



## Sustaining Innovation Through Education (SITE)

### SCORING PROTOCOL

#### What is SITE?

SITE is a free online site improvement self-assessment tool. It is designed to support you and your organisation to identify areas of strength and risk that can impact on sustainability, or long-term success, of an educational initiative/innovation/promotion that you are working with.

SITE was developed from the Sustainability of Effective Educational Initiatives (SEEI) project funded by an Australian Research Council Discovery Project. The project aims to identify best practice and develop a framework to guide sustainable implementation of educational initiatives in schools, community, health settings and other educational organisations.

#### Why use SITE?

The traditional research-to-practice pathway has made advances in a number of domains, but they are often difficult to implement and sustain in real world and low resource settings. There are concerning reports nationally and internationally of poor program sustainability once start-up enthusiasm and resources are exhausted.

Schools, communities and educational organisations make adaptive changes in their day-to-day practice in response to new information and conditions. The failure to consider this complex and adaptive nature makes it difficult to sustain quality and effective educational initiatives in schools, communities and educational organisations.

Understanding sustainability as a continuous and evolving process leads to the need for a tool that can help stakeholders with the planning, implementation, evaluation and sustainment of effective educational initiatives.

Please visit our webpage for more information: <https://sites.flinders.edu.au/seei/>

For more information about the background research informing SITE, please see our annotated bibliography at: <http://sites.flinders.edu.au/seei/wp-content/uploads/sites/17/2019/12/annotated-bibliography-updated-20191203.pdf>

#### Ethics

This project has been approved by the Flinders University Social and Behavioural Research Ethics Committee, Project Number 6928. We would like to thank you for taking the time to complete this tool and contributing to the collection of valuable data.

## How to access SITE?

SITE is free to use for non-profit educational purposes with correct attribution in all publications to Flinders University of South Australia, 2020. There are two versions of SITE. You can view SITE: Extended at this link: <https://canvass.acspri.org.au/n/942812> and SITE: Start-up at this link: <https://canvass.acspri.org.au/n/965339>. More information about these two versions of SITE can be found in the next section about **How to use SITE**.

## How to use SITE?

There are two versions of SITE, namely SITE: Extended, which is for educational initiatives that have been underway for some time, and SITE: Start-up, which is a shorter version for initiatives that are about to start or have recently started. SITE: Start-up omits the reflective questions included in SITE: Extended. If you use SITE with your staff, you will need to ask each respondent to print out their responses and submit the questionnaire to you for data analysis. Alternatively, they could bring their own questionnaire to staff discussions about selected items.

SITE begins with demographic questions about location, age group, gender, position and so on. SITE then asks which local project/initiative/program participants are self-assessing. If your organisation is one of our research partners, then your organisation will be named in the drop-down list. If you are accessing SITE independently from our research team, then ask your participants to select the first option, namely, 'Our Educational Initiative'. Be sure that all of your participants know which educational initiative you want them to keep in mind whilst they are completing SITE.

Next, SITE contains attitudinal and behavioural items grouped into 20 theoretical factors. **Table 1** summarises the theoretical framework for SITE.

A short video presentation about SITE can be found here: [https://www.youtube.com/watch?v=zZ\\_b9L8lvA&feature=emb\\_logo](https://www.youtube.com/watch?v=zZ_b9L8lvA&feature=emb_logo) or you can visit our webpage at <https://sites.flinders.edu.au/seei/> and click on the "Discover SITE" option.

**Table 1 : SITE Theoretical Framework**

<b>Theme</b>	<b>Factor</b>	<b>Sample Attitudinal Items</b>
Organisational culture	Site Improvement	<i>Site leaders support ongoing improvements in how we operate</i>
Personal dispositions	Agency	<i>I know how to approach site leaders to get them on board with new initiatives</i>
	Resilience	<i>My work is aligned with my personal values</i>
Implementation processes	Selection	<i>The initiative was selected in response to needs that had been identified at our site</i>
	Planning	<i>Goals for the initiative have been put into writing</i>
	Leadership	<i>Site leaders effectively communicate the vision of the initiative</i>
	Commitment	<i>The initiative is presented to staff as a long-term commitment</i>
	Involvement	<i>Staff perspectives about how the initiative should be implemented are valued</i>
	Teams	<i>A visible team is responsible for implementing the initiative</i>
	Organisational Capacity	External
Expertise		<i>Staff have the necessary expertise to deliver the initiative</i>
Finances		<i>Our site has accessible data about the costs of the initiative</i>
Staffing		<i>We have enough staff to deliver the initiative</i>
Time		<i>Sufficient time for professional education about the initiative is incorporated into site schedules</i>
Data	Implementation Data	<i>Feedback about how the initiative is being implemented is shared with staff at least once per year</i>
	Outcomes data	<i>Feedback about the outcomes of the initiative is shared with staff at least once per year</i>
Change	Adaptability	<i>Feedback about the outcomes of the initiative drives adaptations to better meet students/clients' needs</i>
	Processes	<i>Since introducing the initiative, processes for working with students/clients have shown sustained improvement</i>
	Relationships	<i>Since introducing the initiative, my professional relationships with leaders have shown sustained improvement</i>
	Site renewal	<i>As challenges emerge, they are met with insightful thinking at our site</i>

## Scoring SITE

Both versions of SITE use the same scoring sheet, omitting scores for the omitted items in SITE: Start-up. Factors omitted from SITE: Start-up are Implementation Data, Outcomes Data, Adaptability, Processes, and Relationships. Behavioural items for Teams, Finances, Staffing, Time and the item “*The initiative selected above is currently working well at our site*” are also excluded in SITE: Start-up.

Participants respond to attitudinal items in SITE using a 9-point Likert scale of 1= Very Strongly Disagree, 2= Strongly Disagree, 3= Disagree, 4= Slightly Disagree, 5= Neutral, 6= Slightly Agree, 7= Agree, 8= Strongly Agree, and 9= Very Strongly Agree. There are also options for Don’t Know and Not Applicable.

Participants respond to behavioural items in SITE as Yes, No, Uncertain or Don’t Know.

Descriptive information about the sample can be collated from responses to demographic questions in SITE. You can find examples of descriptive analyses for SITE data at Figures 1 through 5.

SITE data for attitudinal and behavioural items can be analysed at the item or theoretical factor level. To analyse SITE theoretical factors, calculate the median or mean (if the sample is large) for each theoretical factor (see [Table 2](#)). Include only theoretical factors with responses to three or more items. Omit theoretical factors with responses to less than three items.

With large samples, sample-specific factor analyses and factor scores for each theoretical factor can be calculated. For large samples consisting of structural groups, multilevel methods should be used.

Note that:

- (1) The behavioural and outcome items are not included in the calculation of the attitudinal factor scores. Instead, calculate the percentage of responses to Yes, No, Don’t Know and Uncertain for the behavioural items. The behavioural items stand alone as topics for staff discussion and potential follow up action during the SITE self-assessment exercise.
- (2) The Don’t Know and Not Applicable responses for the attitudinal items are not included in the calculation of medians/means/factor scores. Instead, calculate attitudinal scores as percentage responses in the sample to provide potentially useful information to school staff and leaders as indicators of staff involvement and the success of information dissemination activities within the organisation.

The SITE scoring template can be found at [Table 2](#). The following are important notes for the interpretation of [Table 2](#):

- (i) \*indicates question types with A = Attitudinal items, and B= Behavioural items;
- (ii) \*\*indicates items being scored on a 9-point Likert scale as follows: VSD (1) = Very Strongly Disagree, Neut (5) = Neutral, and VSA (9) = Very Strongly Agree;
- (iii) \*\*\*indicates responses that are calculated as percentages for N/A = Not Applicable, D/K = Don’t Know, and UC = Uncertain;
- (iv) Behavioural items are highlighted in green;
- (v) Outcome items are highlighted in yellow.

**Table 2 : SITE scoring items.**

Factor	Question Type*	Item	Score** or Response***														
Site Improvement	A	Site leaders support ongoing improvements in how we operate	VSD					Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9				%	%	
	A	Staff support ongoing improvements in how we operate	VSD					Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9				%	%	
	A	Strategies are put in place to support staff when improvements are implemented	VSD					Neut					VSA			D/K	N/A
		1	2	3	4	5	6	7	8	9				%	%		
A	Site improvement is one of our workplace values	VSD					Neut					VSA			D/K	N/A	
		1	2	3	4	5	6	7	8	9				%	%		
	B	In the last six months, I have discussed with friends or colleagues specific examples of where improvements have been made at my site												Yes	No	UC	D/K
														%	%	%	%
Agency	A	I know how to approach site leaders to get them on board with new initiatives	VSD					Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9				%	%	
	A	I know how to approach staff to get them on board with new initiatives	VSD					Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9				%	%	
	A	I know how to work with students/clients to get them on board with new initiatives	VSD					Neut					VSA			D/K	N/A
		1	2	3	4	5	6	7	8	9				%	%		
A	I know how to work with local communities (parents/carers/stakeholders) to get them on board with new initiatives	VSD					Neut					VSA			D/K	N/A	
		1	2	3	4	5	6	7	8	9				%	%		
	B	In the last six months, I have advocated for the introduction of a new initiative												Yes	No	UC	D/K
														%	%	%	%
Resilience	A	My work is aligned with my personal values	VSD					Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9				%	%	
	A	I believe I can achieve my goals at work, even when site priorities change	VSD					Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9				%	%	
	A	I can adapt to changes in the workplace	VSD					Neut					VSA			D/K	N/A
		1	2	3	4	5	6	7	8	9				%	%		
A	I can bounce back after setbacks in the workplace	VSD					Neut					VSA			D/K	N/A	
		1	2	3	4	5	6	7	8	9				%	%		
	B	In the last six months, I have discussed positive coping strategies with professional colleagues												Yes	No	UC	D/K
														%	%	%	%

Table 2 (continued).

Factor	Question Type*	Item	Score** or Response***													
Outcomes	A	The initiative selected above is currently working well at our site										Yes	No	UC	D/K	
										%	%	%	%			
	A	The initiative selected above has a long-term future at our site										Yes	No	UC	D/K	
										%	%	%	%			
Selection	A	The initiative was selected in response to needs that had been identified at our site	VSD	Neut				VSA				D/K		N/A		
			1	2	3	4	5	6	7	8	9			%	%	
	A	The initiative is supported by evidence/research that shows it is effective	VSD	Neut				VSA				D/K		N/A		
			1	2	3	4	5	6	7	8	9			%	%	
	A	The goals of the initiative are aligned with the values of our site	VSD	Neut				VSA				D/K		N/A		
		1	2	3	4	5	6	7	8	9			%	%		
		A	The goals of the initiative are aligned with the policies and procedures at our site	VSD	Neut				VSA				D/K		N/A	
		1	2	3	4	5	6	7	8	9			%	%		
		B	In the past six months, I have openly expressed my support for the selection of this initiative										Yes	No	UC	D/K
											%	%	%	%		
Planning	A	Goals for the initiative have been put into writing	VSD	Neut				VSA				D/K		N/A		
			1	2	3	4	5	6	7	8	9			%	%	
	A	An implementation plan for the initiative has been put into writing	VSD	Neut				VSA				D/K		N/A		
			1	2	3	4	5	6	7	8	9			%	%	
	A	An evaluation plan for the initiative has been put into writing	VSD	Neut				VSA				D/K		N/A		
		1	2	3	4	5	6	7	8	9			%	%		
		A	A sustainability plan for the initiative has been put into writing	VSD	Neut				VSA				D/K		N/A	
		1	2	3	4	5	6	7	8	9			%	%		
		B	In the past six months, I have read one or more of the above planning documents										Yes	No	UC	D/K
											%	%	%	%		

Table 2 (continued).

Factor	Question Type*	Item	Score** or Response***													
Leadership	A	Site leaders effectively communicate the vision of the initiative	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	Site leaders provide effective day-to-day support for implementing the initiative	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	Site leaders support core staff (mentors, champions, role models, trouble shooters) to drive the initiative	VSD					Neut					VSA	D/K	N/A	
		1	2	3	4	5	6	7	8	9			%	%		
A	Site leaders have strategies for supporting staff who are less enthusiastic about the initiative	VSD					Neut					VSA	D/K	N/A		
		1	2	3	4	5	6	7	8	9			%	%		
	B	In the past six months, I have been supported by site leader(s) to implement the initiative											Yes	No	UC	D/K
													%	%	%	%
Externals	A	The initiative exists in a supportive external economic environment	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	The initiative exists in a supportive external political environment	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	The local community (e.g. parents/carers/other stakeholders) support the initiative	VSD					Neut					VSA	D/K	N/A	
		1	2	3	4	5	6	7	8	9			%	%		
A	Staff discuss strategies for managing external pressures that may influence the initiative	VSD					Neut					VSA	D/K	N/A		
		1	2	3	4	5	6	7	8	9			%	%		
	B	In the past six months, I have discussed with professional colleagues the external pressures that might influence the initiative											Yes	No	UC	D/K
													%	%	%	%
Commitment	A	The initiative is presented to staff as a long-term commitment	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	The initiative is prioritised amongst other competing programs	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	I feel a sense of ownership towards the initiative	VSD					Neut					VSA	D/K	N/A	
		1	2	3	4	5	6	7	8	9			%	%		
A	The majority of staff are committed to the initiative (it isn't just one person's "baby")	VSD					Neut					VSA	D/K	N/A		
		1	2	3	4	5	6	7	8	9			%	%		
	B	In the past six months, I have recommended this initiative to other professional colleagues											Yes	No	UC	D/K
													%	%	%	%

Table 2 (continued).

Factor	Question Type*	Item	Score** or Response***													
Involvement	A	Staff perspectives about how the initiative should be implemented are valued	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	A wide range of staff are involved in implementing the initiative	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	Staff are visibly accountable for implementing their particular components of the initiative	VSD					Neut					VSA	D/K	N/A	
		1	2	3	4	5	6	7	8	9			%	%		
A	The initiative is supported by powerful two-way communications between leaders, staff, students/clients, other stakeholders	VSD					Neut					VSA	D/K	N/A		
		1	2	3	4	5	6	7	8	9			%	%		
	B	In the past six months, I have been actively involved in making pedagogical decisions about how best to implement the initiative											Yes	No	UC	D/K
													%	%	%	%
Expertise	A	Staff have the necessary expertise to deliver the initiative	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	Site leaders have processes to identify gaps in staff expertise	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	Professional education opportunities are available to all staff involved in the initiative	VSD					Neut					VSA	D/K	N/A	
		1	2	3	4	5	6	7	8	9			%	%		
A	Following staff turn-over, professional education about the initiative is available to newly employed staff	VSD					Neut					VSA	D/K	N/A		
		1	2	3	4	5	6	7	8	9			%	%		
	B	I have undertaken sufficient professional education to enable me to roll-out the initiative											Yes	No	UC	D/K
													%	%	%	%
Teams	A	A visible team is responsible for implementing the initiative	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	The initiative team members are drawn from different areas	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	The initiative team is working well together	VSD					Neut					VSA	D/K	N/A	
		1	2	3	4	5	6	7	8	9			%	%		
A	The work is shared across the team and does not overly rely on particular individuals	VSD					Neut					VSA	D/K	N/A		
		1	2	3	4	5	6	7	8	9			%	%		
	B	In the past six months, I have had productive discussions with initiative team members about the initiative											Yes	No	UC	D/K
													%	%	%	%



Table 2 (continued).

Factor	Question Type*	Item	Score** or Response***														
Finances	A	Our site has accessible data about the costs of the initiative	VSD					Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9				%	%	
	A	The initiative has sufficient current funding support	VSD					Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9				%	%	
	A	Plans are in place to access the long-term funding needs of the initiative	VSD					Neut					VSA			D/K	N/A
		1	2	3	4	5	6	7	8	9				%	%		
	A	Our site has partnered with community agencies to increase funding opportunities	VSD					Neut				VSA			D/K	N/A	
			1	2	3	4	5	6	7	8	9				%	%	
	B	In the past six months, I have had enough funding to implement my parts of the initiative												Yes	No	UC	D/K
														%	%	%	%
Staffing	A	We have enough staff to deliver the initiative	VSD					Neut				VSA			D/K	N/A	
			1	2	3	4	5	6	7	8	9				%	%	
	A	Plans are in place to meet the long-term staffing needs of the initiative	VSD					Neut				VSA			D/K	N/A	
			1	2	3	4	5	6	7	8	9				%	%	
	A	Staff position descriptions include the tasks required to implement the initiative	VSD					Neut				VSA			D/K	N/A	
		1	2	3	4	5	6	7	8	9				%	%		
	A	The balance between paid staff and volunteers working on this initiative is appropriate	VSD					Neut				VSA			D/K	N/A	
			1	2	3	4	5	6	7	8	9				%	%	
	B	In the past six months, I have had access to enough staff to support my implementation of the initiative												Yes	No	UC	D/K
														%	%	%	%
Time	A	Sufficient time for professional education about the initiative is incorporated into site schedules	VSD					Neut				VSA			D/K	N/A	
			1	2	3	4	5	6	7	8	9				%	%	
	A	Staff are given sufficient time to plan the implementation of the initiative	VSD					Neut				VSA			D/K	N/A	
			1	2	3	4	5	6	7	8	9				%	%	
	A	Staff are given sufficient time within school curricula/client consultations to implement the initiative	VSD					Neut				VSA			D/K	N/A	
		1	2	3	4	5	6	7	8	9				%	%		
	A	Staff are given sufficient time to review the implementation of the initiative	VSD					Neut				VSA			D/K	N/A	
			1	2	3	4	5	6	7	8	9				%	%	
	B	In the past six months, I have found that there is sufficient time during my work with clients/students to fit in the initiative												Yes	No	UC	D/K
														%	%	%	%

Table 2 (continued).

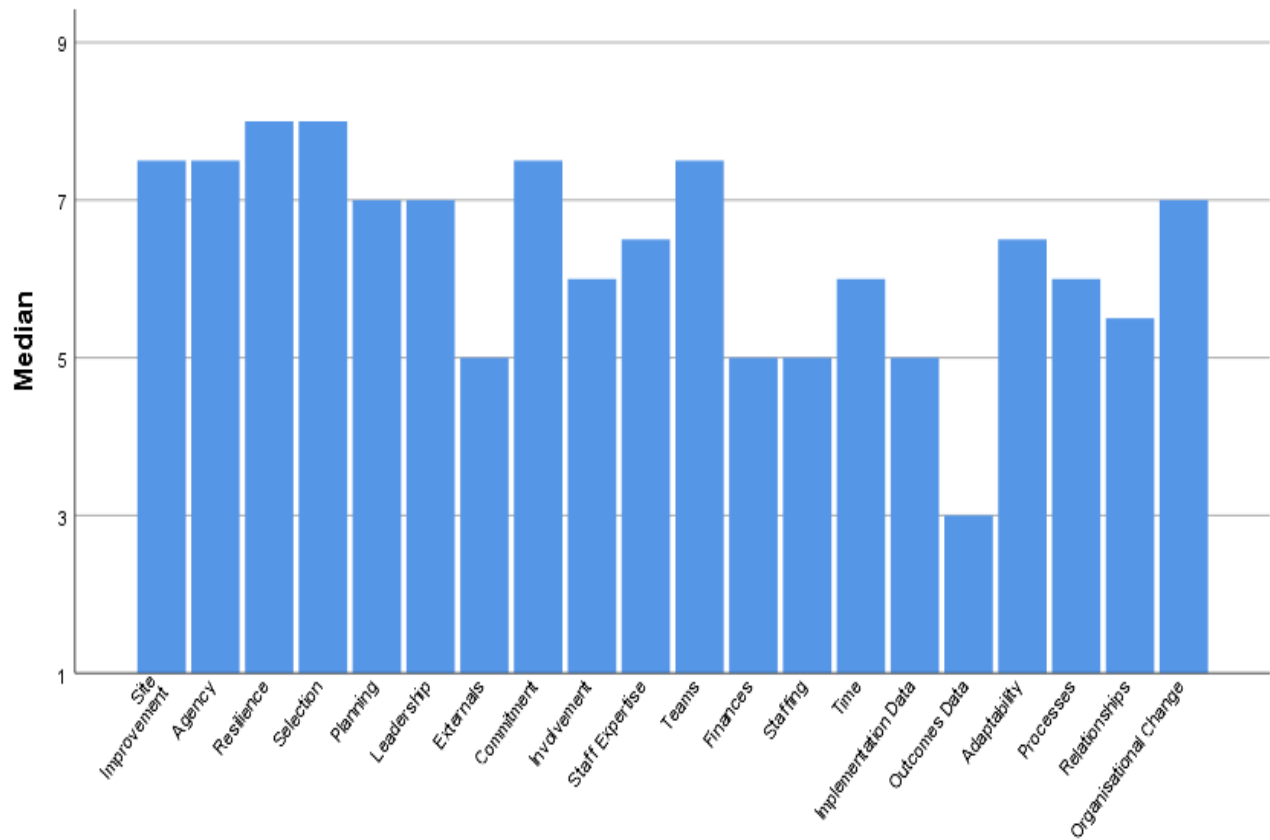
Factor	Question Type*	Item	Score** or Response***															
Implementation Data	A	Feedback about how the initiative is being implemented is shared with staff at least once per year	VSD						Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9					%	%	
	A	Feedback about how the initiative is being implemented is shared with students/clients at least once per year	VSD						Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9					%	%	
	A	Feedback about how the initiative is being implemented is shared with other stakeholders (parents/carers/community) at least once per year	VSD						Neut					VSA			D/K	N/A
		1	2	3	4	5	6	7	8	9					%	%		
	B	In the past six months, I have received feedback about how the initiative is being implemented													Yes	No	UC	D/K
														%	%	%	%	
Outcomes Data	A	Feedback about the outcomes of the initiative is shared with staff at least once per year	VSD						Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9					%	%	
	A	Feedback about the outcomes of the initiative is shared with students/clients at least once per year	VSD						Neut					VSA			D/K	N/A
			1	2	3	4	5	6	7	8	9					%	%	
	A	Feedback about the outcomes of the initiative is shared with other stakeholders (parents/carers/community/funding bodies) at least once per year	VSD						Neut					VSA			D/K	N/A
		1	2	3	4	5	6	7	8	9					%	%		
	A	Feedback about the outcomes of the initiative is shared with the program designer/seller at least once per year	VSD						Neut					VSA			D/K	N/A
		1	2	3	4	5	6	7	8	9					%	%		
	B	In the past six months, I have looked at feedback about the outcomes of the initiative for my own students/clients													Yes	No	UC	D/K
														%	%	%	%	

Table 2 (continued).

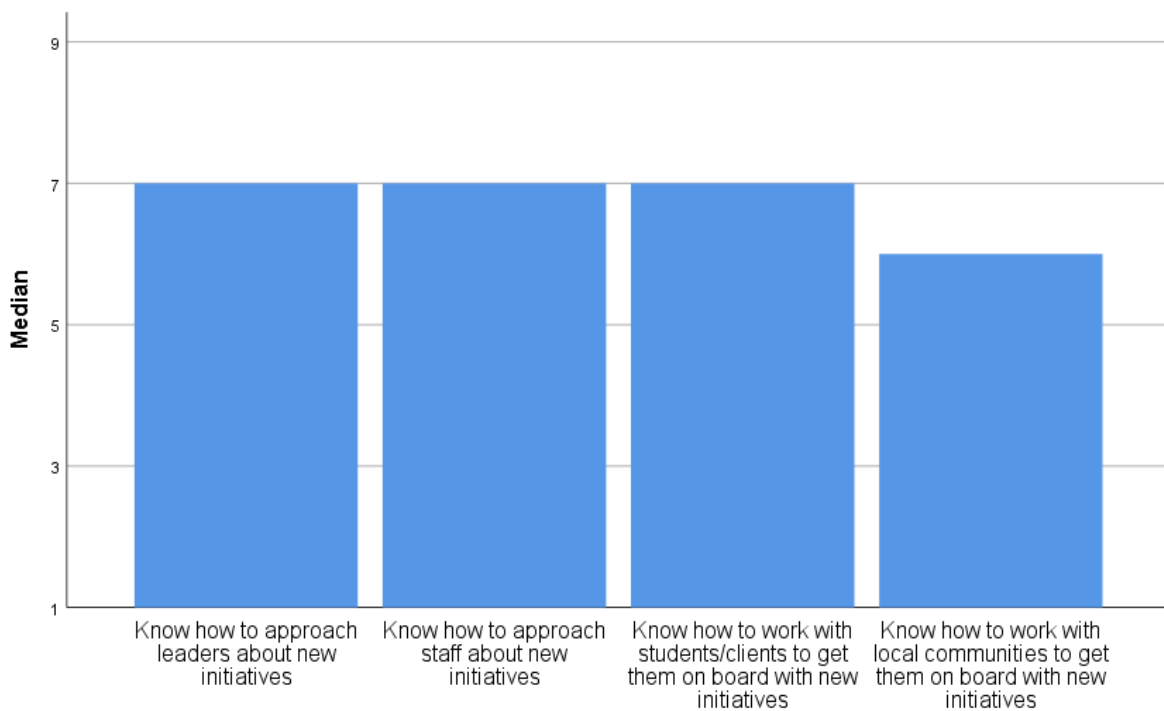
Factor	Question Type*	Item	Score** or Response***													
Adaptability	A	Feedback about how the initiative is being implemented drives adaptations to implementation processes	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	Feedback about the outcomes of the initiative drives adaptations to better meet students/clients' needs	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	Adaptations to the initiative are documented AND communicated	VSD					Neut					VSA	D/K	N/A	
		1	2	3	4	5	6	7	8	9			%	%		
	A	Adaptations to the initiative are analysed for success/failure	VSD					Neut				VSA	D/K	N/A		
		1	2	3	4	5	6	7	8	9			%	%		
	B	In the past six months, I have made adaptations to the initiative as a result of feedback											Yes	No	UC	D/K
													%	%	%	%
Processes	A	Feedback about the outcomes of the initiative drives adaptations to better meet students/clients' needs	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	Adaptations to the initiative are documented AND communicated	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9			%	%	
	A	Since introducing the initiative, processes for working with site leaders have shown sustained improvement	VSD					Neut					VSA	D/K	N/A	
		1	2	3	4	5	6	7	8	9			%	%		
	A	Since introducing the initiative, processes for working with others (parents/carers/community) have shown sustained improvement	VSD					Neut				VSA	D/K	N/A		
		1	2	3	4	5	6	7	8	9			%	%		
	B	In the past six months, I have discussed with professional colleagues how processes at our site have improved											Yes	No	UC	D/K
													%	%	%	%

Table 2 (continued).

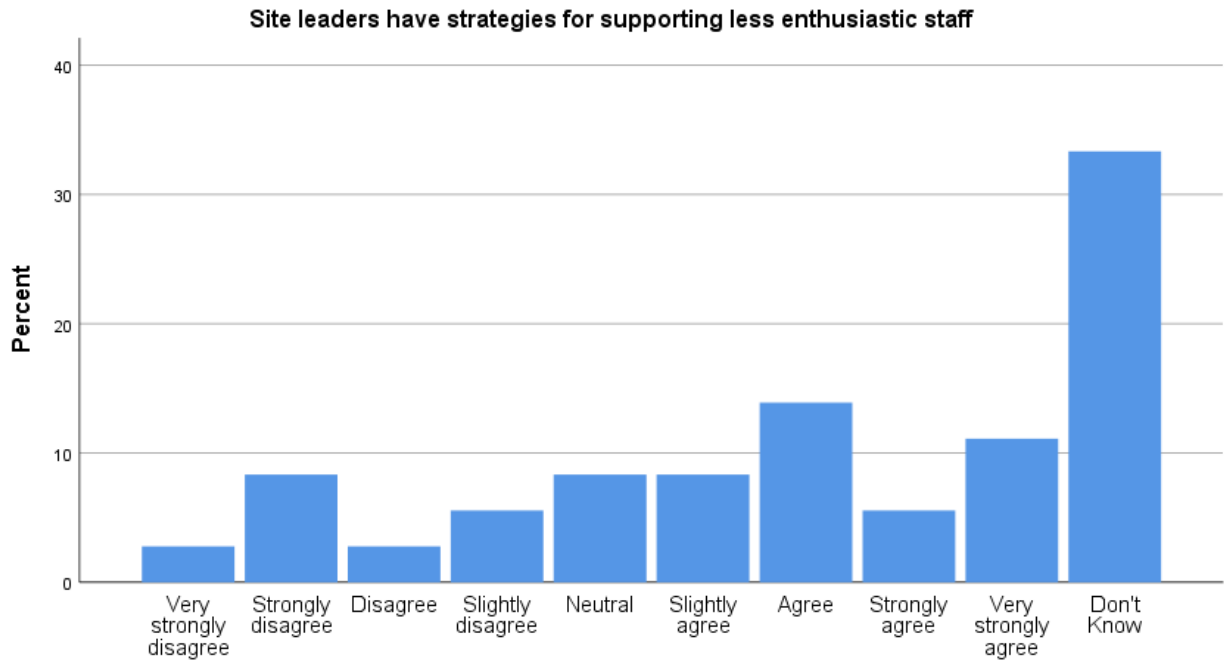
Factor	Question Type*	Item	Score** or Response***													
Relationships	A	Since introducing the initiative, my professional relationships with leaders have shown sustained improvement	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9		%	%		
	A	Since introducing the initiative, my professional relationships with other staff have shown sustained improvement	VSD					Neut					VSA	D/K	N/A	
			1	2	3	4	5	6	7	8	9		%	%		
	A	Since introducing the initiative, my professional relationships with students/clients have shown sustained improvement	VSD					Neut					VSA	D/K	N/A	
		1	2	3	4	5	6	7	8	9		%	%			
	A	Since introducing the initiative, my professional relationships with others (parents/carers/community) have shown sustained improvement	VSD					Neut				VSA	D/K	N/A		
		1	2	3	4	5	6	7	8	9		%	%			
	B	In the last six months, I have discussed with professional colleagues how professional relationships at my work have improved											Yes	No	UC	D/K
												%	%	%	%	
Site Renewal	A	As challenges emerge, they are met with insightful thinking at our site	VSD					Neut				VSA	D/K	N/A		
			1	2	3	4	5	6	7	8	9		%	%		
	A	Rounds of feedback-adaptation-feedback inform our practices	VSD					Neut				VSA	D/K	N/A		
			1	2	3	4	5	6	7	8	9		%	%		
	A	Our site fosters collaborative networks of people from multiple levels and sectors	VSD					Neut				VSA	D/K	N/A		
			1	2	3	4	5	6	7	8	9		%	%		
A	Our site prioritises timely exchange of information between all stakeholders	VSD					Neut				VSA	D/K	N/A			
		1	2	3	4	5	6	7	8	9		%	%			
A	The flexibility of our site enables effective initiatives to be embedded into regular practices	VSD					Neut				VSA	D/K	N/A			
		1	2	3	4	5	6	7	8	9		%	%			
A	A culture of innovation exists at our site	VSD					Neut				VSA	D/K	N/A			
		1	2	3	4	5	6	7	8	9		%	%			



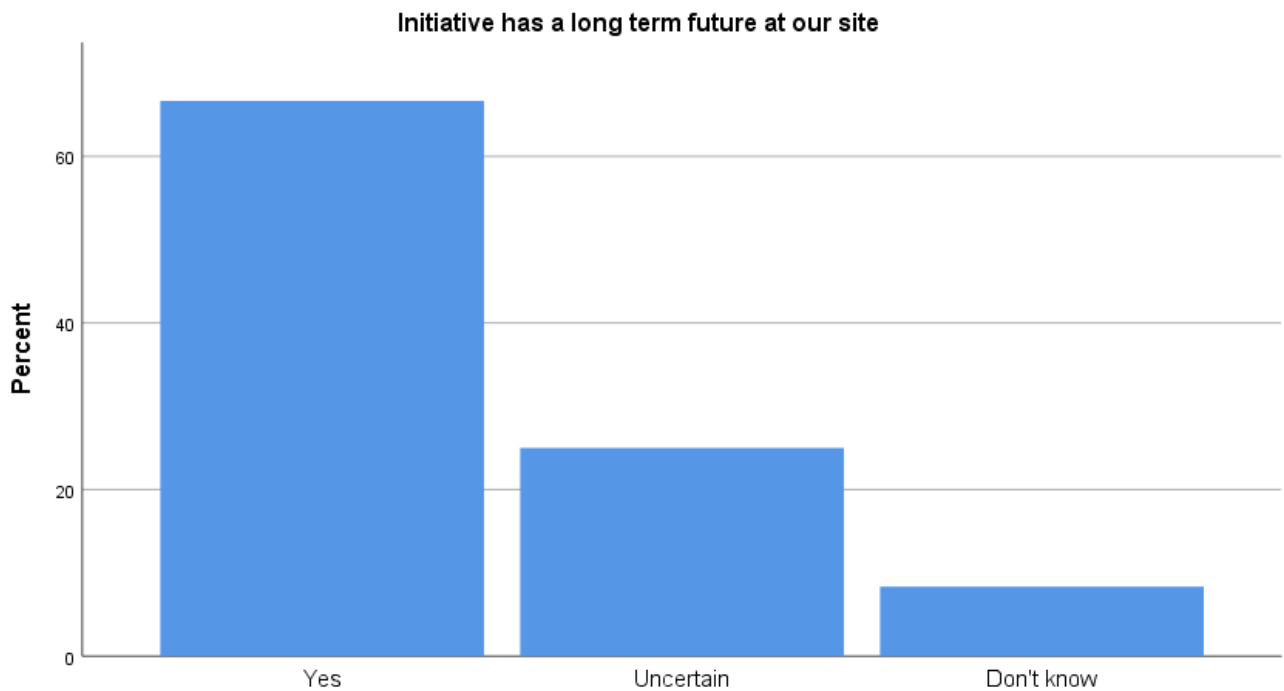
**Figure 1: Example of Theoretical Factor Medians**



**Figure 2: Example of median comparisons of AGENCY items**



**Figure 3: Example of response frequencies (%) to a LEADERSHIP item**



**Figure 4: Example of response frequencies (%) to an OUTCOME item**

In the past 6 months, I have discussed with professional colleagues the external pressures that might influence the initiative

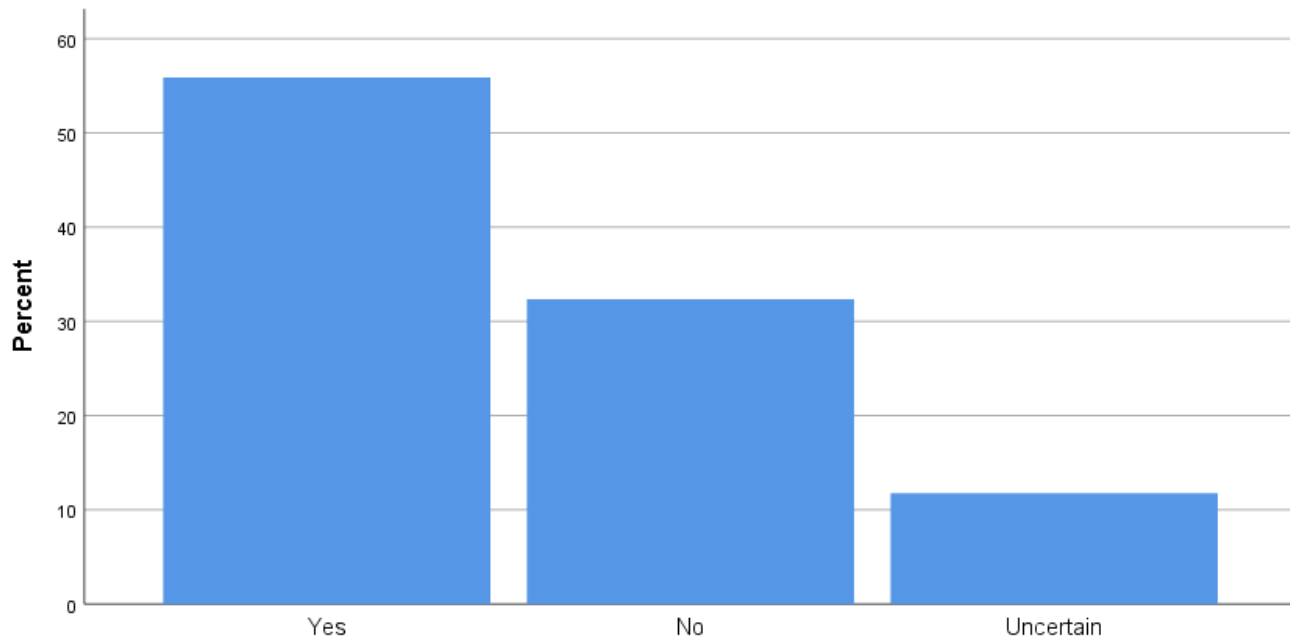


Figure 5: Example of response frequencies to a behavioural type item