

**Title:**                   **Targets and performance measures in educational development: how helpful are they?**

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### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

1. identify useful measures to improve work
2. explain the benefits and limitations of targets.

#### **Session Outline**

Educational developers are increasingly working within institutional cultures embracing the new public management ethos of metrics, markets and managerialism (Reed, 2003). 'Key performance indicators' and target-driven regimes while commonplace are frequently introduced and used without a sound understanding of limitations, unintended consequences and potential dysfunctionality (Radnor, 2008; Seddon, 2008). This session explores the differences between measures and targets in understanding and improving work.

#### **Session Activities and Approximate Timings**

Short input with small-group exercise and discussion

#### **References**

Reed, M., (2003) *New Managerialism and changing forms of governance: governance without government?* Employment Research Unit 18<sup>th</sup> Annual conference, University of Cardiff, September, 2003

Radnor, Z. (2008) 'Muddles, massaging, manoeuvring or manipulated? A typology of organisational gaming' *International Journal of Productivity and Performance Management* 57/4 pp316-328

Seddon, J. (2008) *Systems Thinking in the Public Sector* Triarchy Press Axminster