Opportunity Act and some selected Poverty Programs - Job Corps, Neighborhood Youth Corps, New Careers
   f) Cooperative Area Manpower Planning System (CAMPS)
   g) Concentrated Employment Program (CEP)
h) Emergency Employment Act of 1971

3. Problems with categorical programs

4. CETA - description and discussion of all titles

5. Rights and responsibilities of all parties under CETA

6. Comprehensive manpower policy issues:
   a) potential clients for manpower services
   b) potential services of manpower programs
   c) interorganizational actors involved in manpower delivery systems
   d) relationship between economic policy and manpower policy
   e) issues in the debate regarding the utility of macro-manpower policy

7. Guest Speaker: "CETA and Municipal Employee Labor Unions"
   (Mr. Joseph Rizzo)

B. Module 2 - "Federal Manpower Programs"

Rationale: The purpose of this module was to familiarize the student with previous evaluation efforts of federally-sponsored categorical manpower programs.

Instructional Content:

1. Evaluations of:
   a) The Manpower Development and Training Act
   b) Public Employment Program
   c) Concentrated Employment Program
   d) Work Incentive Program
   e) Day Care for Welfare Families
   f) Job Bank
   g) Project J. E. T. (Jobs, Education, and Training)

2. Summary - overall evaluation result of categorical programs
C. Module 3 - "Introduction to Monitoring and Evaluation Research"

Rationale: The purpose of this module was to familiarize the student with the basic principles of the research process and to demonstrate the significance of evaluation as a vital link in that process.

Instructional Content:
1. Definition of research - basic, applied and policy
2. Theory building and hypothesis-testing
3. Principal ideas undergirding research
   a. "Concepts" - what are they?
      1) Defined as abstractions or perspectives brought to bear on reality
      2) Types of concepts
      3) Concepts in manpower evaluation
   b. Indicators or measures
   c. Indices
   d. Reliability
   e. Validity
4. The scientific method and its relevance to evaluation research
   a. Dewey's four stages:
      1) problem, obstacle, idea
      2) formation of hypothesis (conjectural statement)
      3) reasoning, deduction
      4) observation, testing, experiment
   b. Feedback as a fifth stage, creating a loop à la systems theory
   c. Examples of use of scientific method in preparing manpower evaluation designs
5. Definitions of evaluation
   a. Distinction between evaluation and evaluative research
   b. The role of evaluation in the planning process

6. The six steps of the evaluation process (ref. Suchman)
   a. value formation
   b. goal setting
   c. goal measuring (criteria)
   d. identifying goal activity (program planning)
   e. putting goal activity into operation (program operation)
   f. assessing the effect of goal operation (program evaluation)

7. Guest Speaker: "Current Status of Evaluation Under CETA"
   (Mr. Charles Atkinson)

D. Module 4 - "Project Monitoring"

   Rationale: The purpose of this module was to provide the student with a
   more in-depth background in project monitoring.

   Instructional Content:
   1. Distinctions between monitoring and evaluation
      a. short-run vs. long-run
      b. efficiency vs. effectiveness
      c. process vs. impact
   2. Kinds of measures used in monitoring and evaluation
      a. input measures
      b. process measures
      c. output measures
      d. benefit measures
5. Definitions of evaluation
   a. Distinction between evaluation and evaluative research
   b. The role of evaluation in the planning process

6. The six steps of the evaluation process (ref. Suchman)
   a. value formation
   b. goal setting
   c. goal measuring (criteria)
   d. identifying goal activity (program planning)
   e. putting goal activity into operation (program operation)
   f. assessing the effect of goal operation (program evaluation)

7. Guest Speaker: "Current Status of Evaluation Under CETA" (Mr. Charles Atkinson)

D. Module 4 - "Project Monitoring"

Rationale: The purpose of this module was to provide the student with a more in-depth background in project monitoring.

Instructional Content:
1. Distinctions between monitoring and evaluation
   a. short-run vs. long-run
   b. efficiency vs. effectiveness
   c. process vs. impact

2. Kinds of measures used in monitoring and evaluation
   a. input measures
   b. process measures
   c. output measures
   d. benefit measures
3. Definitions of monitoring
   a. comparison of actual accomplishments with planned accomplishments
   b. comparison of actual costs with planned costs
   c. tolerance or variance limits
4. Desk review monitoring
   a. uses
   b. data available
5. On-site monitoring
   a. uses
   b. management by exception
   c. data generation
   1) the interview
      a) description; advantages and disadvantages
      b) methodological issues
      c) types
         1. structured-standardized
         2. unstructured-unstandardized
   2) interview schedules and questionnaires
      a) description; advantages and disadvantages
      b) methodological issues
      c) types
         1. fixed-alternative items
         2. open-end items
         3. scale items
   3) observation
      a) description; advantages and disadvantages
      b) methodological issues
      c) types
6. Guest speaker: "Monitoring and Evaluation Efforts at the State Level" (Mr. Jack Curtin)

E. Module 5 - "Program Evaluation"

Rationale: The purpose of this module was to provide the student with an in-depth knowledge of manpower program evaluation.

Instructional Content:
1. Reasons for evaluation - personal and organizational
2. Preparation of an evaluation research design
   a. Components
      1) assessment of needs
      2) identifications of program to meet needs
      3) goals, defined in objective terms; key question - "Who, will do what, when, under what conditions, to what extent, and how will it be measured?"
      4) data collection
      5) analysis; i.e. statistical techniques
      6) findings
      7) recommendations
   b. Types
      1) one-shot case study
      2) one-group, pre-test, post-test design
      3) static group comparison
      4) pre-test, post-test control group design
      5) Solomon four-group design
3. Definition of beneficiaries of particular manpower programs
4. Setting realistic objectives for different beneficiaries
5. Types of evaluation methodologies, limitations, and examples
   a. cost-effectiveness analysis
   b. relative effectiveness analysis
   c. cost-benefit analysis
   d. internal rate of return analysis

6. Evaluation strategies
   a. process evaluation
   b. output evaluation
   c. impact evaluation

7. The political dimensions of evaluation

8. Case exercise (See Appendix D)

9. Guest speaker: "Approaches to Manpower Program Evaluation" (Mr. Allan Skvirsky)

F. Module 6 - "Design of a Model Manpower Project Monitoring and Program Evaluation System"

Rationale: The purpose of this module was to provide the student with an opportunity to apply classroom applications in the preparation of an independent project and to practice making an oral presentation, including the assimilation of constructive critiques.

Instructional Content:
Each student, either individually or as part of a group, developed and presented to the rest of the class a design of a monitoring and evaluation system for his own organization. In the case of the practitioner, the system applied to his own organization. In the case of the graduate student, a general model or a design for some designated organization was developed. Among the projects
completed were the following:

1. "Manpower Monitoring and Evaluation of the Ford Foremen Training Program"

2. "Manpower Program Monitoring and Evaluation System for the City of Buffalo"

3. "Monitoring and Evaluation in the Comprehensive Community Counseling and Referral Services"

4. "Manpower Planning and Evaluation in a Developing Economy - The Case of Nigeria"

5. "A Model Manpower Evaluation System"

IV. CONCLUSION

A. Evaluation

Student performance was evaluated on the basis of the monitoring and evaluation system developed as well as on class participation. Grades were issued, at the student's option, on either a "letter" or "satisfactory-unsatisfactory" basis. Students completing unacceptable projects received a grade of "incomplete." The course and the instructors were evaluated by means of a questionnaire completed during the final week of class (See Appendix F).

B. Recommendations

The following recommendations and observations are made on the basis of the student responses to the course evaluations and a consensus of views reached by the instructors with regard to the workability of this pilot format.

1. A semester-long course may not be the most appropriate format in which to provide manpower program practitioners with continuing education or training. The pressures of the job are such that many practitioners are simply too exhausted to participate effectively in a 2 1/2 hour class held immediately after work. In many cases, these same class members choose not to attend classes because of fatigue or, occasionally, because of commitments to attend evening work activities, such as committee meetings. Though the reasons for absences are most often legitimated, the problem is sufficient to hinder course continuity.

An alternative format may be to provide modules of selected topics from the above curriculum on either a weekend or intensive week-long basis. The Human Resources Institute is currently pursuing such an alternative on the basis of an educational needs assessment, which essentially concurred with the above recommendation.
2. The motivation of prime sponsor practitioners to take courses in such highly technical skills as monitoring and evaluation must be questioned at the present time on two principal counts. First, at the project level there appears to be little incentive to conduct sophisticated evaluation analyses, at least at this early stage of state and local administration of manpower programs. Moreover, the federal regional office, in its monitoring capacity, has not been insisting on highly technical and qualitative analyses, which form the subject matter of courses such as the one described here. Secondly, it is also apparent, at this early stage, that in some areas political factors compete with "scientific" or research indicators in planning and evaluating the objectives of comprehensive manpower programs. Therefore, in such cases, evaluation efforts may not receive sufficient backing from high-level program administrators involved in the day-to-day politics of public administration.

Persistence of either factor cited above can produce little incentive, economic or non-economic, to encourage staff education and training in monitoring and evaluation.

3. Although mixing degree-seeking students and practitioners in a course such as this one may be a desirable strategy, particularly in providing opportunities for educational diversification and exchange, there are some limitations that ought to be brought to the attention of potential instructors. As was indicated in an earlier recommendation, practitioner attendance will most likely be inferior to that of the students. In addition, practitioners, by virtue of their work responsibilities, are more interested in practical applications of the curriculum, whereas students are more willing to consider conceptual material. Finally, practitioners can be expected to devote less time to outside homework assignments than full-time students. These limitations, however, need not thwart efforts at "mixing" as long as the instructor is aware of them and is prepared to
adjust his teaching strategy to accommodate the diverse interests without sacrificing a concern for academic excellence or intellectual integrity.

a. Where practitioners and students are mixed, team teaching by instructors with different backgrounds (academic and practical) appears to be an appropriate strategy.

b. Where practitioners and students are mixed, efforts should be made to provide a course location convenient to both parties. A selection of a location close to a work site would probably increase practitioner attendance.

4. With an audience sophisticated in the sense of having knowledge or experience in manpower policy, Modules 1 and 2 may be deleted in courses in monitoring and evaluation, particularly if the course objectives include solely a presentation of essential technical issues. However, such a deletion risks the loss of establishing a conceptual foundation and of integrating the introductory knowledge base of the students.

5. There is considerable confusion in the terminology of monitoring and evaluation. Students should be made aware of this fact as early as possible in the course and an effort should be made by the instructors to establish common definitions for the major concepts utilized in class discussions. It would be useful, in this context, for the Manpower Administration's Office of Evaluation to provide some standardized definitions for evaluation terminology used in the manpower field.
APPENDIX A

COURSE SYLLABUS
MANPOWER PROJECT MONITORING AND PROGRAM EVALUATION (MG 696)

Spring Semester 1975

Professor Myron D. Fottler  Professor Joseph A. Raelin  Professor Edward Cole
319 Crosby Hall  Human Resources Institute  Director
School of Management  School of Management  Mental Health, Manpower and
Buffalo, New York 14214  Buffalo, New York 14214  260 Elmwood Avenue
Buffalo, New York 14222

Class Sessions: Tuesday evenings 5:00-8:00 P.M.

Required References:


(2) Garth L. Mangun and John Walsh, A Decade of Manpower Development and Training (Salt Lake City, Utah: Olympus Publishing Company, 1973). [M & W]


Optional References:


Course Objective: To help students design a monitoring and evaluation system for their own organization.

Course Requirement: A model monitoring and evaluation system for each agency represented in the class will be required. Students may submit individual or group reports. To the extent that time allows these reports will be discussed in class.
Manpower Project Monitoring

Professors Fottler, Raelin, and Cole

COURSE OUTLINE

I. An Overview of Manpower Policy (2 weeks)

The purpose of this section is to familiarize the student with the background and development of U.S. manpower policy, the objectives of manpower programs, and the provisions of the Comprehensive Employment and Training Act of 1973 (CETA).

"The Employment and Unemployment Record," IR, pp. 13-36. (R)
"The New Geography of Employment: Migration and the American Worker," IR, pp. 69-102. (R)
"Changing Patterns of Occupational Opportunity," IR, pp. 103-130. (R)
"Manpower Programs: A New Role for States and Localities," 1973 IR, pp. 31-56. (R)
"Manpower Programs: Moving Toward Decentralization," IR, pp. 37-55. (R)
"The MDTA Program in Retrospect," 1 & 1, pp. 5-16. (R)

II. Federal Manpower Programs (2 weeks)

A. Manpower Development and Training Act

Langum and Walsh, pp. 17-144. (R)


"Report on Education and Training Under MDTA," IR, pp. 159-138. (R)

B. Public Employment Program

"Report on the Public Employment Program, IR, pp. 145-158. (R)

C. Concentrated Employment Program

Morgan V. Lewis and Elchanan Cohn, "Recruiting and Retraining Participants in a Manpower Program," Industrial and Labor Relations Review, January 1973, pp. 342-050. (R)

*R = required, 0 = optional
Manpower Project Monitoring

Professors Fottler, Raelin, and Cole

D. Work Incentive Program
"W.I.I: A Progress Report," IR, pp. 131-144. (R)

E. Day Care for 'Welfare Families

F. Job Bank

G. Project J.E.T.


Hyron D. Fottler, "Employer Size and Success in Manpower Training Programs for the Disadvantaged," Relations Industrielles; Industrial Relations, December, 1974, pp. 685-708. (R)

III. An Introduction to Manpower Program Monitoring and Evaluation
(2 weeks)

The purpose of this section is to familiarize the student with scientific approaches to manpower program monitoring and evaluation and the problems associated with each approach. A discussion of proposal evaluation will also occur.

Suchman, "Evaluative Research," pp. 1-179. (R)
Borus and Tash, "Measuring the Impact of Manpower Programs," pp. 1-81. (R)
National League for Cities, "Focus on Manpower Planning," pp. 1-23. (R)
"Introduction to Program Assessment," PAG, pp. 1-1-1-9. (O)
Manpower Project Monitoring

Professors Fottler, Raelin, and Cole

IV. Project Monitoring (1 week)

The purpose of this section is to provide the student with a more detailed and in-depth background in project monitoring.

"Monitoring," in MLFC, pp. 24-37 and Appendices C and D, pp. 102-116. (R)
"Establish Program Objectives," PAG, pp. 11-4. (R)

V. Program Evaluation (3 weeks)

The purpose of this section is to provide the student with an in-depth knowledge of manpower program evaluation.

Program Assessment Guide, pp. 111-V-5. (R)
Articles by Barth, Bryant and Hansen, and Hardin in Borus, pp. 3-12, 21-25, 59-60. (R)
Roomkin, op.cit., pp. 35-51. (R)

VI. Special Problems in Manpower Program Evaluation (1 week)

The purpose of this section is to provide the student with more depth and detail concerning certain specific problems or issues in evaluation.

A. Sources of Data

Articles by Fischer, Koenig, Parnes and Shea, Heller and Kelley in Borus, pp. 177-212. (R)

B. Designing Survey Instruments

Articles by Argana, Sheppard, Barnes, Homans, and Lewis in Borus, pp. 79-92, 145-174. (R)

C. Measuring Non-Economic Impacts

Articles by Kasl, Somers and Stormsdorf, McDonnell, Mangum and Robson, Rosen, and Hamermesh in Borus, pp. 95-142, 215-256. (R)

VII. Design of a Model Manpower Program Monitoring and Evaluation System (3 weeks)

These sessions will be used to help students to develop a monitoring and
evaluation system for their own organization. Students may work as individuals and in groups and will be encouraged to discuss their problems in developing such a system with their classmates as well as the instructors. Some time during these sessions might also be used to discuss proposal evaluation. A case study of one proposal in process could be presented to the class for critical evaluation. Students will also be encouraged to present their own monitoring and evaluation proposals to the class for critical evaluation.
APPENDIX B

ADDITIONAL REFERENCES NOT COVERED IN THE COURSE
APPENDIX B

ADDITIONAL REFERENCES NOT COVERED IN THE COURSE


"Building a Manpower Partnership." Manpower, Vol. 6, April 1974, pp. 11-15.


REFERENCES (continued)


### 1st Year

**First Semester (Fall)**

- MGQ 605 Mathematical Analysis for Management
- MGS 601 Introduction to Computers (1.5)
- MGE 650 Financial Accounting
- MGB 601 Behavioral & Organizational Concepts of Management

**Second Semester (Spring)**

- MGQ 606 Probability and Statistics for Management
- MGI 671 Contemporary Human Resources & Industrial Relations Issues
- MGF 625 Financial Management
- MGB 602 Behavioral & Organizational Concepts for Management II (1.5)

### 2nd Year

**Third Semester (Fall)**

- MGS 604 Management Strategy
- *MGI 681 Collective Bargaining
- *MGI 780 Manpower Policy & the Development of Human Resources
- HRM Elective +
- General Elective ++

**Fourth Semester (Spring)**

- MGS 605 Operations Management
- *MGB 650 Organization Development Skills
- *MGI 794 Manpower Planning and Administration
- HRM Elective +
- General Elective ++

*These are the courses which comprise the HRM option, i.e., a total of six.

+ The two HRM electives must be selected from courses offered by the Department of Organization and Human Resources or, upon approval of the option director, an appropriate course from another department in the University.

++ It is expected that the two general electives will be used to enroll in a field project such as an internship or to enroll in courses outside the HRM Option. Upon request, however, a student will be allowed to combine an HRM elective and a general elective to complete a six credit internship. Those students involved in an HRM internship will also be required to enroll in MGI 691 (Practicum in Human Resources Management) in order to fulfill the internship requirements.

All courses 3 hours credit unless otherwise noted.
# Human Resources Management Option Curriculum

## Public Track MBA

### 1st Year

<table>
<thead>
<tr>
<th>First Semester (Fall)</th>
<th>Second Semester (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGQ 605 Mathematical Analysis for Management</td>
<td>MGQ 606 Probability and Statistics for Management</td>
</tr>
<tr>
<td>MGQ 601 Introduction to Computers (1.5)</td>
<td>MGI 671 Contemporary Human Resources &amp; Industrial Relations Issues</td>
</tr>
<tr>
<td>MGA 604 Financial Accounting</td>
<td>MGF 625 Financial Management</td>
</tr>
<tr>
<td>MGE 650 Economic Analysis for Management</td>
<td>MGM 625 Marketing Management</td>
</tr>
<tr>
<td>MGB 601 Behavioral &amp; Organizational Concepts of Management I</td>
<td>MGE 631 Economics of the Public Sector</td>
</tr>
<tr>
<td></td>
<td>MGB 602 Behavioral &amp; Organizational Concepts for Management II (1.5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT --- Public Policy Formulation</td>
</tr>
<tr>
<td>*MGI 621 Personnel &amp; Labor Relations in the Public Sector</td>
</tr>
<tr>
<td>*MGI 780 Manpower Policy and the Development of Human Resources</td>
</tr>
<tr>
<td>*HRM Elective +</td>
</tr>
<tr>
<td>General Elective ++</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGS --- Strategic &amp; Operations Management in the Public Sector</td>
</tr>
<tr>
<td>*MGB 650 Organization Development Skills</td>
</tr>
<tr>
<td>*MGI 794 Manpower Planning and Administration</td>
</tr>
<tr>
<td>*HRM Elective +</td>
</tr>
<tr>
<td>General Elective ++</td>
</tr>
</tbody>
</table>

*These are the courses which comprise the HRM Option, i.e., a total of six.

+The two HRM electives must be selected from courses offered by the Department of Organization and Human Resources or, upon approval of the option director, an appropriate course from another department in the University.

++It is expected that the two general electives will be used to enroll in a field project such as an internship or to enroll in courses outside the HRM Option. Upon request, however, a student will be allowed to combine an HRM elective and a general elective to complete a six credit internship. Those students involved in an HRM internship will also be required to enroll in MGI 691 (Practicum in Human Resources Management) in order to fulfill the internship requirements.

All courses 3 hours credit unless otherwise noted.
APPENDIX D

CASE STUDY
CASE STUDY

FOR MANPOWER PROJECT MONITORING AND PROGRAM EVALUATION

The Shady Hill Human Resource Agency is the manpower planning agency serving as CETA coordinator for the County of Bounty, a designated prime sponsor. Silver Yawn, the directress of Shady Hill, has appointed Stewart Dessmel to head up a task force to prepare a monitoring and evaluation system to be placed into operation at Shady Hill within the next two months. Mr. Dessmel has been given carte blanche by Ms. Yawn to utilize whatever desk data is available within the agency and to create whatever additional measures may be needed to set up the monitoring and evaluation system. The only constraint specified is "administrative feasibility."

Mr. Dessmel decides to start out by taking a close look at the two major training programs subcontracted through Shady Hill, the A-B-C Skills Center and the NAG-BOP programs. The Skills Center offers primarily institutional training at its training complex at the corner of Life and Riley Streets. Its curriculum is composed of instruction in the traditional occupations—such as health sciences, food services, clerical skills, mechanics, construction, machine repair, etc. The NAG-BOP program, on the other hand, is primarily an OJT-type program, operating out of a small office on the other side of town. It sends applicants to local companies for on-the-job training experience. Costs are shared with the companies. Also, supportive programs are conducted at the NAG office, whereas at ABC, these programs are conducted directly at the site at Life and Riley.

Mr. Dessmel begins reviewing some of the records. He observes that disaggregate data are kept according to such broad categories as sex, age, education, race, position in household, size of household, language spoken in home, and welfare status. He also begins to pick out other data of interest. Both programs keep records on pre-program and post-program wages. He also notices that each program has follow-up sample sheets, kept at 6-month intervals. Furthermore, the follow-up sheets divide earnings gain figures into three sub-categories:

1) Increased labor force participation
2) Higher hourly wages
3) Improved employment stability

Prepared by Joseph A. Raelin, Research Associate
Human Resources Institute, School of Management
SUNY – Buffalo, New York 14214
Finally, he also notices that a space is left in each follow-up sheet for separations with accompanying explanation.

Dessmel decides that both programs lack follow-up information relative to promotions received and training-occupation consistency (whether jobs are in the areas trained).

Dessmel also decides that both training centers should maintain attitude studies. Currently, only the NAG-BOP program has an attitude survey. Dessmel is particularly concerned that unsuccessful terminees seek work at least more after the training experience than before. He is worried that such terminees may become more discouraged. Finally, he is also concerned about the drop-out rate in each program and would like to see such a measure introduced into the evaluation design.

Turning to more operational kinds of data, Dessmel checks that both programs conduct outreach and assessment. As for facilities, the Skills Center at Life and Riley is relatively run-down, as is evidenced by their high maintenance costs. On the other hand, NAG shares its office space with the local Employment Service.

Regarding service activities, Dessmel knows both run educational programs. NAG’s program is called "employability training" which attempts to prepare applicants for the world of work and for job search. Teachers belong to the ES staff and are paid for their time working with NAG classes. The ABC Skills Center’s educational program is geared more to instruction in Basic Education, for those who are so assessed, as well as to preparatory classes for those interested in taking the GED. Both programs provide supportive services - day care, allowances, transportation, medical-dental-legal services. Finally, both have active job development components. NAG here again purchases service from the Employment Service. ABC maintains its own staff of Job Developers.

As Dessmel sets up his evaluation design, before going on to some of the other programs, he notes that a comparative study should be made between NAG-BOP and ABC Skills Center. However, in his notes, he makes mention that an equitable study be conducted. First, he wants to see ABC’s costs adjusted since their overall costs are now, at least as is indicated on the books, over 2 1/2 times more than NAG’s. Also, he wonders whether NAG’s location in a predominantly Irish middle-class neighborhood, as compared to ABC’s in the Puerto Rican district, will account for demonstrable differences in the overall evaluation.
You are a staff aid to Stewart Dessmel. You have just picked up your assignment for the day. Dessmel has written in the assignment memo:

1) Write out for me the major objectives you feel should be in our training programs. Try to keep the list to unweighty proportions.

2) Attach criteria to each objective.

3) Sketch out a few cost-effectiveness or performance rating formulas. If you can't get to it, at least provide me with some reasonable weights that we can use to evaluate the two programs equitably.

4) Give me your opinion of which objectives and criteria are, at this time, administratively and politically feasible to carry out.

5) State your personal views on what other limitations we must contend with as we prepare an evaluation and monitoring system.
APPENDIX E

LIST OF GUEST SPEAKERS
GUEST SPEAKERS:

1. Joseph Rizzo
   President, Local
   American Federation of State, County, and Municipal Employees
   Buffalo, New York

2. Charles Atkinson
   Region II Desk Officer
   Office of Field Direction and Management
   Manpower Administration
   United States Department of Labor
   Washington, D.C.

3. Jack Curtin
   Chief of Manpower Programs
   Manpower Planning Office
   New York State Department of Labor
   Albany, New York

4. Allan Skvirsky
   Director
   Technical Assistance and Training, Inc.
   Washington, D.C.
APPENDIX F

COURSE EVALUATION FORMS
MID-SEMESTER COURSE QUESTIONNAIRE

Course: Manpower Project Monitoring and Program Evaluation
Professors: Cole, Fottler, Raelin
Time: Tuesday, 5:30 - 8:00 P.M.

Directions: Please answer the following questions as indicated.

1. Name (optional):

2. Do you plan to take this course for credit?

3. How many classes have you attended?

4. a. When you have attended, what has been your opinion of the presentations? (You may cite specific classes, if you wish.)

   b. In what ways would you recommend that the course be improved?

5. a. If you have not attended certain classes, please give reasons for your absence. (You may again cite specific instances.)

   b. Can you suggest anything which would insure more regular attendance on your part?

6. Any additional comments.
Would you recommend instructor to others? Yes ☒ No ☒
Would you recommend course to others? Yes ☒ No ☒
Overall, you felt the instructor was: Excellent ☒ Poor ☒
Overall, you felt the course was: Excellent ☒ Poor ☒
Based on instructor's ability, you would: Promote ☒ Fire ☒
STATE UNIVERSITY OF NEW YORK AT BUFFALO
ANALYSIS OF COURSES AND TEACHING (ACT)

Select one response for each item and record that response by blackening in the appropriate space on this sheet.

**EXAMPLE:**
1. In this course's department, I am: MAJOR; NON-MAJOR; UNDECIDED

The student in the example is a NON-MAJOR in the department offering the course.

**RESPONSE INFORMATION** (choose the single most accurate answer)

<table>
<thead>
<tr>
<th>Response</th>
<th>MAJOR</th>
<th>NON-MAJOR</th>
<th>UNDECIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In this course's department, I am:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I am a: FRESHMAN, SOPH, JUNIOR, SENIOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Text required/not required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Text is easy to follow</td>
<td>VERY EASY</td>
<td>VERY HARD</td>
<td>NEVER</td>
</tr>
<tr>
<td>5. Instructor was:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. LEWENT</td>
<td>DEMANDING</td>
<td>NOT APPLICABLE</td>
<td></td>
</tr>
<tr>
<td>7. WELL PREPARED</td>
<td>BORING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. HARD TO FOLLOW</td>
<td>POORLY PREPARED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. ACCURATE TO STUDENTS</td>
<td>EASY TO FOLLOW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. TOLERANT OF OTHER POINTS OF VIEW</td>
<td>ACCESSIBLE TO STUDENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. LACID COMMAND OF SUBJECT</td>
<td>IS TOLERANT OF OTHER POINTS OF VIEW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. CONSIDERATE TO MAJOR STUDENTS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. GREAT ILLUSTRATIONS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. NEVER MISSES CLASS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. ON TIME</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. USEFUL TO COURSE</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. WELL TIRED</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. USELESS TO COURSE</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. CLEAR</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. NO COMMENTS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. USEFUL TO COURSE</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. WELL PREPARED</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. LEWENT</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. DEMANDING</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. WELL PREPARED</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. HARD TO FOLLOW</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. ACCURATE TO STUDENTS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. TOLERANT OF OTHER POINTS OF VIEW</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. LACID COMMAND OF SUBJECT</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. CONSIDERATE TO MAJOR STUDENTS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. GREAT ILLUSTRATIONS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. NEVER MISSES CLASS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. ON TIME</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. USEFUL TO COURSE</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. WELL PREPARED</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. LEWENT</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. DEMANDING</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. WELL PREPARED</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. HARD TO FOLLOW</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. ACCURATE TO STUDENTS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. TOLERANT OF OTHER POINTS OF VIEW</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. LACID COMMAND OF SUBJECT</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. CONSIDERATE TO MAJOR STUDENTS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. GREAT ILLUSTRATIONS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. NEVER MISSES CLASS</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. ON TIME</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. USEFUL TO COURSE</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. WELL PREPARED</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. LEWENT</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. DEMANDING</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. WELL PREPARED</td>
<td>LACKS COMMAND OF SUBJECT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL ITEMS TO BE ADDED BY INSTRUCTOR, DEPARTMENT, OR FACULTY**

1. Would you recommend instructor to others? Yes ☑ No ☐
2. Would you recommend course to others? Yes ☑ No ☐
3. Overall, you felt the instructor was: Excellent ☑ Poor ☐
4. Overall, you felt the course was: Excellent ☑ Poor ☐
5. Based on instructor's ability, you would: Promote ☑ Fire ☐