



# Transforming NHS Culture for the 21st Century

by utilising

The Intelligent Behaviour Analytics Framework

Wednesday 22 October 2025



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# Foreword by Professor Emerita, Louise Toner, Birmingham City University

This report has been written following the development, over a 10-year period of a new and innovative approach to leadership education and development. An approach focussed on understanding oneself and through this gaining an understanding of the behaviours of others and organisations.

This initiative has been shown to have a very significant impact on both the professional and personal development of individuals. Feedback from those studying and now using this new approach has included comments such as – “*why wasn’t this covered in my MBA programme*”? “*Why can’t this be rolled out across the NHS*”? One such individual, Kerrie Knibbs, a Professional Midwifery Advocate, was so passionate to change the approach to leadership and culture within her organisation, that she secured the support of senior managers to offer a cost-effective bespoke programme for staff. This is currently being delivered, and early stage feedback has been positive, more details are covered in section 2.



**Professor Emerita, Louise Toner**

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Pertinently, this innovative approach is reflective of the thoughts of Lord Darzi, an NHS Clinician who has a wealth of knowledge, understanding and experience of NHS culture. In his [Independent Investigation of the NHS in England](#), his diagnosis was that “*The NHS is in a critical condition, but its vital signs are strong*”. He makes a number of observations and recommendations with respect to leadership and culture. He advocates reforming leadership styles and governance to support staff empowerment, as opposed to micromanagement i.e., “*move from a culture of control to a culture of trust*”. He identifies the need for decentralised decision making – “*Leadership must be distributed, not concentrated*”. He challenges current and future leaders to be bold and adopt a transformative approach, stating that “*The future of the NHS depends on the courage of its leaders to embrace change*.” Lord Darzi emphasises

emotional intelligence and responsiveness in leadership recognising the need for “*...leaders who listen, learn, and lead with humility*”. He has identified that the NHS’s approach to the development of its leaders over the years has failed to meet the needs of the organisation (Darzi, 2024). The numerous reports citing leadership and cultural failures within NHS organisations have described how ineffective leadership and conflict-driven working relationships result in a toxic environment. This has been at a significant cost to the taxpayer and has had a negative impact on the health and wellbeing of patients and NHS staff alike.



The finding from Lord Darzi's investigation are clearly evident in the Labour Governments way forward for the NHS and in particular, Wes Streeting, Secretary of State for Health and Social Care [Fit for the Future: 10 Year Health Plan for England](#) (Streeting, 2024). Therefore, we felt compelled to share our approach as a possible way forward for the NHS.

Additionally, the report is intended to remind NHS leaders, throughout the hierarchy, about the importance of building an organisational culture which embodies the seven key principles that guide the NHS in all it does. These principles are underpinned by core NHS values which have been derived from extensive discussions with staff, patients and the public.

Of the seven key principles in the [NHS Constitution for England](#), Principle 3 **The NHS aspires to the highest standards of excellence and professionalism**, is the main focus of this report.

"It provides high quality care that is safe, effective and focused on patient experience; in the people it employs, and in the support, education, training and development they receive; in the leadership and management of its organisations; and through its commitment to innovation and to the promotion, conduct and use of research to improve the current and future health and care of the population. Respect, dignity, compassion and care should be at the core of how patients and staff are treated not only because that is the right thing to do but because patient safety, experience and outcomes are all improved when staff are valued, empowered and supported"

(Department of Health and Social Care, 2023)

**Professor Emerita, Louise Toner**  
Director of the Wound Healing Practice Development Unit  
Birmingham City University

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# Introduction by Professor Paul Coulter

MB ChB DRCOG DCH DFFP MRCGP (merit) Diploma Palliative Medicine (Cardiff), FRCP (Edin) SCE (Palliative Medicine)  
Consultant Palliative Medicine and General Practitioner

When the NHS was launched by Aneurin Bevan in 1948 the three founding principles were that healthcare should meet the health needs of everyone, that it should be free at the point of delivery and that it be based on clinical needs and not the ability to pay.

Whilst those founding principles from nearly 90 years ago are still pertinent to the NHS, over time they have been developed and today [seven key principles](#) guide the NHS in all it does. If we were to consider the numerous reports about cultural challenges within the NHS, it would be fair and reasonable to say that the fundamentals of Principle 3, are not consistently seen on a day-to-day basis.



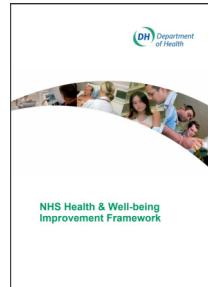
**Professor Paul Coulter**

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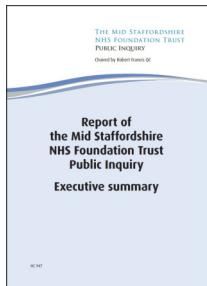
The 2008 report by Dame Carol Black [Working for a healthy tomorrow](#), set out the national vision for a healthy workforce that would benefit the economy.

(Black, 2008)



In 2011, the Department of Health report [NHS Health & Well-being Improvement Framework](#) referred to the 2009 report by Dr Steven Boorman which predicted that £555 million productivity improvements could be realised by reducing NHS staff sickness by a third. *“NHS organisations generally were not giving priority to staff health and well-being. Indeed, many NHS organisations displayed behaviours that were incompatible with delivering high-quality health and well-being services and support for staff.”*

(Department of Health, 2011)



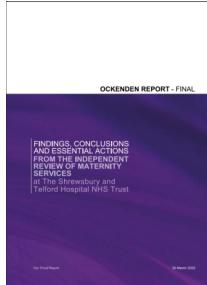
In 2013, following the Mid Staffordshire Scandal, Sir Robert Francis KC, made 290 recommendations in his [report](#) for change across the health care system, focusing on themes such as openness, transparency, candour, and fundamental standards for healthcare providers. This report announced plans to make the NHS more open, more accountable and more focussed on safety and compassion.

(Francis, 2013)



The 2018 report [The price of fear: Estimating the financial cost of bullying and harassment to the NHS in England](#) by Robert Kline and Duncan Lewis states “*...the cost of bullying and harassment to be around £2.281 billion per annum to the NHS in England. These costs included sickness absence, employee turnover, sickness presentism, litigation and industrial relations costs.*”

(Kline & Lewis, 2018)



In 2022, the [review](#), led by Donna Ockenden, examined cases involving 1,486 families and 1,592 clinical incidents. The review found that 201 babies and nine mothers could or would have survived if they had received better care. The findings echo those detailed within the 2015 Morecambe Bay Investigation into maternal deaths, and the 2013 Savita Halappanavar Patient Safety investigation.

(Ockenden, 2022)



In 2023, a decade after the Francis Report, an [editorial from the BMJ](#) by Professor Graham Martin, Director of Research at [THIS Institute](#), reported that among the most disheartening features of the post-Francis NHS are recurrent organisational catastrophes. One of these catastrophes included “*the NHS's ongoing difficulty in tackling problems of culture and behaviour, including the malign influence of individuals whose unacceptable behaviour and conduct create toxic working environments.*”

(Martin, Stanford & Dixon-Woods, 2023)



In 2025, the GMC reported that [one third of doctors are looking to leave the UK](#) medical profession, and nearly half of those are taking serious steps towards leaving.

(General Medical Council, 2025)

It does not stop with the above reports. On 14 August 2025, the Secretary of State for Health and Social Care, Wes Streeting, announced the appointment of Baroness Valerie Amos to chair an independent investigation into NHS maternity and neonatal care. The names of 14 NHS Trusts have now been identified, and they will be included in the national review of maternity services in the UK (Amos, 2025). This represents the most significant investigation into maternity care failings in recent years.

Mindful of the above reports, and with more to come, with the NHS employing over [1.37 million full-time equivalent staff in England](#) (NHS England, 2025) and having an associated wage bill of [£81.7 billion](#) which equates to 49.2% of the NHS budget (Department of Health and Social Care, 2024), there is insufficient evidence to show that the UK is cost effectively addressing ways to improve NHS organisational culture. Whilst issues with communication, interpersonal behaviour and complexities inherent within organisational culture cannot be solved overnight, there is a need for NHS staff to be equipped with skills so that they are empowered to have a voice and constructively challenge unacceptable behaviour. What follows in this report is a measure that contributes, in a meaningful and applicable manner, to finally respond to the key challenges identified by Dr Steven Boorman, Sir Robert Francis KC and Professor Graham Martin (Boorman, 2009; Francis, 2013; Martin et al, 2023).

The voices that follow in [Section 2](#) include powerful, first-hand experiences from national and international healthcare professionals who have studied at Birmingham City University. They have used the content of their learning of Intelligent Behaviour Analytics (IBA) to build solutions to make a positive and sustainable change towards leadership and culture.

Drawing upon our student voices over the last six years, a sustainable and cost-effective solution tailored for the NHS needs has been developed.

The approach offered works not only for the betterment of staff and patients alike, but also to contribute to the necessary efficiencies and cost savings that the taxpayer requires.

If the NHS is to continue to offer a first-class service to the nation for another 90 years, it is a priority that this publicly funded institution authentically embraces, top-down in the organisation hierarchy, the ethos of Principle 3 as a matter of urgency.



**Professor Paul Coulter**

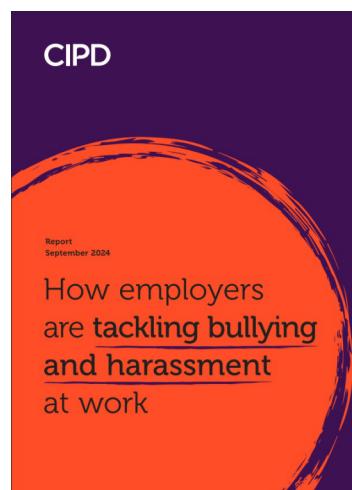
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(Cardiff), FRCP (Edin) SCE (Palliative Medicine)  
Consultant Palliative Medicine and General Practitioner

## Student Voices introduced by Ryan Marcovich

My work as a psychotherapist has encompassed roles within the NHS and the private sector. As IBA Lead Psychotherapist, I act as a visiting speaker to MSc students on the first two IBA modules at Birmingham City University.

I remain impressed with the level of knowledge and skills I consistently see from the health care students enrolled on the IBA MSc modules. In addition to observing increased levels of holistic wellbeing, it is noticeable that a proportion of students have gone on to gain promotions to more senior NHS positions. I am especially heartened by the students who, after understanding the IBA framework, start to make changes within their workplace even before they have completed the module.

It is not uncommon for students to raise the issue of challenging, complex and toxic working environments within their experience of the NHS. This resonates with the comments of Professor Graham Martin who says that there is a “*...malign influence of individuals whose unacceptable behaviour and conduct create toxic working environments.*” (Martin, Stanford & Dixon-Woods, 2023).



Challenging workplace environments are not unique to the NHS. Whilst the cost of bullying and harassment in the NHS is estimated at £2 billion (Kline & Lewis, 2018), a 2021 Acas report based on CIPD data estimated the [cost of conflict to UK organisations as £28.5 billion](#). This is equivalent to more than £1,000 for each employee (CIPD, 2024). The scale of this issue is something I am noting as a distinctive narrative in many of my client issues.

Tailored IBA programmes offer a potential proposition to help turn the tide on workplace wellbeing and to create a sustainable solution to enhance organisational culture. Furthermore, as IBA Coaches become accredited and skilled for the work IBA was designed for, I look forward to being one of the authors of a future report, that stands in contrast to those critical of the current NHS zeitgeist referred to at the start of this report.

The voices that follow give a positive indicator as to what can be achieved for a future workforce within the NHS.

A handwritten signature in black ink, appearing to read 'Marcovich'.

**Ryan Marcovich**

Partner at City and West Psychology, London  
IBA Lead Psychotherapist

## Case Study at Birmingham Women's Hospital (Kerrie Knibbs)

This case study at Birmingham Women's Hospital was initiated by Kerrie Knibbs, a former MSc student at Birmingham City University, who studied MSc Module [Understanding Behaviours of Self, Teams and Organisations](#) built upon the IBA framework.

In 2023, Kerrie completed the module and felt that if the knowledge she had gained was shared with colleagues at her hospital, it could have an impact to achieve positive outcomes for organisational culture, working relationship and the health and wellbeing of staff.

To support her vision a bespoke short programme was designed. Comprising of 2 x 3-hour sessions and the option for participants to have a confidential one-to-one session with an IBA Practitioner: the programme began in July 2025 and has an expected completion date of spring 2026. By the end of the programme it is expected that up to 400 NHS staff (a mix of bands 5, 6, 7 and 8) at Birmingham Women's Hospital will have experienced the programme.

Whilst this case study has been written half-way through the programme, should the outcomes continue in the same vein, it is not beyond the realms of possibility that in the future, respect, dignity, compassion and care will be at the core of how patients and staff are treated. This is important not only because it is the right thing to do but because patient safety and outcomes are all improved when staff are valued, empowered and supported.

Birmingham Women's and Children's NHS Foundation Trust includes [Birmingham Women's Hospital](#) and [Birmingham Children's Hospital](#)



## Kerrie Knibbs

### Professional Midwifery Advocate



#### Why I chose to study MSc Module LBR7566 Understanding and Managing Behaviour of Self, Teams and Organisations at Birmingham City University

As a Professional Midwifery Advocate (PMA), I am deeply passionate about ensuring staff support is delivered effectively. I firmly believe that a workforce which is empowered, respected, and genuinely supported to thrive is fundamental to delivering safe, high-quality, and compassionate care to women, birthing people, babies, and families. This is the standard of care nationally that maternity services continuously strive to achieve.

Despite my unwavering passion for the PMA role, 2023 was a turning point. I found myself seriously contemplating leaving the NHS. It was not because I no longer loved my role, far from it, but because I was becoming increasingly frustrated and disheartened by the persistent challenges staff were facing. I was witnessing their struggles first-hand, and I began to experience moral injury. I felt as though I was failing the very people I was there to support. I knew that if something did not change, I was heading toward burnout.

Fortunately for me, something did change.

In the summer of 2023, I attended the STEM to STEAM Healthcare Conference hosted by Birmingham City University. The conference explored how NHS organisational culture can be improved by adopting a more holistic approach to supporting its workforce. A key focus was the Intelligent Behaviour Analytics (IBA) framework, which promotes deep self-understanding and understanding of others, empowering individuals to realise their unique potential, flourish in their roles, and ultimately become the best version of themselves.

Hearing what the IBA framework had to offer deeply resonated with me and aligned perfectly with everything I was striving to achieve in my role as a PMA. Undertaking the LBR7566 MSc module became a necessary step, not only for my personal development but also to equip me with the skills and knowledge needed to better serve the staff I support.

## Key benefits experienced

From the outset, it was clear that LBR556 was far from a conventional leadership course. The skills and knowledge I gained from completing the module have had a profound impact on both my personal and professional life. Quite honestly, I believe I would no longer be working in the NHS without it.

I had always considered myself to possess strong self-awareness and high resilience, qualities widely recognised as essential for a successful career in the NHS. However, I never imagined these attributes could be significantly deepened. I was mistaken. The IBA framework is a powerful tool that elevates self-understanding and the understanding of others to an entirely new level, empowering individuals to enhance the quality of their lives, both at home and at work.

*I wish I had experienced IBA about 35 years ago!*

**Kathryn Williams**

Matron, Intrapartum Services

Professional Midwifery Advocate

A key benefit of developing a deeper understanding, not just a surface-level awareness, of why I and those around me behave the way we do is that it allows me to adapt my behaviour and communication style to suit the demands of each unique situation. This insight enables me to respond more intuitively to the needs of individuals, fostering more positive and meaningful connections both personally and professionally. As a result, I have cultivated a greater sense of personal harmony and wellbeing, which in turn has helped me become more engaged, focused, and effective in my role as a PMA. With this increased confidence, I am better equipped to influence and support my colleagues, ultimately contributing to more positive outcomes in the workplace.

The module also prompted me to evaluate my life and priorities. It encouraged deep reflection on my significance within life and even the broader universe, leading to a re-evaluation of what truly matters. This process highlighted the importance of consistently meeting my unique physical, mental, emotional, and spiritual needs to fulfil my potential. In doing so, I am empowered to be the best version of myself, enabling me to grow into the leader I aspire to be. In addition to my philosophical reflections, the IBA toolkit provided me with real-life, practical and insightful ways to support effective communication within the organisation. This was helpful in supporting those colleagues with low levels of confidence to have a voice and, in parallel, effectively and appropriately challenge those who display unacceptable behaviours which do not benefit either their colleagues or patients.

Completing this module brought a wealth of additional benefits and marked a pivotal step in my journey. It revitalised my passion for my role, strengthened my leadership capabilities, and equipped me with tools that will continue to support both my wellbeing and the wellbeing of the staff I support.

Birmingham Women's Hospital's values of being ambitious, brave, and compassionate are deeply aligned with the NHS Constitution for England's Principle 3, which commits the NHS to the highest standards of excellence and professionalism. This principle highlights the importance of respect, dignity, compassion, and care in how both patients and staff are treated - not only because it is ethically right, but also because outcomes, patient safety, and overall experience significantly improve when staff feel valued, empowered, and supported. These principles form the foundation of my approach as a PMA.

## How I have used the module content to benefit the organisation

In my privileged position of trust, providing confidential support across maternity services, I have gained valuable insights into the organisational challenges that impact staff wellbeing and patient care. After completing the module, I became confident that the IBA framework would be highly effective in addressing many of these issues. Given my unique position of possessing both knowledge of IBA and a clear understanding of the challenges faced at Birmingham Women's Hospital, I felt strongly compelled to recommend implementing an IBA programme to improve both staff and service user experiences.

Birmingham Women's Hospital's core values coupled with a senior leadership team dedicated to staff wellbeing and fostering a motivated, engaged workforce, created a receptive environment for my proposal. As a result, the IBA programme was enthusiastically embraced and successfully launched in July 2025.

Although still in its early stages, the programme has already shown significant benefits, including more harmonious working relationships, increased staff confidence - evidenced by a growing number of individuals feeling empowered to respectfully challenge their colleagues - and a noticeable shift, with staff who previously would not have considered applying for new roles now doing so. Additionally, there has been a marked development in the workforce's overall well-being, with staff increasingly prioritising their holistic health over the all-consuming "work is everything" mentality that is often prevalent within the NHS.

Initially, the programme was designed to be delivered to all Band 8, 7, and 6 midwives. However, given the positive impact it has already demonstrated, it will now be extended to include all Band 5 midwives as well. While it is still too early to draw definitive conclusions, I anticipate that once the entire midwifery workforce has completed the programme, it will lead to positive outcomes, including improved job satisfaction, higher retention rates, reduced sickness absence, and enhanced service user experiences.

The Head of Midwifery & Associate Director of Nursing, Jessica Atoklo said, as part of her observations *"Throughout my career, rarely have I witnessed such a rapid and profoundly positive impact on staff. Although it is still early days, the initial outcomes are compelling and strongly indicate that this training should be considered essential, if not mandatory, across the NHS."* Additionally, Kathryn Williams a Matron at the hospital said, after completing an IBA holistic coaching session *"I wish I had experienced IBA about 35 years ago!"*

*Throughout my career, rarely have I witnessed such a rapid and profoundly positive impact on staff. Although it is still early days, the initial outcomes are compelling and strongly indicate that this training should be considered essential, if not mandatory, across the NHS.*

**Jessica Atoklo**

Head of Midwifery & Associate Director of Nursing

These are just a few of the comments I have heard and all from people who have experienced, over the years, many of the standard NHS leadership training that is provided and offered.

Given the positive impact IBA has demonstrated in such a short period, we are committed to ensuring its sustainability. A plan is currently being developed, which will include the appointment of IBA champions and the expansion of the workforce undertaking IBA MSc modules at Birmingham City University to deepen their knowledge of the framework. Ideally, this will lead to staff progressing to the second module, enabling them to become certified IBA practitioners and provide in-house cost effective IBA holistic coaching to our teams.

The IBA programme has already proven to be a valuable asset in enhancing both staff experience and service delivery. By embedding IBA at the core of our workforce, through comprehensive training, the development of champions, and ongoing support, we are fostering a lasting, positive culture that prioritises staff well-being and improves the experiences of those who use our services. Looking ahead, our continued commitment to this framework will drive ongoing improvements, enabling meaningful and sustainable change across the midwifery team and the individuals and families we care for.

The reaction of students joining and completing MSc Module [Understanding Behaviours of Self, Teams and Organisations](#) is often one of deep self reflection which leads to an increase in positivity and a drive to make change. The seven reflections that follow, show that the time is potentially right to consider that conventional leadership training in the NHS may need an objective overhaul.

**Fiona Main**, Advanced Practice Podiatrist High risk foot

**Karen Glover**, Senior Manager International Recruitment

**Carys Park**, Vascular Clinical Nurse Specialist

**Nicki Ballard**, Workforce Matron

**Yubing Qin**, Senior Nurse in Neurology

**Lorraine McLean**, Clinical Nurse Specialist in Tissue Viability

**Jinhua Hu**, Head Nurse, Liver Transplantation Department

## Fiona Main BSc DPodM

Advanced Practice Podiatrist High risk foot

Diabetes UK Clinical Champion  
Regional Advisor MFPM RCPS (Glasg)  
Member Executive Committee FDUK



### Why I chose to study MSc Module LBR7566 Understanding and Managing Behaviour of Self, Teams and Organisations at Birmingham City University

I was particularly interested in this module to enable me to objectively reflect and provide critical analysis of purpose-driven leadership, a bold, compassionate leadership style based on serving others within the NHS. My aspiration for the module, that it would foster a professional maturity and self-confidence based upon a leadership journey through adversity, fear and a transforming culture within a complex system. By studying the Intelligent Behaviour Analytic framework and wider reading, I hoped that the module would deepen my self-understanding with an opportunity to embrace and focus on professional values and authenticity leading to sustainability in positive behaviour change which would further enhance group dynamics and patient outcomes. Furthermore, a desire from studying this module was to help me communicate the difficult parts of one's leadership journey through periods of unfavourable pressure and transform it into a meaningful story which would subsequently have the potential to empower and help others.

### Key benefits experienced

There were numerous key benefits from the module that helped me both personally and professionally. Understanding personal strengths and limitations through the IBA reports were key components to clarify leadership traits and the ability to recognise the uniqueness of individuals. A realisation of the impact of pressure and reflection of unfavourable pressure which can sometimes lead to personal crisis and the ability and knowledge to 'lean into' difficult feelings and embrace vulnerability instead of avoiding it. Using the 'four rooms' model raised my awareness of health and wellbeing especially during lengthy periods of unfavourable pressure whilst embracing uncomfortable situations to foster and connect with teams to drive trust and performance. Spending time in the emotional and the spiritual room deepened my understanding on the powerful responses that can stem from emotions and furthermore standing firm in faith and adapting and remaining agile in a volatile, uncertain, complex and ambiguous system like the NHS.

Other IBA tools provided on the module gave me further insight that 'attitude' is the most important factor in leading effective change and by collaborating and managing expectations of others, sustainable change may be achieved. Leading through purpose and vision can overcome the many obstacles and challenges that come with large systems and the ability to reframe mind-sets and situations, key to achieving long-term goals. The realisation and potential to be able to flex into specific leadership styles and not to overuse strengths within certain situations was a significant step in my learning and confidence. Furthermore, the philosophy of purpose-driven leadership and continuing to lead with humility enables me to serve the greater good underpinned by the IBA framework.

## **How I will use the module content to benefit the organisation**

In November 2025, I have been invited to speak at a National Professional Conference in Scotland and key aspects of the module including elements from questions 1 and 2 combined with wider reading will be included. Highlighting the uniqueness of individuals and celebrating diversity within teams. Highlighting the different climates within teams and in the face of adversity or fear, how does one react? Personal insight regarding motivation linked with purpose and vision for the organisation will be included.

Using more of the concepts and tools taught on the module has helped me to reframe situations and mind-sets to reflect challenging matters and interactions within self and others will help to illustrate a positive influence on patient outcomes within the organisation.

## Karen Glover

Senior Manager International Recruitment

Registered Nurse & Midwife

Awarded - Midwifery International Recruitment

Excellence Award 2024

C.N.O. Silver Award - 2021



### Why I chose to study MSc Module LBR7566 Understanding and Managing Behaviour of Self, Teams and Organisations at Birmingham City University

I believe that pursuing a master's degree is not simply about acquiring advanced knowledge—it is about unlocking my fullest potential. Throughout my academic and professional journey, I have discovered that growth comes from challenging myself, embracing new perspectives, and translating knowledge into meaningful impact. A master's program in this area has provided the structured learning, critical thinking, and research opportunities I needed to expand my abilities beyond current limits and gain a deeper understanding of myself.

By immersing myself in an environment of academic rigor and intellectual exchange, my aim was to sharpen my expertise, deepen my critical thinking skills, and develop the confidence to lead innovative solutions in my field. This program represents more than a qualification—it is a transformative step toward becoming the best version of myself, both professionally and personally.

If you deeply understand yourself—your values, triggers, strengths, blind spots, and motivations—it can directly elevate your professional presence and performance in healthcare because it helps you operate with more clarity, consistency, and compassion.

### Key benefits experienced

There were numerous key benefits from the module that helped me both personally and professionally.

#### 1. Self-awareness Better emotional regulation with patients and colleagues

In healthcare, situations can be high-pressure and emotionally charged. If you know your personal stress signals and those of others (e.g., tight chest, short tone of voice, impatience), you can notice them early and use strategies to calm yourself before it affects patient care or teamwork. This builds trust and reliability.

## **2. Understanding my values has led to clearer ethical decision-making**

Having reflected on why I entered healthcare—compassion, service, precision, I have gained greater insight into my personal compass when facing grey areas or moral stress. I have found that I am less likely to be swayed by pressure and more likely to make decisions that align with both professional standards and my integrity.

## **3. Awareness of my strengths and using them intentionally**

I know I am very good at calming anxious patients, explaining complex information, or organizing under pressure, as I have a greater understanding of these strengths I know draw on these strengths in critical moments—making my contribution to the healthcare team more valuable.

## **4. Awareness of limitations of myself and my team I can plan a proactive approach**

Recognizing my blind spots and those of my team I can plan training, mentorship, or teamwork strategies to mitigate the issues before they impact patient care.

## **5. Understanding my behaviour patterns**

Self-understanding has made it easier to adapt my communication style to different people. In my professional and personal life, where I talk to patients, families, nurses, specialists, and administrators, but can do this using the understanding of my behaviour whereby it gives me flexibility to improve rapport and collaboration.

## **6. My Personal growth mindset and professional adaptability**

Healthcare evolves constantly, and by understanding how I typically respond to change (resistance? excitement? anxiety?), I can prepare myself to engage with new protocols, technologies, or care models more smoothly.

What this has taught me is:

Self-understanding in healthcare is not just “nice personal insight”—it directly supports clinical competence, patient trust, teamwork, and ethical integrity. By being aware of what is going on inside you, you can act with intention rather than reaction, which is the foundation of professional excellence in a field where human lives and dignity are at stake.

## **How I have used the module content to benefit the organisation**

Two years ago, I was employed to head up a new team within my organization. At that time, I had just completed my first module at BCU, which had given me a deep understanding of myself - my values, my purpose, and my “why.” However, through reflection, I came to realize that while I understood myself, I had not taken the same time to understand my team - their values, their purpose, and what motivates them to get up in the morning. Because of that, I did not get the best from them.

Looking back, I see that I did the team a disservice. The project we were working on at the time moved forward, but I now believe we could have achieved far more had I better recognised and harnessed their individual strengths and motivations.

Fast forward two years, I have put into practice what I learned. Today, I lead a team that is both content and highly engaged. Each member understands and uses their strengths to be the best they can be. As a result, we consistently produce excellent work - work that benefits not only the team, but also the staff, the patients, and the trust.

## Carys Park

### Vascular Clinical Nurse Specialist

#### **Why I chose to study MSc Module LBR7566 Understanding and Managing Behaviour of Self, Teams and Organisations at Birmingham City University**

As a Vascular Clinical Nurse Specialist, leading a team of vascular outreach nurses, my role demands not only advanced clinical knowledge but also the ability to lead, support and engage effectively with both patients and colleagues. One particularly challenging experience was the re-banding of staff roles within our department, a process intended to reflect their experience and responsibility more accurately but which unfortunately caused frustration, disengagement, and feelings of devaluation amongst team members.

At the time, I struggled to manage the emotional and professional impact this had on my colleagues. I didn't fully understand the behavioural responses I was seeing, nor did I feel equipped to lead through the conflict and disappointment that arose.

This experience motivated me to take Module LBR7566: Understanding and Managing Behaviour of Self, Teams and Organisations at Birmingham City University, with the aim of developing a deeper understanding of my own behavioural tendencies, improve my leadership response, and ensure I was equipped to manage such challenges more effectively in the future.

#### **Key benefits experienced**

This module provided me with a transformative level of self-awareness and emotional regulation. Using the IBA Reports that were embedded with the teaching, I learned that I tend to maintain positivity, and support inclusion. However, under pressure, these traits became overplayed, leading to avoidance, emotional withdrawal, and inaction.

Recognising this helped me understand why I froze during the re-banding crisis, why I failed to act assertively when required and why my optimism wasn't meeting the needs of a disheartened team. Learning to flex into my lesser dominant domains of carefulness and Immediacy has since helped me become more strategic, structured, and decisive.

I also benefited from applying the concept of the Four Rooms of Wellbeing (emotional, mental, physical, spiritual), using it as a daily check-in to regulate my stress and maintain balance. I have incorporated many, if not all, of the IBA toolkit and recognise that these have significantly improved my leadership capability.

## How I have used the module content to benefit the organisation

As a direct result of this module, I have implemented several changes within my team and am actively influencing wider organisational practices.

**Team Impact:** My vascular outreach nurses have now been successfully re-banded to Band 6. I achieved this by applying structured leadership strategies and using communication styles better aligned with their motivational needs. Using a series of the tools with my team, which were taught on the module, I have noticed how many are self-regulating when under pressure and this knowledge is allowing them to remain optimistic during this period of uncertainty.

**Leadership Development:** I now flex my leadership style to suit context, moving from democratic and affiliative approaches to more directive or strategic ones when necessary. This shift has restored team engagement, improved communication, and led to a more emotionally intelligent team culture.

**Future Innovation:** I am currently preparing for a Band 8 role where I plan to implement the strategies learnt across the wider vascular network. By helping others understand their own behavioural profiles and leadership tendencies, I aim to improve collaboration between hub and spoke sites, strengthen team resilience, and ultimately enhance patient care across the region.

This module has not only shaped my personal growth but has laid the foundation for long-term cultural and operational improvements within my service.

What I once viewed as a leadership failure has now become a turning point in my growth. Thanks to this module, I am more self-aware, more capable of leading through complexity, and committed to applying these insights to support both staff wellbeing and service quality in my organisation.

## Nicki Ballard

RGN, RSCN, Dip N, BSc, HV, MPH

Workforce Matron



### Why I chose to study MSc Module LBR7566 Understanding and Managing Behaviour of Self, Teams and Organisations at Birmingham City University

I applied for the modules because after 40 years in the NHS and in my opinion a decline in communication resulting in more complaints, less staff job satisfaction for staff and poorer care for patients. I wanted to make a difference by improving my own knowledge, challenge my own thinking and support others in their breadth of communication as I felt there was a lack of understanding of individual differences and each individuals unique contribution to the bigger picture. There were aspects of poor culture, including blaming others, a lack of staff empowerment, a lack of understanding in managing change and addressing individual needs.

### Key benefits experienced

The key benefits for me as well as personal development and self-awareness, were to share the benefits of the IBA Modules with my Direct Reports to challenge their thinking, recognise difference and make sustainable improvement. I wanted to improve staff retention, job satisfaction and knowledge, which impacts on culture. This ultimately would lead to improvement in patient care with self-knowledge and understanding, cause and effect of personal actions, explicit expectations of my staff and their increased understanding. Going one step beyond this, coaching has retained two members of staff, who were looking at leaving the NHS, altered their viewpoints and given them a new zest in their roles. It has increased confidence and the ability to challenge without provoking conflict. I personally wish to continue coaching for the above reasons and to improve the health and well being of myself and others.

### How I have used the module content to benefit the organisation

The organisation benefited by having a more cohesive and knowledgeable workforce, a reduction in communication based complaints, retention of staff, less conflict but more considerate challenge, all of which will lead to better patient care and improved organisational culture.

## Yubing Qin

Senior Nurse in Neurology

Certified Wound and Ostomy Care Nurse



### Why I chose to study MSc Module LBR7566 Understanding and Managing Behaviour of Self, Teams and Organisations at Birmingham City University

I chose this MSc module because I wanted to deepen my understanding of human behaviour, team dynamics, and organisational culture, especially in high-pressure healthcare environments. As a senior staff nurse in the neurology ward, I often manage not only clinical tasks but also the emotional climate of the team. I wanted practical tools to lead more effectively, create psychologically safe environments, and manage change in ways that protect both care quality and staff wellbeing.

### Key benefits experienced

The biggest benefit was learning to recognise and manage pressure responses, both my own and those of my colleagues. This module included the IBA framework which goes beyond traditional personality models by showing how behaviour changes under pressure. I gained the knowledge and skills to flex my communication style to suit the different team members' needs, and this resulted in a significant improvement with collaboration. Understanding motivational drivers allowed me to better interpret others' behaviours and reduce misunderstandings. This has strengthened my emotional intelligence, situational leadership, and ability to balance task outcomes with team wellbeing. Within this module, there is an array of practical IBA tools that can be immediately applied within the workplace which can make sustainable steps to enhance organisational culture.

## How I will use the module content to benefit the organisation

I experienced a challenging organisational change when a new nutritional assessment form was introduced for all inpatients. The change aimed to improve nursing quality and professionalism, but it was implemented within a week without pilot testing or sufficient consultation. This significantly increased documentation workload, led to frustration, stress, and a risk of burnout among staff. Initially, I remained silent, feeling unsettled and overwhelmed. The turning point came when a usually composed colleague broke down in tears during handover, expressing how the pressure had reduced her work to “ticking boxes”. Drawing upon the module teaching, I recognised the need to shift from internal analysis to external action. I applied the IBA framework and organised a small-group discussion where team members could share their feelings and concerns in a psychologically safe space. This improved morale, promoted mutual understanding, and resulted in practical suggestions for adapting the process. This created a shared sense of ownership and reduced resistance.

Moving forward, I plan to use these tools to proactively spot early signs of unfavourable pressure, facilitating constructive dialogue during change, and adjusting my leadership style to different contexts. These practices will help my organisation maintain high-quality patient care while supporting staff resilience.

## Lorraine McLean

Clinical Nurse Specialist in Tissue Viability



### Why I chose to study MSc Module LBR7566 Understanding and Managing Behaviour of Self, Teams and Organisations at Birmingham City University

I chose the course as it was recommended by the MSc Wound Care and Tissue Viability Course Director. I viewed the TED talk by way of assessing if this would be a course I wished to pursue. What I gleaned from the TED talk intrigued me in particular the fact that 275 million people worldwide suffer with anxiety and the IBA framework just might be able to address this by understanding how humans operate. I had relocated back from the USA to work in Ireland and, in a new working environment, was beginning to feel that anxiety. I was not fitting in, my approach was not being understood, and I was not achieving the results that I was hoping for.

### Key benefits experienced

The most important benefit from completing the module has been my understanding and acknowledgement of self by reading the IBA personalised reports that were a component of the MSc teaching. Recognising how I approach tasks at work and, more importantly how I am perceived, has led me to focus on taking more time to reflect on tasks and issues, to plan more effectively, to factor in others together with the organisational culture and to ensure that the necessary details are both present and correct. All together the knowledge gained from the Module has brought a level of calmness with compassion for self and others that makes my working day less stressful. I am finding there is so much more joy in the way I interact with the work environment and my colleagues. The result is that I have become an infinitely more patient, compassionate, tolerant and tolerable person at work.

## How I will use the module content to benefit the organisation

Drawing upon the teaching content, I now understand that even with the best intentions, whirling around full of enthusiasm for ideas/practise innovations/nurse education projects, if not executed correctly, can result in burnout for self and others rather than achieving positive results. Understanding that successful initiatives require a measured and thoughtful approach means that I now use many of the IBA tools incorporated within the module teaching when planning ahead.

Recently, I have been working on putting together a wound care education initiative for new graduate nurses. I have used the IBA toolkit, supplied as part of the module teaching, to gather all the necessary information and to ascertain who the most relevant stakeholders are. I am doing background research around my idea so that I will have supporting evidence and putting a detailed proposal together. I am taking my time, formulating a plan of action and cultivating my circle of influence to ensure success.

## Jinhua Hu

Head Nurse, Liver Transplantation Department



### Why I chose to study MSc Module LBR7566 Understanding and Managing Behaviour of Self, Teams and Organisations at Birmingham City University

I chose to study this module because I wanted to deepen my understanding of organisational behaviour and the dynamics between individuals, teams, and leadership within healthcare. As a nursing education officer, I often face challenges in motivating and supporting staff, particularly during times of transition or high workload. I believed that this module would equip me with theories and practical tools to better understand behavioural patterns, improve communication, and foster a healthier organisational culture.

Before enrolling, I watched Professor Adam Crizzle's TEDx talk, which I found very inspiring and thought-provoking. This is another reason to choose this module. It made me want to explore these ideas further in an academic and practical context.

### Key benefits experienced

The module helped me to critically reflect on my own leadership style and behaviours, which has increased my self-awareness and resilience. I've come to see that there's a gap between how I view myself and the real me. I've realised that my eagerness in my personality can put some pressure on others. A lot of the time, I tend to focus just on the tasks at hand, overlook the emotional needs of the team, and didn't keep us on the same page. This realisation has been a bit of a wake-up call for me. I've come to understand that while getting things done is important, it's equally crucial to pay attention to how my team is feeling and to ensure that everyone is aligned and working together effectively.

These insights have directly supported my professional role by improving how I mentor and support newly graduated nurses, as well as how I collaborate with colleagues across different departments. Overall, the module enhanced both my confidence and competence in dealing with complex interpersonal and organisational issues.

## How I will use the module content to benefit the organisation

Looking ahead, the content I most want to apply is motivational theory. By understanding individual personalities and considering human behaviours and emotions, I aim to identify how best to truly motivate different people. In nursing education and clinical practice, motivation is critical because it directly influences engagement, learning outcomes, and the quality of patient care. When staff feel motivated in a way that resonates with their personal values and strengths, they are more likely to perform effectively and contribute positively to the organisation.

## Intelligent Behaviour Analytics



***Self-understanding  
with positivity at its  
heart***

The IBA self-understanding framework aims to take you on an illuminating, empowering and validating journey of self-discovery and understanding of others.

Designed for the challenges of 21st century life, Intelligent Behaviour Analytics (IBA) is a streamlined and innovative holistic approach that can change how you view yourself and everyone else around you.

Developed over four decades, IBA is built upon eastern, western, ancient and modern philosophies and theories.

IBA includes a new generation of holistic personality assessment which strives to go further and in a much more comprehensive depth than 20th century personality testing.

Each person is unique and with the deep self-understanding that IBA provides, confidence and resilience can grow. In many cases this additional knowledge can give a person a voice that perhaps has not always been heard in the past.

**1** The focus on in-depth self-understanding with positivity at its heart, makes the IBA framework a great choice for anyone looking for bespoke personal development. Unlike traditional personality tests, the IBA framework seeks to celebrate the uniqueness of the individual, without the limiting nature of prescribed and narrow categories or classifications. The holistic basis of the IBA framework means it draws on all-encompassing insight and wisdom from eastern, western, ancient and modern philosophies and theories. Unlike anything currently available, this framework allows for immense breadth and depth covering what makes you tick and provides many people with 'light bulb' moments that help demystify why other people see the world from the lens they do.

**2** Every human is multifaceted, and each person's life path is unique and will never be replicated by another. The IBA framework aims to take all individuals on a journey; the destination being self-acceptance, appreciation of all the strengths and unique qualities we each possess. Furthermore, an understanding of how our strengths can turn into limitations, will help prevent us from being held back and allows each of us to maximise all opportunities available in this one life that we are living.

**3** The IBA framework seeks to educate and illuminate.

**4** There are a growing number of IBA Coaches, who have studied at Birmingham City University and who are available to offer support with the IBA framework. This can be especially helpful to tailor advice to an individual's specific needs.



Developing and enhancing your self-understanding

Giving you a greater understanding of other people

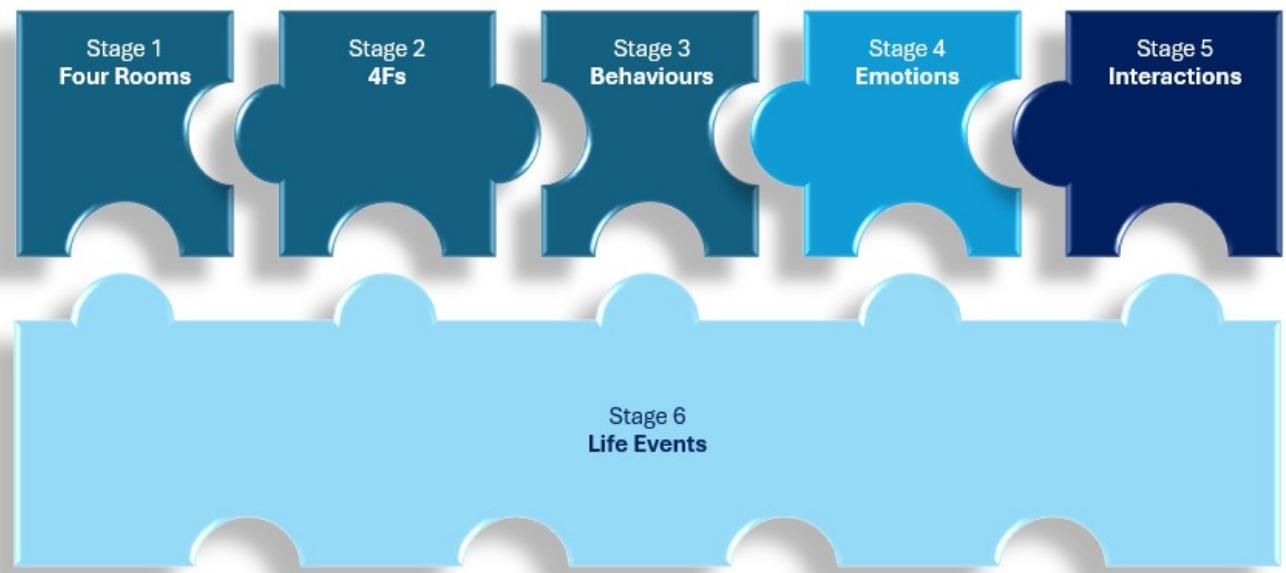
Celebrating and validating the uniqueness of YOU

Enabling you to lead a fulfilling personal and professional life

Helping you appreciate your strengths and to recognise the qualities you bring to the world

Giving you tailored solutions to overcome challenges so that you can maximise opportunities that come before you

## Six Stages of the IBA Holistic Framework



# Stages 1 to 3

## The Four Rooms, 4Fs and your Behaviours

### Stage 1

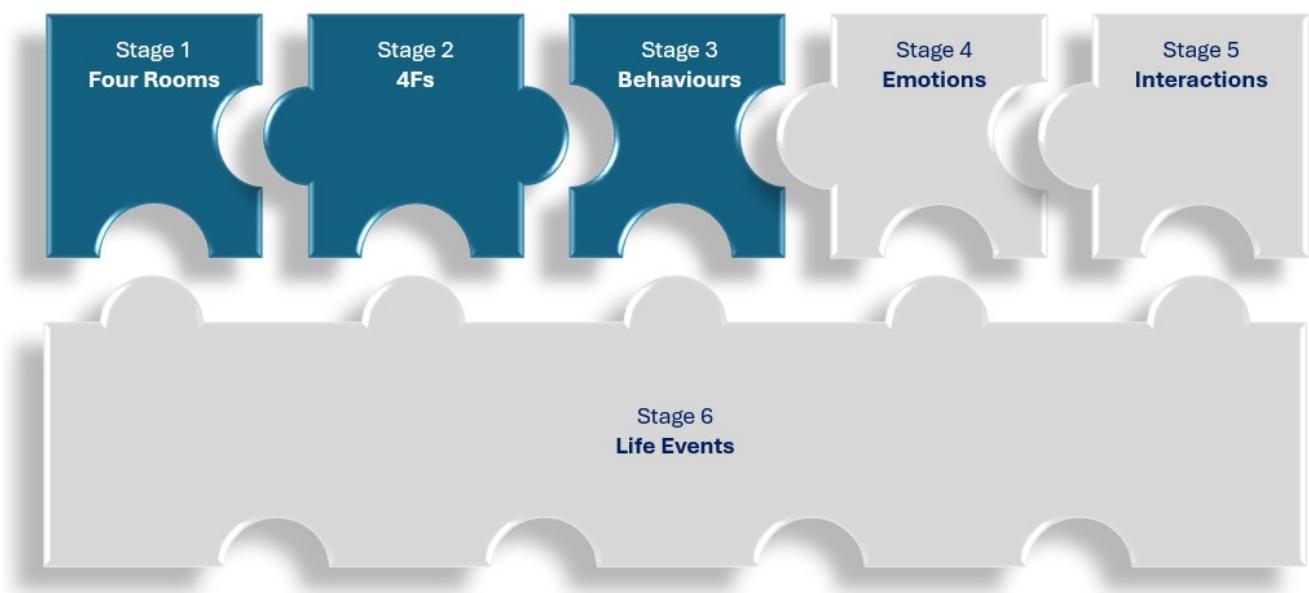
**The Four Rooms concept explores the importance of a holistic and balanced life within the physical, emotional, mental and spiritual aspects**

### Stage 2

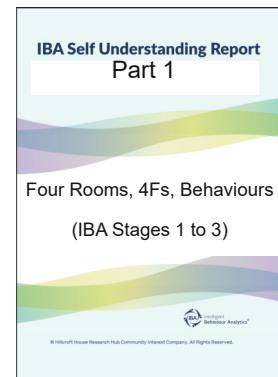
**The 4Fs stage introduces the individual to their primary, instinctive and deep-seated responses to situations in life.**

### Stage 3

**Understand behaviour needs, motivations, strengths and limitations.**



After individuals answer the first IBA questionnaire, the results of Stages 1 to 3 are included within Part 1 of the IBA Self Understanding Report

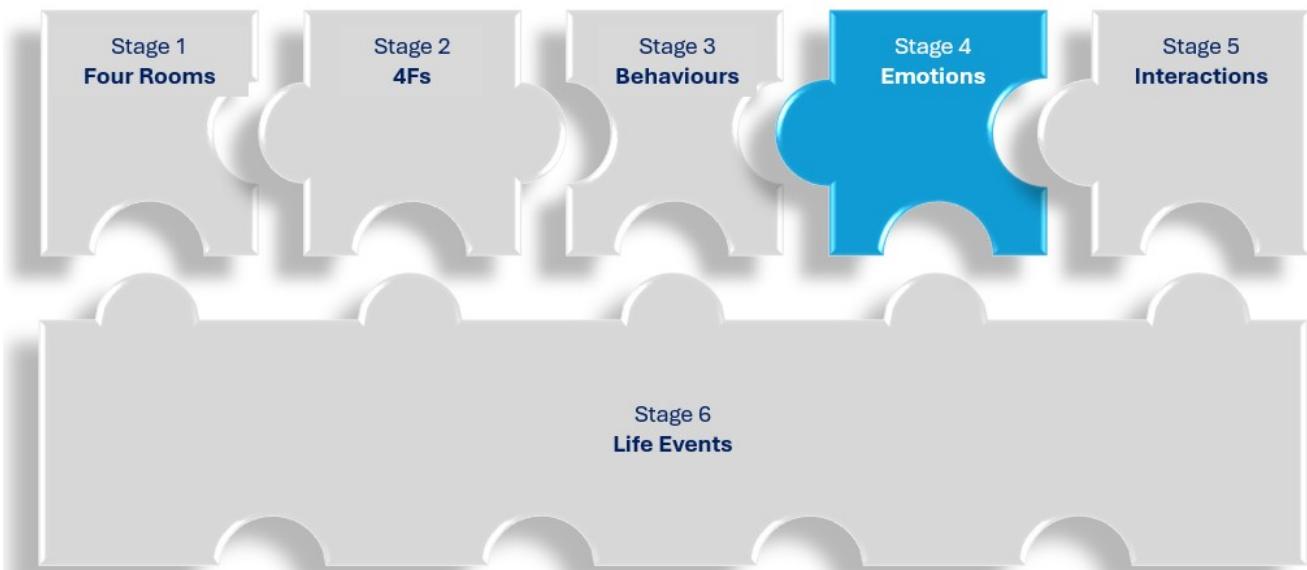


# Stage 4

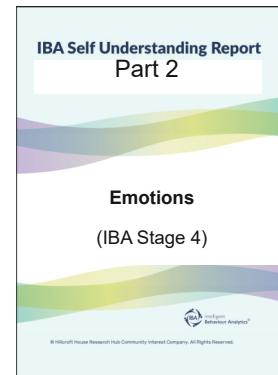
## Emotions

### Stage 4

**Understand your emotional responses and the effect that escalating pressure may have on you.**



After individuals answer the first IBA questionnaire, the results of Stage 4 are included within Part 2 of the IBA Self Understanding Report

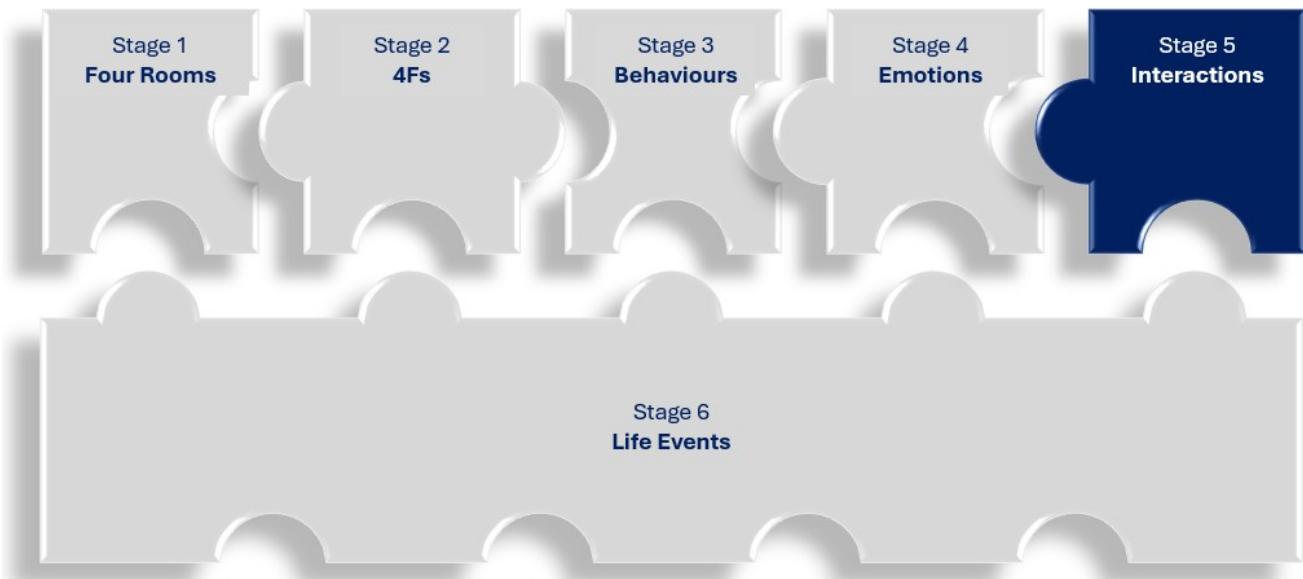


# Stage 5

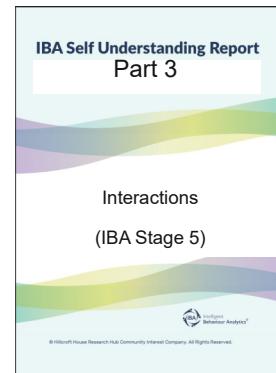
## Interactions

### Stage 5

**Discover in more depth how you interact with and process the world around you. This includes an understanding of the ways in which you deal with challenges and worries, your sensitivity levels and need for stimulus.**

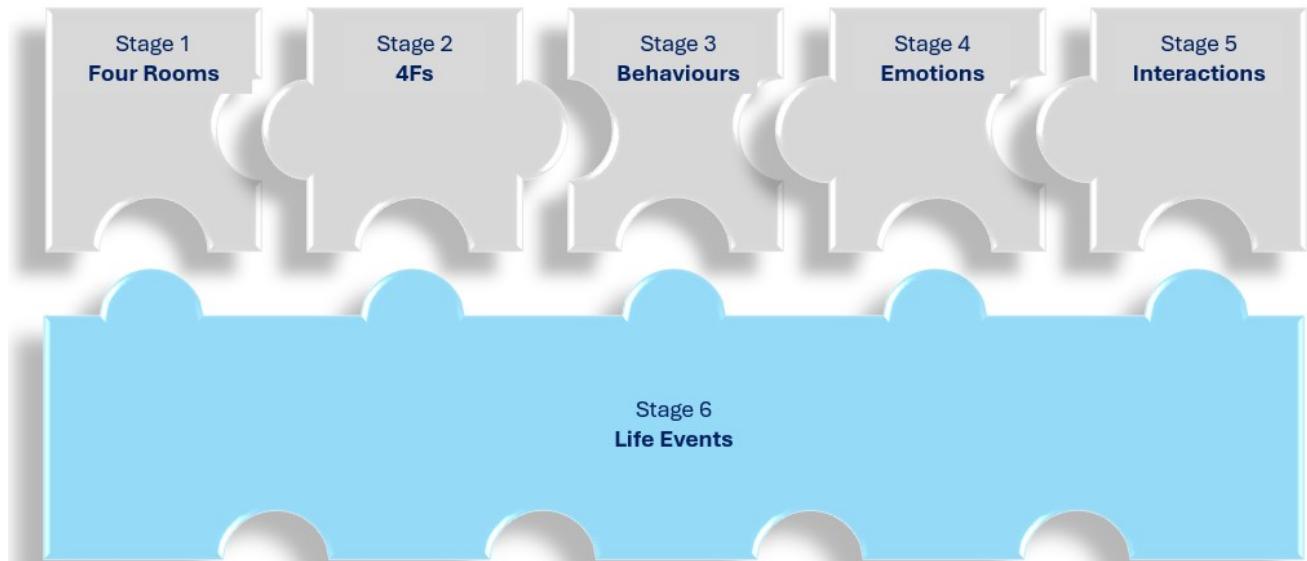


After individuals answer the second IBA questionnaire, the results of Stage 5 are included within Part 3 of the IBA Self Understanding Report



# Stage 6

## Life Events



People respond to challenges in very different ways. What seems minor for one person may indeed be significant for another. You may have been on the receiving end of someone saying to you “*just move on*” or “*stop making a fuss*”. Alternatively, you may be the person saying these words to another.

Our life events play an essential part in how we develop and grow. For some, certain challenging events may be crushing. For others, these same events may not have such a significant impact, however, other different situations may cause long lasting stress and upset.

Negative events can profoundly impact an individual's physical health, mental state and emotional well-being. A person with high emotional and factual sensitivity levels may respond with feelings of self-blame and feel distress. Another person may invest excessive energy into blaming others for any perceived calamity. In doing so, they may lose perspective of what they can actually influence and what is outside their control.

Life Events is the final stage of the IBA framework. By understanding IBA stages 1 to 5, via the individual IBA reports, a person can go on to work with an IBA Coach. The role of an IBA Coach is to put context upon past events and offer tailored, workable and realistic solutions for the present and future. This process can foster positive growth by enabling a person to increase confidence and resilience levels.

An IBA Coach starts their journey at Birmingham City University and they are required to have completed **IBA MSc Modules 1 and 2** (total of 40 academic credits). Those who go on to study **Module 3** (a further 20 academic credits) will be able to offer strategic and career guidance to individuals they work with.

With a growing number of IBA Coaches in training, in the future they will be able to work online with NHS colleagues, and offer guidance and support to enhance levels of self-understanding and understanding of others. In doing so, this new generation of IBA Coaches, will be at the forefront of making a sustainable impact to transform NHS organisational culture and encourage Principle 3 to be at the heart of how all NHS staff are treated.

# IBA at Birmingham City University



IBA is a unique offering from Birmingham City University and can be studied as credit bearing MSc Modules in the School of Nursing and Midwifery, or a non-credit bearing programme for music students at Royal Birmingham Conservatoire.



BIRMINGHAM CITY  
University

For students looking for leadership development there is a proliferation of courses and programmes available. Yet in health care alone, numerous national reports over the last two decades show that leadership and NHS culture needs an overhaul.

Birmingham City University has a unique and innovative MSc offering to support a students career path in leadership. It is the only university to offer MSc leadership modules that are built around the IBA holistic framework.



## MSc Module 1

# Understanding and Managing Behaviours of Self, Teams and Organisations

20 Credits (Code LBR7566)

[Read More](#)

MSc Module 2

## Developing the potential of others through self- understanding and holistic coaching

20 Credits (Code LBR7701)

[Read More](#)

**MSc Module 3**

Strategically planning your career  
and shaping the future of your  
organisation

20 Credits (Code TBC)

[Click here to read how the module was built.](#)  
Poster presented at 2021 MQ Science Summit

# THE ROAD TO RESILIENCE IN A COVID-19 WORLD

Professor Adam Crizzle, Professor Paul Coulter  
Birmingham City University; Faculty of Health, Education and Life Sciences

## BACKGROUND

What is resilience? In short, it is the ability to maintain personal well-being in the face of challenge [1]. The ongoing global pandemic has tested the resilience of individuals in extraordinary and unprecedented ways. Responses to the crisis have been varied and rapid, and change across the wider economy and more directly within the NHS [2] have been significant.

In 2019, Birmingham City University launched an MSc module titled *Understanding and Managing Behaviour in Health and Wellbeing*. This module was made available to students attending the School of Nursing and Midwifery.

The module is a fusion of Eastern and Western and ancient and modern ideas [3, 4]. It is based on the premise of equipping students with bespoke knowledge and skills to support novel frameworks for resilience. These can be used in a practical sense to help individuals overcome personal challenges and difficulties, as well as for, somewhat otherwise less to significant levels of stress and pressure. The module's content is proactively equipped to be more resilient in times of difficulty and pressure.

## THE FRAMEWORK AND TOOLKIT

The framework goals that improved self-understanding could lead to enhanced self-management. This was a student informed choice regarding their own behaviour, and the ability to respond within pressured and non-pressured situations. The framework was developed to support the development of self-help and the responses of others. The framework provides a range of skills and competencies which permits forensic examination of individual strengths plus analysis of the risks and challenges that may be experienced within those strengths.

The toolkit provides practical skills learning students to apply their knowledge in the real world, aiming for a sustainable, balanced lifestyle with the personal perspective to be better positioned to self-manage in challenging or stressful situations.

Student's report applying this knowledge within and outside of the workplace.

"Very intellectually stimulating"

"Understanding myself and how to be myself"

"This is not just about the professional knowledge. It is also about the real life. About improving well-being"

"I could use this in all areas of my life. I can now use the techniques to create more well-being"

## FACE TO FACE VS ONLINE

The COVID-19 pandemic forced teaching online and with a rapidly redesigned course based around bite sized teaching and activity-based learning. The module content was maintained at similar levels as seen when the module was taught in the classroom.

Learning Method	Percentage
Offline Learning	100%
Online Learning	80%

As a pre-measure, module students reported how the module content had supported their health and well-being and ability to be resilient through the COVID-19 pandemic.

...made me more resilient and has helped me to manage my mental and physical health during the pandemic...

...tools gave me positive outcomes for resilience and well-being. It can help others to manage mental and physical health during pandemic with this...

## NEXT STEPS

Building on this feedback, Birmingham City University is planning a series of pilot programmes designed to assess the efficacy of the framework in addressing personal resilience and reducing incidences of stress through the application of the framework at The Royal Birmingham Conservatoire, examining the impact in addressing personal resilience in students of the Royal College of Music. Other pilot projects are expected to be developed in the areas of Health, Education and within the Military.

## POTENTIAL FOR FUTURE USE

Although it is very early days, it is envisaged that there may be potential for the framework to be used in a range of other areas. For example, to improve individual resilience. This could be particularly useful for individuals who are experiencing mild to moderate anxiety and/or depression. The potential for delivery of the framework in these areas is currently being explored. Early indicators that any such intervention could be effective for a large audience, remains either with or without supervision.

## REFERENCES

1. <https://www.england.nhs.uk/wp-content/uploads/2017/04/Resilience-capacity-4-topic-a-8-2.pdf>
2. <https://www.gov.uk/government/news/coronavirus-impacts-on-mental-health-and-wellbeing>
3. Telfer University College of Nursing Edinburgh Postural Health Project Final Report
5. How Video Production Affects Student Engagement: An Empirical Study of MOOC Videos

Module 3 (a further 20 academic credits, currently under development) builds upon the knowledge, skills and approach from modules 1 and 2. This module is designed for students who already hold leadership positions and wish to create a vision that includes transformational change in their professional life and specialist field.

This module will explore the inner workings of strategic planning calling upon notable military strategists. The module presents an opportunity for the student to create an individual and self-defined roadmap for their own future and the future of their organisation.

**Module goes live in academic year  
2027/28 (subject to validation)**

# IBA at Royal Birmingham Conservatoire



IBA is a unique offering for music students at Royal Birmingham Conservatoire (RBC) who want to give their best in live performance and to maintain high levels of intrinsic health and well-being, which is a necessity for a professional musician. It is both necessary and essential to find effective ways to sustain levels of personal confidence and resilience. In preparing for the rigors of a musician's professional life, it is understandable that a proportion of students may experience:

- anxiety (general and/or performance based)
- challenges with motivation and practice
- a reduction in confidence levels

All performers are well versed in the different experiences found when giving a live music performance compared with working in the practice room. Naturally, for some, the exhilaration and excitement of live performance adds a welcome edge, immediacy and frisson to their playing; for a significant number of others, the added pressure, fear of failure and judgement can have a seriously detrimental impact on their performance. There is a significant amount of help and advice available with a growing body of work into performance anxiety techniques for musicians. Whilst these various practical, physiological and cognitive techniques and approaches are of invaluable help, it can often be daunting for students to navigate and understand:

- the possible sources of their own personal challenges
- which techniques are best suited for them as an individual to try and why

As this is undeniably a field where 'one size does not fit all' the central aim of the RBC/IBA programme is to give answers to these questions and equip students with the fundamental and crucial self-understanding. This knowledge can help to maximise their own unique potential, raise their confidence and perform at their best.



2022 Conference

Students talk about their experience of attending the RBC health and wellbeing programme for musicians to optimise musical performance



Optimising Musical Performance

**Katharine Lam** (Programme Lead) and **Adam Crizzle** discuss the design and outcomes of the Royal Birmingham Conservatoire health and wellbeing programme for musicians to optimise musical performance

## IBA Teaching Staff

### Adam Crizzle

[Click here to read full bio](#)

Adam is the founder and developer of the IBA framework which encompasses eastern, western, ancient and modern philosophies and theories. He designed the IBA algorithm which is a formula embedded within the IBA software. He began his career in industry within the fields of statistical forecasting, procurement and logistics and has worked both for national and multinational companies. Over time his work widened into Government-to-business sales, management consultancy and troubleshooting.

IBA was born over 40 years ago and in 2005 Adam took the initial IBA thinking and expanded it to incorporate a deeper understanding of human behaviour, emotions and motivations. His early career developing statistical forecasting models played a significant part in the development of the IBA algorithm.

In 2006 he met with the former UK Health Minister, Baroness Rosie Winterton, which led to the NHS launching an educational programme in schools for organ donation. During this period, he also developed the first phase of educational IBA teaching. In 2018 he moved into academia and was offered a Visiting Professorship at Birmingham City University when the first IBA MSc module went live and taught to international healthcare students.

In addition to his MSc teaching at Birmingham City University and non-academic teaching at Royal Birmingham Conservatoire, he maintains roles in the private sector where he works internationally as an IBA Practitioner (which encompasses life coaching, career development, executive coaching and mediation). In addition to his core IBA software development work, he is a CPD public speaker and has had two surveys published in HR Magazine and one in the HSJ Journal.

### Katharine Lam

[Click here to read full bio](#)

Katharine has been a core developer of the IBA framework since 2016. She is Senior Lecturer in Piano and Piano Pedagogy at Royal Birmingham Conservatoire where she teaches undergraduate and postgraduate students. She has established a distinguished profile throughout the UK and abroad as a soloist, chamber musician, accompanist and music educator. She is a sought-after adjudicator nationwide and twice has been a judge for the BBC Young Musician of the Year (Regional and First Round).

Her musician's ability along with an instinctive understanding of human behaviour and emotional responses, has resulted in Katharine further developing and expanding the capability of the IBA algorithm. In addition to her contributions to the IBA software development and in view of her in-depth IBA knowledge, she teaches on all MSc modules to health care professionals.

In 2019 she designed and launched the IBA Health, Well-being and Performing with Confidence Programme at Royal Birmingham Conservatoire. Katharine also co-designed, with Adam Crizzle, the teaching content and learning outcomes for the second IBA MSc module for health care professionals which was launched in 2024.

## **Major Stephen Johnson**

[Click here to read full bio](#)

Stephen has been involved with IBA development since 2020 and has served in the British Military for over three decades. A military logistician, leadership trainer and coach, he is currently the lead Staff Officer for Personnel Development in the Royal Logistic Corps.

A regular speaker on the first IBA MSc Module, he presents an engaging case study of IBA use in the military, taking it back to its roots. He highlights how he taught the fundamentals of the programme to some of his staff and demonstrates how it was used to the betterment of his soldiers. With a passionate delivery and easily assimilated examples of IBAs utility in the workplace, he brings the subject to life for healthcare students at Birmingham City University.

He is now completing a PhD, designing a leader mediated mental health intervention. After speaking at an academic conference, his research is also gaining traction outside the military, in the NHS and ambulance service.

Stephen will be teaching on the third strategic IBA module when it goes live in 2027 and as a serving officer, he will bring to life the inner workings of IBA strategic planning calling upon notable military strategists. His contributions on this third module will equip and support healthcare students to maximise their career path.

## **Dr Chrissla Davis**

[Click here to read full bio](#)

Chrissla has been involved in the development of IBA since 2022. She is an experienced healthcare leader, academic, and leadership development specialist whose work bridges the fields of clinical practice, systems transformation, and compassionate leadership. With a career spanning urgent and emergency care, integrated systems, and applied research, Chrissla has become a nationally recognised figure in the development of forward-thinking, emotionally intelligent, and ethically grounded healthcare leadership.

Owing to the culmination of her knowledge and skills, Chrissla will be teaching on the third strategic IBA MSc module.

## **Ryan Marcovich**

[Click here to read full bio](#)

In 2016, the first Prototype IBA Behaviours and Emotions Report was used by psychotherapist Ryan Marcovich when working with his private clients. In the same year, it was launched and available for one-to-one Executive and Life Coaching support. Since then, Ryan has continued to be involved in the development of the IBA framework and occupies the role of IBA Lead Psychotherapist with the IBA Development Team.

Having worked for many years in NHS services in England, in his private practice, Ryan is a partner at City and West Psychology, a leading team of London Psychologists based in Liverpool Street, Clapham and Stanmore. Here he provides an integrative therapeutic approach for mild to complex mental health issues including developmental and relational problems using evidence based models.

Ryan is a regular visiting speaker on the first and second IBA MSc modules and delivers engaging short talks to healthcare students at Birmingham City University.

## BCU / IBA Health Conferences

Birmingham City University is proud to have hosted and presented a series of IBA conferences over recent years.

With powerful keynote speakers from healthcare and industry, the conference design is predominantly focussed on student voices. The conference creates an environment where the audience can listen to panel debates, where past students share what they have learnt on the MSc modules and the impact this has had for themselves, their teams and their organisations.

An IBA conference at Birmingham City University is not your standard event. The audience experience world class musicians performing from Royal Birmingham Conservatoire, who have attended the IBA Performing with Confidence Programme.

Our 2026 conference (date to be advised) will again include past students on panel debates, members of the IBA Development Team along with powerful external speakers. Additionally, the 2026 conference will include representatives from Birmingham Women's Hospital, as the wider impact of the IBA programme is discussed and how NHS organisational culture can be improved.

[Click on images below to watch videos of previous conferences](#)



**2023 Conference Highlight Video**



**2022 Conference Highlight Video**



**2021 Conference Highlight Video**



**2018 Conference Highlight Video**

[Click on images below to watch videos of previous conferences](#)



**Keynote Speech**  
**Professor Neena Modi**

Professor of Neonatal Medicine at Imperial College London,  
Immediate past-president of the British Medical Association



**Keynote Speech**  
**Emeritus Professor Julian Lloyd Webber OBE**

Cellist, conductor, broadcaster and former principal of  
Royal Birmingham Conservatoire

## IBA Development Team

The expertise of those within the IBA Development span health education, medicine, psychology, military, music, wellbeing, business, leadership, organisational culture and software development.

This breadth and richness of human experiences and capabilities, including cultural, emotional, intellectual, and moral dimensions, ensures IBA development continues to be focussed upon the betterment of all, whether they are students at Birmingham City University, NHS employees or the 8 billion people who inhabit the planet.

[Click on name below to read full bio](#)



# IBA within MSc Programmes

## Introduced by Professor Jackie Stephen-Haynes

IBA Module 1 Code LBR7566

**Understanding and Managing Behaviours of Self, Teams and Organisations** is a core module to support all students on the Wound Healing and Tissue Repair MSc.

### Wound Care in the UK: Current Challenges and the Role of Advanced Education

Wound care continues to present a major challenge for the UK healthcare system, both in terms of its prevalence and its significant clinical and economic burden. Chronic wounds, including venous leg ulcers, diabetic foot ulcers, and pressure ulcers, affect an estimated 3.8 million people each year, with management costs exceeding £8.3 billion (Guest et al., 2020).

Despite this considerable investment, there remains substantial variation in clinical practice and patient outcomes for both acute and chronic wounds (Harding, 2024). Multiple factors contribute to this inconsistency, including differences in care settings, resource allocation, healthcare professional education and training, and patient comorbidities. Notably, a key issue is the limited wound care education among healthcare professionals. Evidence shows that only 65% of doctors receive wound care training during medical school, and just 25% report confidence in their wound management abilities (Duffayder et al., 2025). The lack of wound care education is similarly seen within Nurses including pre-registration preparation (Welsh et al 2018). This educational shortfall contributes to inconsistent standards of care and underscores the need for improved training and professional development opportunities (Hutchinson, 2025).



**Professor Jackie Stephen-Haynes**

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To address these challenges, a workforce with advanced knowledge and specialist expertise is essential. The MSc in Wound Healing and Tissue Repair at Birmingham City University offers healthcare professionals a part-time, evidence-based programme designed to strengthen their theoretical understanding and clinical practice in wound management. This postgraduate education equips practitioners to deliver high-quality, standardised care and drive measurable improvements in patient outcomes across a range of clinical environments.

# Advancing Wound Care Education: MSc in Wound Healing & Tissue Repair at Birmingham City University curriculum

## Wound Healing & Tissue Repair

This module builds a strong theoretical and evidence-based foundation in wound healing & tissue repair, with an emphasis on global perspectives, critical evaluation of guidance/research, reflection of your own practice, and emerging technologies.

## Quality Improvement in Wound Healing & Tissue Repair

This module focuses on service delivery, leadership, systems improvement and applying QI frameworks within the wound-care/tissue repair context. It is ideal if you are working (or aim to work) in a clinical setting and want to drive improvements in practice or services.

### Wounds Affecting the Lower Leg

Understanding and managing conditions such as venous leg ulcers.

### Debridement and Advanced Wound Care

Techniques for effective wound cleaning and advanced treatment modalities.

### Pressure Ulcers: Prevention and Treatment:

Strategies to prevent and manage pressure injuries.

### Prevention, Recognition, and Management of Sepsis

Identifying and addressing sepsis in wound care contexts.

### Safeguarding Contemporary Issues

Addressing safeguarding concerns in clinical.

### IBA Module 1

### Understanding and Managing Behaviours of Self, Teams, and Organisations

This module enables students to understand their behaviour, how others behave, teams and organisational dynamics; then apply this in self-management, team working, leadership, change management.

### IBA Module 2

### Developing the Potential of Others through Self-Understanding and Holistic Coaching

Prerequisite successful completion of the first IBA module. This module focuses on coaching/mentoring others using the IBA framework; supporting others' self-understanding; holistic methods for wellbeing, resilience, professional development.

BCU's Wound Healing Practice Development Unit aspires to be a centre of excellence, making a real difference to patients, carers, and the professionals looking after them. The unit offers education provision to ensure that those caring for individuals have the knowledge, skills, and attitudes to provide high-quality, evidence-based care Birmingham City University.

## Conclusion

The increasing prevalence of chronic wounds and the associated financial strain on the NHS underscore the urgent need for specialized education in wound care. The MSc in Wound Healing & Tissue Repair at Birmingham City University equips healthcare professionals with the advanced knowledge and skills necessary to improve patient outcomes and contribute to the evolving field of wound care. By investing in such educational opportunities, the healthcare workforce can be better prepared to meet the challenges of wound management in the 21st century.



**Professor Jackie Stephen-Haynes**  
Chair of the Wound Care Alliance UK



[www.wcauk.org](http://www.wcauk.org)

# IBA in Professional Practice at Birmingham City University

IBA modules (20 credits each) are available through Professional Practice

IBA Module 1 Code LBR7566

Understanding and Managing Behaviours of Self, Teams and Organisations

IBA Module 2 Code LBR7701

Developing the potential of others through self-understanding and holistic coaching

The Birmingham City University Professional Practice Framework is designed to assist Nursing, Midwifery and Health Professionals to maximise every opportunity within their profession.

With a provision of over 80 modules at level 6 and level 7, NHS hospitals can be assured that students trained at Birmingham City University experience the most advanced teaching methods and are equipped with the skills necessary for 21st century healthcare.



Acute Care



Adult Critical Care



International  
Perspectives in Emergency &  
Critical Care



Cardiac Care



Child, Adolescent & Young  
Adult Mental Health



Healthcare



Tissue Viability

## Professional Practice at Birmingham City University

- Enables post qualification healthcare professionals to choose their own academic path
- Allows cherry picking of the core modules, area of specialisation and optional modules that suit needs and areas of interest.
- Offers a blended learning or purely online approach, designed to work alongside busy clinical careers
- Gives healthcare professionals the opportunity to build awards gradually
- Promotes Multidisciplinary learning (nurses, paramedics, ODP's, podiatrists, OT's, physiotherapists and nursing associates)
- Promotes learners from geographically varied locations and creates networking opportunities.



For help and support, please contact [PPcourseleads@bcu.ac.uk](mailto:PPcourseleads@bcu.ac.uk) or contact the BCU Professional Navigator, Dr Nicola Clarke by emailing [navigator@bcu.ac.uk](mailto:navigator@bcu.ac.uk)

Details of entry requirements according to the application (Level 6 module, Level 7 module, a degree or postgraduate award) is available on the course page of the Birmingham City University website.

- [Professional Practice - Module - 2025/26 Entry | Birmingham City University](#)
- [Professional Practice - Health CPD courses | Birmingham City University](#)

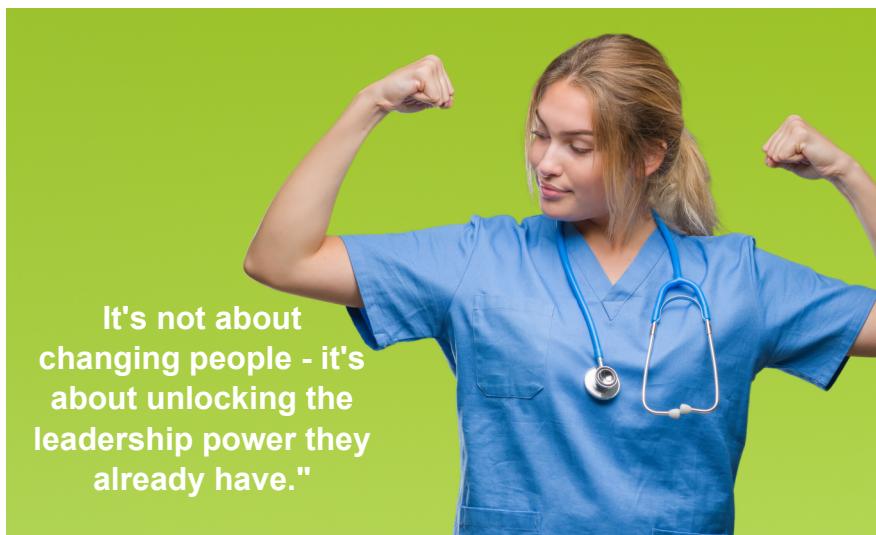
## Conclusion by Dr Chrissla Davis

To conclude this report, at every level of the health service, the call for stronger, more agile leadership is growing louder. The [NHS Long Term Workforce Plan](#) sets out a “train, retain, reform” agenda that hinges on developing leaders who can adapt rapidly to service pressures and new technology (NHS England, 2023). In parallel, the government’s [Build Back Better](#) strategy emphasises the need for digitally enabled, person-centred care and a culture in which staff feel empowered to innovate (HM Government, 2021).

Birmingham City University’s postgraduate pathway in Intelligent Behaviour Analytics (IBA) speaks directly to this policy moment, equipping leaders with the insight and data-driven tools to translate national ambitions into ward-level reality.

In addition to the case studies included within this report, participants describe the MSc experience at Birmingham City University as the first leadership course that “*makes the invisible visible*”, showing exactly how everyday micro-behaviours affect safety, teamwork and patient experience. There is a growing understanding from MSc students that it’s not about changing people - it’s about unlocking the leadership power they already have. Graduates have already carried this capability into integrated-care roles, answering the [Integrated Care Systems Design Framework](#) requirement for “distributed clinical leadership” that crosses organisational boundaries (NHS England, 2021). Following Lord Darzi’s [independent review on the state of the NHS in England](#) (Darzi, 2024) and the government’s subsequent publication [Fit for the Future: 10 Year Health Plan for England](#) (Streeting, 2025), the time is right for a new approach.

As covered in this report, whilst expansion is on the horizon, the IBA programme’s success is perhaps most visible with MSc students studying at Birmingham City University and short IBA courses delivered at NHS Trusts.



**Dr Chrissla Davis**

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The 2025 programme at Birmingham Women’s Hospital is this first stage of this expansion. It shows IBA-trained nurses mentoring colleagues through a trust-wide culture-change initiative aligned with the *People Plan*’s call for compassionate, inclusive leadership ([NHS England & NHS Improvement, 2020](#)). Early feedback highlights sharper decision-making, quicker conflict resolution and measurably higher staff wellbeing scores.

With more reports to follow, beyond the acute sector, IBA practitioners report shorter recovery times in community mental-health services and breakthrough progress with long-standing eating-disorder cases, tangible proof that self-aware leadership can ripple directly into clinical benefit.

In conclusion, the real strength in using the IBA Framework will come from multidisciplinary teams learning together as opposed to separate professional groups as with the Case Study described above. This would enable everyone to use the same approach impacting positively on patients, staff, efficiency and productivity – ultimately leading to a sustainable cultural change – an aspiration of the 10 year plan.

Leaders who want to future-proof their leadership practice and help realise the government's vision of a re-energised, digitally confident NHS are invited to join a community that is already reshaping care, one behaviour at a time.



**Dr Chrissla Davis**

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## Reflections

I should like to extend my thanks to the many people who have contributed to the completion of this report and to the creation of IBA.

Firstly, to Tom Martin who was my first line manager in 1979. During World War II, Tom was in the British Military Police, and in the spring of 1945, he was with the Allied forces, advancing into Germany, marking the final stages of World War II in Europe. For Tom, the combination of losing family members to basic health care conditions because they could not afford a doctor in the 1930s – this was before the NHS was founded in 1948 – plus his personal experiences witnessing the way people behaved during World War II, led him to ask some key questions. Firstly, Tom thought there had to be a clearly defined reason for the bias people showed towards others when they felt threatened. Secondly, Tom wondered why, throughout history, although some individuals dedicate their lives for the greater good, others have felt it necessary to identify a scapegoat as the reason to justify their more sinister objectives. In Tom's world, for example, why and how Nazi ideology was successful in fabricating a story which presented the Jewish race as the cause of Germany's difficulties in the 1930s and used these falsehoods to justify the horrific extermination of millions. Tom maintained that ***"Human beings are inconsistent. They are a mixing bowl of violence, beauty, science and faith. Everyone has a different way of looking at the world."*** Tom believed that contributions from eastern, western, ancient and modern philosophies can bring structured self-reflection and a greater level of self-understanding. With this knowledge, an individual can achieve sustainable personal growth and in doing so, be more effective as a human being. After Tom died in 1985, his initial ideas sparked within me an avalanche of further thoughts and reflections about human behaviour.

As the decades passed, more people became involved, and I watched as those initial ideas developed into what is today the Intelligent Behaviour Analytics framework or IBA. With IBA now embedded within the academic world, particular thanks and recognition must go to Louise Toner and the names that follow. In 2015, when Louise approved a selection of IBA short programmes to be delivered at Birmingham City University, she had the insight to recognise the wider potential that IBA had to enhance a student's experience both professionally and personally. As a doctor and consultant, Paul Coulter played a significant role, and he has been dedicated to IBA since 2013. Ryan Marcovich as a psychologist, also recognised the impact that IBA could make to his profession and joined the IBA journey a few years after Paul. Soon after, Katharine Lam held a view that by entwining the contents of the IBA framework with bespoke techniques she taught at Royal Birmingham Conservatoire, it would be possible to help upcoming musicians maximise their talent. Her programme was successful, but it didn't stop there. She went on to get heavily involved in the development of the IBA formula, and it wasn't long before she had developed it further. Beyond that she began teaching healthcare students, in addition to her international music students at Royal Birmingham Conservatoire. Furthermore, the work of Lorrian Holder resulted in IBA at Bablake School being shortlisted for the 2018 TES Awards for Wellbeing Initiative of the Year. From a technical and software perspective, the work of Matthew Dowle must not go unmentioned. Matthew has been involved for nearly two decades and has converted the IBA formula into the software that is used today.

As time went on the IBA Development Team was built and it now consists of professionals from the fields of medicine, healthcare, education, music, leadership, business and the military. What exists today surpasses anything that Tom or I could have ever imagined. With two MSc modules already available, with Major Stephen Johnson and Dr Chrissla Davis joining the teaching staff, and with more developments on the horizon, we are moving towards a stage where healthcare professionals will have the opportunity to be taught the art of strategic thinking. This brings with it a proven method to create an NHS organisational culture which drives forward and thrives with growth and efficiency.

In addition to the IBA Development Team, colleagues at Birmingham City University, Royal Birmingham Conservatoire, NHS staff at NHS Trusts and private clients, sincere thanks must be given to the many students, over the years, who have studied the IBA framework. Without them, this report would never have been produced and teaching them has been one of the greatest privileges I have experienced.

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