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Understanding Intentions to Use Evidence-Based Practices: The Role of Openness to Experience and Error-Avoidance Climate

Name

Vera van der Valk (13847511)

Track

Human Resource & Career Management (7204MTWOPY)

Department

Department of Psychology, University of Amsterdam

Supervisor

Dr. Roy Sijbom

Second assessor

Dr. Gerald Weltevreden

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Abstract

Despite the possible benefits of evidence-based practice (EBP), its use within organizations still lags behind. To gain a better understanding about why and when employees use EBP, the aim of the present study is to uncover possible processes that precede EBP use. To do so, the association between openness to experience and intention to use EBP is examined, with attitude towards EBP as an explaining mechanism. To create an even more complete picture, error-avoidance climate is investigated as a contextual boundary condition that can explain when a positive attitude towards EBP leads to a greater intention to use it. By means of a cross-sectional design, questionnaire data of 122 employees in The Netherlands show that: (1) Attitudes towards EBP fully mediate the positive relationship between openness to experience and intentions to use EBP, and (2) employees' high perceptions of error-avoidance climate strengthen the relationship between attitudes towards and intentions to use EBP. Exploratory analyses also show that employees' high perceptions of appreciation learning climate strengthen the relationship between attitudes towards and intentions to use EBP. Based on these findings, I recommend organizations that want to increase the uptake of EBP to select candidates that score high on openness to experience, give special EBP training to employees, and make use of inducements to reward them for learning behaviors that facilitate EBP use. In addition to attitudes towards EBP, future research could include other determinants of intentions to use EBP, such as organizational norms and perceived barriers that complicate EBP use.

Introduction

Within organizations, it is important to make good decisions. Poor decision-making may contribute to big problems, such as selecting the wrong employee or even bankruptcy (Bazerman & Moore, 2017). When making decisions, employees often use their personal experience because they have learned to do things in a certain way (Pfeffer & Sutton, 2006). Yet, this experience is hardly related to decision-making quality (Bazerman & Moore, 2017; March, 2010). An approach that aims to improve professional decision-making quality is evidence-based practice (EBP; Rousseau & Gunia, 2016). EBP concerns decision-making through "the conscientious, explicit, and judicious use of the best available evidence" (Barends et al., 2014, p. 205). EBP is used within multiple disciplines and has resulted in beneficial outcomes, such as more effective patient care (Wu et al., 2018), and higher success rates of rehabilitation of criminals (Cullen, 2013). Despite its possible benefits, the use of EBP in management and organizations still lags behind (Rousseau & Gunia, 2016). Recently, research started to explore drivers of EBP use (Barends et al., 2017), but more systematic research is needed to gain a better understanding of EBP use in organizations. Given that intentions are the strongest predictor of actual behavior (Ajzen, 1991), the present study tries to uncover antecedents, mechanisms, and boundary conditions of intentions to use EBP.

Drawing on the trait theory perspective, which states that individual behavior is influenced by underlying personality traits (Sherman et al., 2015), I investigate openness to experience – the willingness to explore and adopt ideas that counter one's own belief (Lee & Ashton, 2004) – as a stable individual difference that is related to employees' intention to use EBP. That is, in order to use EBP, it is important to be open to change to something new instead of sticking to trusted methods (Upton & Upton, 2006). Openness to experience may facilitate EBP implementation because people who score high on openness are more open to innovation and experiment (Lee & Ashton, 2004). Additionally, attitude towards EBP will be

investigated as an explanatory mechanism in this relationship. More specifically, I expect that openness to experience leads to a more positive attitude towards EBP, which in turn leads to a greater intention to use EBP. This is in line with the Theory of Planned Behavior, which states that attitudes – which refer to how positively or negatively one evaluates persons, objects, and issues (Petty & Briñol, 2010) – are important determinants of behavioral intentions (Ajzen, 1991).

However, positive attitudes do not always lead to intentions (Ajzen, 2005; McEachan et al., 2011). Contextual factors, such as the way organizations handle errors, might alter the attitude-intention relationship. That is, implementing the same practice within different organizations might not always lead to the same beneficial outcomes (Pfeffer & Sutton, 2006). An error-avoidance climate, in which errors are not tolerated and employees are not enabled to learn from them (Nikolova et al., 2014), might withhold employees from the intention to use EBP, even though they evaluate it positively. Thus, I propose that an error-avoidance climate functions as a boundary condition that clarifies why positive attitudes do not always lead to intentions.

In sum, the present study contributes to the existing literature by creating a better understanding of the processes that precede EBP use in several ways. First, I will expand research on EBP use by examining how openness to experience is associated with intentions to use EBP. Second, the attitude towards EBP will be investigated as an explaining mechanism. Finally, error-avoidance climate is investigated as a relevant boundary condition that can explain when a positive attitude towards EBP leads to a higher intention to use it. By creating a more complete picture, this may help organizations that want to benefit from EBP. So, the following research question will be investigated: "To what extent does openness to experience influence the intention to use EBP, to what extent is this relationship mediated by

the attitude towards EBP, and to what extent is this possible indirect effect moderated by an error-avoidance climate?"

Figure 1

The Proposed Conceptual Framework
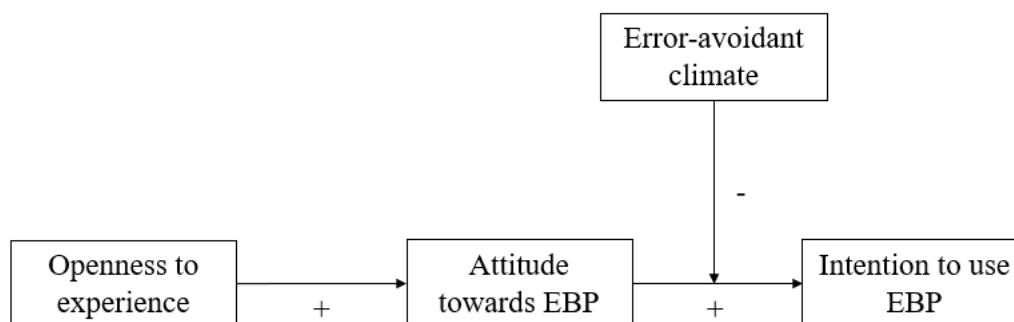
Theoretical Background

Openness to Experience and Intention to Use EBP

Personality can be defined as "consistent behavior patterns and intrapersonal processes originating within the individual" (Burger, 2014, p. 4). Multiple researchers have developed models that describe dimensions that cover most of the personality variance. The most used model is the five-factor model (FFM; McCrae & John, 1992), which divides personality into the following five dimensions: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. However, more recent research has offered support for the division of personality into six dimensions instead of five (Pletzer et al., 2019). Lee and Ashton (2004) include a sixth dimension of personality in the HEXACO-Personality Inventory (HEXACO-PI), namely Honesty-Humility. The other five dimensions (Emotionality, eXtraversion, Agreeableness, Conscientiousness, and Openness to Experience) are highly similar to the dimensions of the FFM (Samuel & Widiger, 2008; Pletzer et al., 2019). Though the FFM has been the most frequently used personality model since its development, more recent studies

have proposed the HEXACO-PI (Lee & Ashton, 2004; Thielmann et al., 2020). In line with the increased use of the HEXACO-PI, I will use this questionnaire to assess personality in the present study.

More specifically, I will focus on the personality trait openness to experience, since this is a favorable trait to explore and adopt new practices, which might be useful in adopting EBP (Lee & Ashton, 2004; Aarons, 2006). Openness to experience is an individual trait that describes the extent to which individuals are curious, creative, and willing to accept new ideas (Lee & Ashton, 2004; De Vries et al., 2009), and consists of four facets. First of all, the facet *aesthetic appreciation* refers to the appreciation of art and nature. Second, the facet *inquisitiveness* assesses one's curiosity about and interest in natural and social sciences. Third, *creativity* describes the tendency to innovate and experiment. Last, the facet *unconventionality* refers to the receptiveness to eccentric and radical persons and ideas (Lee & Ashton, 2004). However, the present study focuses on the openness to experience scale as a whole.

I expect that openness to experience relates to one's intention to use EBP. That is, many employees have learned to do things a certain way – which is not always as effective as they believe (Pfeffer & Sutton, 2006). To start using EBP, they have to be able to step away from what they have learned and be open to new work practices (Pfeffer & Sutton, 2006; Upton & Upton, 2006). In other words, they must step out of their comfort zone. However, that is easier for some employees than others. This difference in adaptability may be originated in their openness to experience. People who score high on the personality trait openness to experience find it easier to step out of their comfort zone, and therefore adopt new practices. They are curious to learn more about EBP, want to experiment with the use of EBP, and are more willing to accept the use of EBP (Lee & Ashton, 2004). Previous research provides initial support for this idea. Namely, openness to implementation – which shows

conceptual similarities with openness to experience – is positively related to EBP use within the clinical setting (Nelson & Steele, 2007).

In addition, the use of EBP might also mean a change in the current ways of things (Upton & Upton, 2006). As change is associated with uncertainty, openness to experience may determine how comfortable individuals are to deal with this change. Individuals who score high on openness to experience are equipped with better coping strategies and therefore perceive this uncertainty as less stressful than individuals who score low on openness to experience (George & Zhou, 2001; Simmons, 2011; Weiss et al., 2012). That is, people who score low on openness to experience would like to stick to the status quo to reduce this uncertainty (George & Zhou, 2001). This means they would stick to practices they are familiar with instead of changing them to something new, such as EBP. Taken together, I propose the following hypothesis:

H1. Openness to experience is positively related to the intention to use EBP.

Openness to Experience, Attitude Towards EBP, and Intention to Use EBP

To understand the relationship between openness to experience and intention to use EBP better, I will investigate attitude towards EBP as an explaining mechanism. Drawing on the Theory of Planned Behavior (Ajzen, 1991), attitudes have been found to guide one's behavior via their intention to perform that particular behavior – which reflects their decision to follow a certain course of action (Fishbein & Ajzen, 1975; Armitage & Christian, 2003). The more favorable one's attitude towards a certain behavior, the stronger their intention to perform that behavior (Ajzen, 1991). Previous research has applied the Theory of Planned Behavior to explain the limited use of EBP in the workplace. For instance, Barends and colleagues (2017) state that employees are more inclined to use EBP when they form positive attitudes towards EBP. However, they did not further specify *how* these attitudes are formed.

Ajzen (1991) explains that people form positive attitudes towards certain behavior if they believe it leads to desirable outcomes for them. The way people judge these outcomes can differ based on their personality traits, which has been found to be true in multiple contexts, such as consumer and voting behavior (Schoen & Schumann, 2007; Nielsen, 2016; Sun et al., 2018). Applied to the present study, I propose that openness to experience is related to positive EBP attitudes. Namely, people who score high on openness to experience enjoy new situations and actively seek out new experiences (McCrae & Costa, 1997; Griffin & Hesketh, 2004). As engaging in a new practice is a situation they want to try out, they perceive this as a desirable outcome. In turn, this leads to them developing positive attitudes towards EBP. On the other hand, people who score low on openness to experience perceive this new situation as undesirable, as it is accompanied with higher levels of stress (George & Zhou, 2001; Simmons, 2011; Weiss et al., 2012). In addition, previous research has found that openness to innovation is an important factor that contributes to the formation of positive attitudes towards EBP (Aarons, 2004). This resembles the previously discussed facet creativity of the HEXACO-PI dimension openness to experience.

Thus far, I have argued that openness to experience is positively related to the attitude towards EBP. In turn, positive attitudes towards EBP lead to a greater intention to use EBP. Based on these arguments, I expect that openness to experience is indirectly and positively related to the intention to use EBP via the attitude towards EBP. This is further substantiated by previous research within the field of personality psychology, which has shown that attitudes indeed mediate the relationship between personality and behavioral intentions (Courneya et al., 1999). Therefore, I propose the following hypothesis:

H2. The attitude towards EBP mediates the relationship between openness to experience and the intention to use EBP.

Attitude Towards EBP, Error-Avoidance Climate, and Intention to Use EBP

Although positive attitudes are important determinants of behavioral intentions, they do not always lead to subsequent intentions (Ajzen, 2005; McEachan et al., 2011). That is, contextual factors can influence the attitude-intention relationship. This might also be true for the relationship between the attitude towards and the intention to use EBP. For instance, previous research has found that there is a lack of uptake of EBP among managers, even though 69% of them reported having positive attitudes towards EBP (Barends et al., 2017). Research has shown that the organizational climate in which an employee works is a crucial factor in the use of EBP (Glisson & Schoenwald, 2005). In the present study, error-avoidance climate is investigated as a moderating factor on the relationship between the attitude towards EBP and the intention to use EBP.

Error-avoidance climate refers to the "provision of tolerance for learning-related errors" (Nikolova et al., 2014, p. 259). In other words, it concerns the perceptions of employees about the extent to which the organization wants to prevent errors (Guchait et al., 2016). Previous research has found that error-avoidance climate translates into less exploration and experimentation within the organization (Gully et al., 2002; Guchait et al., 2020; Chen et al., 2021), both important conditions for the use of EBP (Rousseau & Gunia, 2016). High perceptions of error-avoidance climate are characterized by employees who are not enabled to make mistakes and learn from them, leading to anxiety among employees of doing something that may potentially fail (Nikolova et al., 2014). As the implementation of organizational changes – such as the introduction of new work practices – usually consists of multiple steps in which mistakes can be made (Rousseau & Gunia, 2016), there is a chance that the introduction of EBP within an organization fails. To a substantial extent, this failure is caused by inappropriate tactics to deal with this change (Kerber & Buono, 2005).

Therefore, I suggest that employees will be withheld from EBP use if they perceive their organizational climate to be intolerant of mistakes, which is the case within an error-avoidance climate. In contrast, if employees perceive mistakes as opportunities to learn from, they are more inclined to engage in EBP. More specifically, I suggest that a high degree of error-avoidance climate within the organization inhibits employees from translating their positive attitude into the intention to use EBP. On the other hand, a low degree of error-avoidance climate activates them, which leads to an even greater intention to use EBP. Thus, I propose the following:

> **H3.** An error-avoidance climate moderates the positive relationship between the attitude towards EBP and the intention to use EBP. More specifically, the relationship between the attitude towards EBP and the intention to use EBP will be weaker when error-avoidance climate is high and stronger when error-avoidance climate is low.

Openness to Experience, Attitude Towards EBP, Error-Avoidance Climate, and Intention to Use EBP

Assuming that error-avoidance climate moderates the relationship between attitude towards EBP and intention to use EBP, it is also likely that error-avoidance climate will influence the strength of the indirect relationship between openness to experience and intention to use EBP. This demonstrates a moderated mediation between the variables of the present study, which is also displayed in Figure 1. Therefore, I propose the following:

> **H4.** Error-avoidance climate moderates the indirect effect of openness to experience on the intention to use EBP via the attitude towards EBP. More specifically, the indirect relationship between openness to experience and the intention to use EBP via the attitude towards EBP will be weaker when error-avoidance climate is high and stronger when error-avoidance climate is low.

Methods

Sample

Respondents were gathered through the use of snowball sampling technique, in which they were asked to recruit additional respondents for the study (Goodman, 1961). To determine the required sample size, I used the G*Power 3.1 analysis (Faul et al., 2009). Therefore, I used the following parameters: Six predictors (openness to experience, attitude towards EBP, error-avoidance, attitude towards EBP*error-avoidance, conscientiousness, and educational level), desired effect size of .10 (small to medium), desired power of .80, and a significance level of .05. According to this calculation, the required sample size was 143.

A convenience sample of 124 employees completed the questionnaire. Respondents could fill in the questionnaire in either Dutch or English. However, only two respondents chose to fill it in in English, which meant that both samples could not be compared easily. Therefore, the English respondents were excluded from data analysis. This resulted in a sample of 122 employees, of which 69 females (56.6%), 52 males (42.6%), and one employee of an unspecified gender (0.8%). Because this was not in line with the required sample size of 143, this could influence the ease of the detection of interaction effects, since these types of effects have relatively small effect sizes (Wahlsten, 1991). For the sake of consistency, I have chosen to also use a 90% confidence interval to detect possible effects in addition to the 95% confidence interval. The effects of this relatively small sample will be discussed in more detail in the Discussion section. The mean age of respondents was 37.20 years ($SD = 14.44$). Respondents were employed in a wide range of work domains, of which an overview is displayed in Table 1.

Design and Procedure

Respondents had to fill in an online questionnaire at one moment in time, making it a cross- sectional study design (Olsen & George, 2004). Respondents were gathered via the

Table 1

Overview of the Work Domains in Which Respondents Were Employed

Work domain	Quantity	Percentage
Healthcare	43	35.2%
Education, culture, and sciences	18	14.8%
Trade and services	13	10.7%
IT	11	9.0%
Media and communication	10	8.2%
Jurisdiction, safety, and public administration	8	6.6%
Construction, production, and technology	3	2.5%
Agriculture	2	1.6%
Transport and logistics	1	0.8%
Tourism and recreation	1	0.8%
Other	12	9.8%
Total	122	100%

researcher's own network by sharing the link to the online questionnaire on social media (e.g., LinkedIn, WhatsApp, email). After clicking on the link, respondents were brought to the online program Qualtrics (Qualtrics, 2020), where they first had the option to choose in which language they wanted to fill in the questionnaire (Dutch or English). After choosing their preference, they had to read the informed consent page (Appendices A and B). All respondents had the option to either agree or disagree with the terms and conditions. After consenting, they could start with the questionnaire. After completing the questionnaire, respondents were thanked, and the researcher's contact details were shown in case they had any questions about the research. Furthermore, they had the option to leave their email address if they wanted to receive the final thesis, which was detached from the respondent's data after downloading it so the data could not be traced back to individuals. The present study with project number 2022-WOP-14520 was approved by the Ethics Review Board (ERB) of the University of Amsterdam, which means it met the requirements of performing ethical research.

Questionnaire Development

The questionnaire of the present study (Appendices C and D) included scales of multiple existing and validated questionnaires. Because the research was conducted in The Netherlands, all materials were provided in both Dutch and English, making it more accessible and easier to understand for international employees in The Netherlands. The HEXACO-100 and Learning Climate Scale (LCS) were both available in Dutch. However, the items that measured employees' intentions to use and attitudes towards EBP were not. Therefore, in line with the translation and back-translation procedure (Brislin, 1980), these items were translated from English to Dutch by the researcher. Afterwards, the Dutch items were translated back into English by an independent fluent English speaker and compared to the original items.

Measures

Openness to Experience

The personality trait openness to experience was measured with the 16-item openness to experience subscale of the HEXACO-100 (Lee & Ashton, 2018). This subscale consisted of four facets. First, the facet *inquisitiveness* measured the tendency to seek new information about and experiences with the world. An example of an item was "I have never really enjoyed looking through an encyclopaedia". Second, the facet *creativity* assessed one's preference for innovation and experiment. An example of an item was "I would enjoy creating a work of art, such as a novel, a song, or a painting". Third, the facet *unconventionality* measured the receptiveness to ideas that might seem unusual. An example of an item was "I like people who have unconventional views". The last facet, *aesthetic appreciation*, assessed the enjoyment of art and nature. An example of an item is: "I would be quite bored by a visit to an art gallery". All items were rated on a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Internal consistency for the whole scale was adequate, with Cronbach's α being .79.

Attitude Towards EBP

The attitude towards EBP was measured by six items based on the the questionnaire used in the exploratory research of Barends and colleagues (2017), which was originally meant for managers. Therefore, these items were altered to fit the present target audience. The items were divided into two parts with different answer options. The first part consisted of four items, of which an example was "By using evidence-based practices, employees can improve the quality of their work". These items were rated on a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). The second part consisted of two items, which were "How would you describe your attitude towards evidence-based practice?" and "How would you describe the attitude of most of your colleagues towards evidence-based practice?". Both items were rated on a scale of 1 (*very negative*) to 5 (*very positive*). Internal consistency was adequate, with Cronbach's α being .73.

Error-Avoidance Climate

Error-avoidance climate was measured by three items of the subscale error-avoidance climate of the LCS (Nikolova et al., 2014). The items were "In my organization, one is afraid to admit mistakes", "In my organization, employees do not dare to discuss mistakes" and "In my organization, employees are anxious to openly discuss work-related problems". All items were rated on a scale of 1 (*not applicable at all*) to 5 (*fully applicable*). Internal consistency was adequate, with Cronbach's α being .76.

Intention to Use EBP

Employees' intentions to use EBP were examined by three items derived from Kelly and colleagues (2012). The items were originally meant for clinical practices in healthcare and were therefore altered to fit the present target audience. All items were rated on a 7-point Likert scale. The items were "I plan to employ evidence-based practices into my work practices" rated from 1 (*extremely unlikely*) to 7 (*extremely likely*), "I will make an effort to

employ evidence-based practices into my work practices" rated from 1 (*definitely will not*) to 7 (*definitely will*), and "I intend to employ evidence-based practices into my work practices" rated from 1 (*strongly disagree*) to 7 (*strongly agree*). A higher score indicated a higher intention to use EBP. Internal consistency was good, with Cronbach's α being .86.

Control Variables

Conscientiousness. Because EBP involves conscientious use of the best available evidence (Barends et al., 2014), conscientiousness might influence one's attitude towards or intention to use EBP. Thus, conscientiousness was included as a potential control variable. This was measured by the 16-item conscientiousness scale of the HEXACO-100, which measured the tendency to think decisions through and to work in a disciplined, goal-oriented manner (Lee & Ashton, 2004). An example of an item was "I plan ahead and organize things, to avoid scrambling at the last minute". All items were rated on a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Internal consistency was adequate, with Cronbach's α being .79.

Educational level. A second potential control variable included in the present study was educational level. White-collar employees experience more independency for decision making than do blue-collar employees (Ray & Sahu, 1989; Ersoy et al., 2011). Overall, blue-collar employees are less educated than white-collar employees (Chen et al., 2017). Therefore, educational levels were divided into two categories to distinguish between blue collar and white-collar employees: (1) Intermediate vocational education or lower, and (2) associate's degree or higher.

Science Attitude. Science attitude was included as a potential control variable, since employees are more likely to use EBP when they form positive attitudes towards scientific research (Barends et al., 2017). It was measured by three items derived from the exploratory research of Barends and colleagues (2017), which was originally meant for managers.

Therefore, these items were altered to fit the present target audience. The items were "Employees in my organization have no interest in scientific research", "Researchers investigate topics that are of no practical relevance" and "Every organization is unique, hence the findings from scientific research are not applicable". All items were rated on a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Internal consistency was low, with Cronbach's α being .56.

Emotionality. Since EBP use is associated with a change of the status quo, emotionality was included as a potential control variable. Previous research points out that people who score high on emotionality experience more uncertainty during changes (Gundhus, 2018), and score higher on resistance to change (Saksvik & Hetland, 2009). Emotionality was measured by the emotionality scale of the HEXACO-100, which measured the tendency to experience fear and anxiety, and to feel strong emotional bonds with others (Lee & Ashton, 2004). An example of an item was "I sometimes can't help worrying about little things". All items were rated on a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Internal consistency was good, with Cronbach's α being .82.

Explanatory Analyses

To test for alternative explanations, three items of the subscale appreciation learning climate of the LCS (Nikolova et al., 2014) were included in the questionnaire. These items measured the extent to which employees perceived that their organizational climate provided appreciation for learning target behaviors, using material and non-material rewards (Nikolova et al., 2014). The items were "In my organization, employees who continuously develop themselves professionally, are being rewarded", "Employees get quickly promoted here, if they engage in continuous professional development" and "In my organization, employees who make effort to learn new things, earn appreciation and respect". All items were rated on a

scale of 1 (*not applicable at all*) to 5 (*fully applicable*). Internal consistency was good, with Cronbach's α being .83.

Data Analysis

Prior to the analyses, certain questions of the HEXACO-100 and the questionnaire of Barends and colleagues (2017) were recoded, and reliability of all scales was checked. Other pre-analyses were assumption checks on normality, linearity, homoscedasticity, and multicollinearity, since these are the assumptions of a multiple linear regression (Osborne & Waters, 2002; Tranmer & Elliott, 2020), as well as a principal component analysis (PCA) and a correlational analysis. The hypotheses were tested with multiple models of the PROCESS macro for SPSS (Hayes, 2012) with 5000 bootstrapped samples. First, the direct relationship and mediation model (Hypotheses 1 and 2) were examined with Model 4. Second, the moderation model (Hypothesis 3) was tested with Model 1. Last, the moderated mediation model (Hypothesis 4) was examined with Models 1 and 15.

Results

Pre-Analyses

Assumption Check

Prior to testing the hypotheses, four assumptions of multiple linear regression were checked. First, P-P plots of openness to experience, attitude towards EBP, error-avoidance and intention to use EBP indicated that all variables were normally distributed and free from outliers. Second, examination of normal probability plots of standardized residuals indicated that the assumptions of normality, linearity and homoscedasticity were met. Last, variance inflation factor (VIF) values of all predictors did not exceed 5, which indicated that multicollinearity would not interfere with the ability to interpret the results of the analyses.

Factor Analysis

Because attitude towards EBP was significantly related to intention to use EBP ($r =$ .38, $p < .001$), a PCA with oblique rotation (direct oblimin) was conducted on the nine items that assessed these constructs. The items that belonged to the same factor suggested that the first factor represented the attitude towards EBP, and the second factor represented intention to use EBP. However, the analysis also showed that the second item that measured attitude

Table 2

Factor Loadings of the Items of Attitude Towards EBP and Intention to Use EBP

Items	1	2
Attitude towards EBP		
How would you describe your attitude towards evidence-based practice?	**.75**	
How would you describe the attitude of most of your colleagues towards evidence-based practice?*		
Evidence-based practice is not applicable to employees because their professions are based on hands-on experience and implicit knowledge.	**.63**	
Evidence-based practice does not do justice to the personal experience and implicit knowledge of employees.	**.63**	
By using evidence-based practices, employees can improve the quality of their work.	**.73**	
In the formal education of employees, more attention should be paid to evidence-based practice.	**.73**	
Intention to use EBP		
I plan to employ evidence-based practices into my work practices.		**-.83**
I will make an effort to employ evidence-based practices into my work practices.		**-.88**
I intend to employ evidence-based practices into my work practices.		**-.89**
Eigenvalues	3.46	1.53
Variance	43.26%	19.17%
Cronbach's α	.86	.74

Note. Factor loadings under .30 are not included in the table.

* This item was not included in further analyses.

towards EBP ("How would you describe the attitude of most of your colleagues towards evidence-based practice?") did not belong to the first factor as expected. Therefore, a second PCA with oblique rotation (direct oblimin) was conducted on the remaining eight items (Table 2). The exclusion of the above-mentioned item even resulted in a slight increase of internal consistency, with Cronbach's α being .74 instead of .73. Thus, this item was excluded from further analyses (Table 2).

Correlational Analysis

Means, standard deviations and intercorrelations for all variables are included in Table 3. The results indicated that openness to experience was not related to attitude towards EBP ($r = .17$, $p = .069$), nor to intention to use EBP ($r = .09$, $p = .324$). Error-avoidance climate was significantly and negatively related to attitude towards EBP ($r = -.19$, $p = .032$), but not to intention to use EBP ($r = .01$, $p = .923$). In addition, attitude towards EBP was positively related to intention to use EBP ($r = .37$, $p < .001$).

A further inspection of the intercorrelations revealed a lack of relationship between conscientiousness and intention to use EBP ($r = .16$, $p = .087$), as well as a lack of relationship between educational level and intention to use EBP ($r = .10$, $p = .295$). In line with Becker's (2005) recommendations – which state that the inclusion of unnecessary control variables reduces statistical power – both conscientiousness and educational level were not included as control variables in the analyses. In contrast, science attitude was positively related to both attitude towards EBP ($r = .27$, $p = .003$) and intention to use EBP ($r = .45$, $p < .001$). Also, both gender ($r = .23$, $p = .012$) and emotionality ($r = .24$, $p = .009$) were positively related to the intention to use EBP as well. Because of these intercorrelations, science attitude, emotionality, and gender were included as control variables (Becker, 2005).

In line with the recommendations of Becker and colleagues (2016), all analyses were also performed with without control variables to detect potential substantial differences in the

Table 3

Means, Standard Deviations and Correlational Coefficients Among the Variables

Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11
1. Age	36.97	14.43	-										
2. Gender[a,b]	1.57	0.50	-.17	-									
3. Educational level[c]	1.66	0.47	-.12	.01	-								
4. Conscientiousness[a]	3.61	0.48	-.01	.19*	-.19*	-							
5. Science attitude	3.76	0.79	.07	.02	.17	.12	-						
6. Emotionality	3.21	0.55	-.29**	.51**	. 09	.12	.07	-					
7. Appreciation learning climate[a]	2.82	0.98	.02	-.14	.14	-.09	-.09	.12	-				
8. Openness to experience[a]	3.49	0.55	.13	-.18*	.07	-.28**	.04	.00	.02	-			
9. Error-avoidance climate[a]	1.84	0.76	.00	.03	-.02	-.14	-.16	-.04	-.09	-.08	-		
10. Attitude towards EBP	3.96	0.59	.23*	.01	.22*	.14	.27**	.02	.17	.17	-.19*	-	
11. Intention to use EBP	4.96	1.05	-.10	.23*	.10	.16	.45**	.24**	-.09	.09	.01	.38**	-

Note. * $p < .05$, ** $p < .01$ (two-tailed), $n = 122$.

[a] $n = 121$

[b] 1 = male, 2 = female

[c] 1 = blue-collar, 2 = white-collar

significance of the results. Only if the analyses without control variables led to different results, these results were reported.

Testing of Hypotheses

Openness to Experience, Attitude Towards EBP, and the Intention to Use EBP

Hypotheses 1 and 2 were tested using Model 4 in the PROCESS macro for SPSS (Hayes, 2012) with 5000 bootstrapped samples, while controlling for science attitude, emotionality, and gender. The coefficients are displayed in Figure 2.

First of all, the total relationship between openness to experience and intention to use EBP was not significant, $B = 0.19$, $SE = 0.16$, $t(115) = 1.22$, $p = .224$, 90%CI [-0.068, 0.449], 95%CI [-0.118, 0.499]. This means that an employee's intention to use EBP does not increase as they are more open. Thus, Hypothesis 1 – which predicted that openness to experience would be positively related to the intention to use EBP – was not supported.

Furthermore, the relationship between openness to experience and attitude towards EBP was positive and significant, $B = 0.19$, $SE = 0.10$, $t(115) = 1.94$, $p = .055$, 90%CI [0.027, 0.351], 95%CI [-0.004, 0.383]. Based on the 90% confidence interval, this means that an employee has a more positive attitude towards EBP as they are more open. When attitude towards EBP was entered into the model which included openness to experience as the predictor, the relationship between openness to experience and intention to use EBP remained nonsignificant, $B = 0.10$, $SE = 0.15$, $t(114) = 0.64$, $p = .526$, 90%CI [-0.154, 0.347], 95%CI [-0.203, 0.395]. However, the relationship between attitude towards EBP and intention to use EBP was positive and significant, $B = 0.50$, $SE = 0.16$ $t(114) = 3.51$, $p < .001$, 90%CI [0.263, 0.733], 95%CI [0.217, 0.779]. This means that an employee's intention to use EBP increases as they have a more positive attitude towards EBP. The indirect relationship between openness to experience and intention to use EBP via attitude towards EBP was positive and significant as the 90% confidence interval did not include a zero, $B_{indirect} = 0.09$, $SE = 0.06$,

90%CI [0.006, 0.212], 95%CI [-0.008, 0.247]. Based on the 90% confidence interval, this means an employee's attitude towards EBP becomes more positive as they are more open, which, in turn, leads to a greater intention to use EBP. Thus, Hypothesis 2 – which predicted that the relationship between openness to experience and the intention to use EBP would be mediated by the attitude towards EBP – was partially supported.

Figure 2

Relationship Between Openness to Experience and Intention to Use EBP as Mediated by Attitude Towards EBP


```
                    ┌─────────────────────┐
                    │ Attitude towards EBP │
                    └─────────────────────┘
           0.19*                          0.50***

┌──────────────────────┐              ┌──────────────────────┐
│ Openness to experience│             │  Intention to use EBP │
└──────────────────────┘              └──────────────────────┘
                    0.19 (0.10)
```
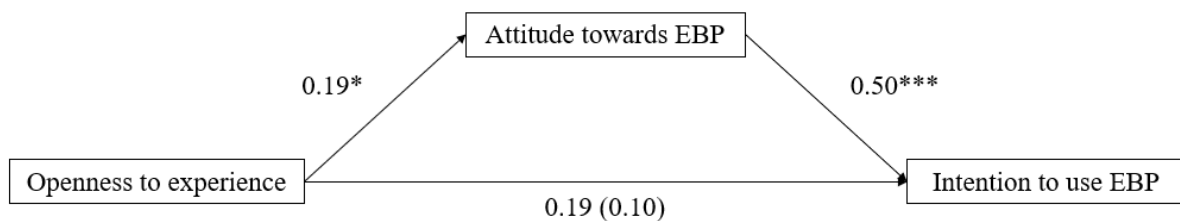
Note. Unstandardized regression coefficients are presented for all of the paths. The regression coefficient between openness to experience and the intention to use EBP, while controlling for the attitude towards EBP, is in parentheses.

* *p* < .10, ** *p* < .05, *** *p* < .01

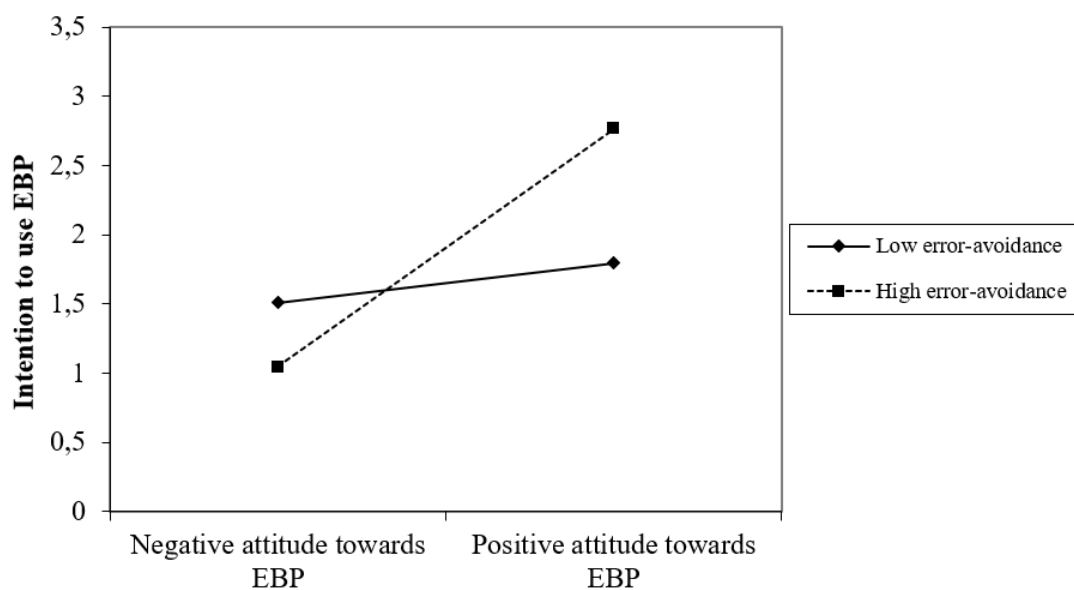***Attitude Towards EBP, Error-Avoidance Climate, and Intention to Use EBP***

Hypothesis 3 predicted that the positive relationship between attitude towards EBP and intention to use EBP would be weaker when error-avoidance climate was high and stronger when error-avoidance climate was low. To test the hypothesis, I used Model 1 in the PROCESS macro for SPSS (Hayes, 2012) with 5000 bootstrapped samples, while controlling for science attitude, emotionality, and gender. This showed a significant interaction of attitude towards EBP and error-avoidance climate on intention to use EBP, $B = 0.36$, $SE = 0.20$, $t(112)$ $= 1.78$, $p = .077$, 90%CI [0.025, 0.693], 95%CI [-0.040, 0.758]. Thus, based on the 90% confidence interval, error-avoidance climate moderated the relationship between attitude

towards EBP and intention to use EBP. However, the interaction of attitude towards EBP and error-avoidance climate on intention to use EBP became nonsignificant in the analysis without control variables, $B = 0.24$, $SE = 0.21$, $t(117) = 1.17$, $p = .245$, 90%CI [-0.102, 0.589], 95%CI [-0.169, 0.657]. I will further elaborate on this change in results because of the inclusion of the control variables in the Discussion section. For further inspection of the interaction, the results of the analysis including the control variables were used.

To visualize the interaction, a simple slopes analysis was conducted (Figure 3). The results of this analysis showed that attitude towards EBP was positively and significantly related to the intention to use EBP when error-avoidance climate was high (+1SD), $B = 0.75$, $SE = 0.19$, $t(112) = 4.00$, $p < .001$, 90%CI [0.440, 1.064], 95%CI [0.380, 1.124]. This means that, for employees who perceive their organizational climate as highly error-avoidant, their intention to use EBP increases as their attitude towards EBP becomes more positive. In contrast, when error-avoidance climate was low (-1SD), the relationship between attitude

Figure 3

The Moderating Effect of Error-Avoidance Climate on the Relationship Between Attitude Towards EBP and Intention to Use EBP

towards EBP and intention to use EBP became nonsignificant, $B = 0.25$, $SE = 0.21$, $t(112) = 1.20$, $p = .233$, 90%CI [-0.097, 0.601], 95% CI [-0.164, 0.667]. This means that, for employees with low perceptions of error-avoidance climate, their intention to use EBP does not differ based on their attitudes towards EBP. These results are opposed to the expectation, so Hypothesis 3 was not supported.

Openness to Experience, Attitude Towards EBP, Error-Avoidance Climate, and Intention to Use EBP

Hypothesis 4 predicted that the indirect relationship between openness to experience and intention to use EBP via attitude towards EBP would be weaker when error-avoidance climate was high and stronger when error-avoidance climate was low. To test this hypothesis, I used Models 1 and 15 in the PROCESS macro for SPSS (Hayes, 2012) with 5000 bootstrapped samples, while controlling for science attitude, emotionality, and gender. The coefficients are displayed in Figure 4.

First of all, the total effect of the interaction between openness to experience and error-avoidance climate on intention to use EBP was measured with Model 1 and was found to be nonsignificant, $B = 0.21$, $SE = 0.19$, $t(112) = 1.14$, $p = .258$, 90%CI [-0.098, 0.524], 95%CI [-0.158, 0.584]. The rest of the relationships were measured with Model 15. The relationship between openness to experience and attitude towards EBP was positive and significant, $B = 0.21$, $SE = 0.10$, $t(114) = 2.11$, $p = .037$, 90%CI [0.044, 0.367], 95%CI [0.012, 0.398]. This means that an employee has a more positive attitude towards EBP as they are more open. When attitude towards EBP was entered into the model which also included the interaction term, the interaction between openness to experience and error-avoidance climate on intention to use EBP remained nonsignificant, $B = 0.17$, $SE = 0.18$, $t(110) = 0.96$, $p = .338$, 90%CI [-0.125, 0.470], 95%CI [-0.183, 0.528]. Furthermore, the effect of the interaction between attitude towards EBP and error-avoidance climate on intention to use

EBP was nonsignificant as well, $B = 0.32$, $SE = 0.20$, $t(110) = 1.57$, $p = .120$, 90%CI [-0.019, 0.660], 95%CI [-0.095, 0.726].

The relationship between openness to experience and intention to use EBP via the interaction between attitude towards EBP and error-avoidance climate was found to be nonsignificant as both the 90% and 95% confidence interval included a zero, $B_{indirect} = 0.07$, $SE = 0.05$, 90%CI [-0.003, 0.168], 95%CI [-0.011, 0.201]. Thus, Hypothesis 4 was not supported.

Figure 4

The Relationship Between Openness to Experience and Intention to Use EBP as Mediated by the Interaction between Attitude Towards EBP and Error-Avoidance Climate
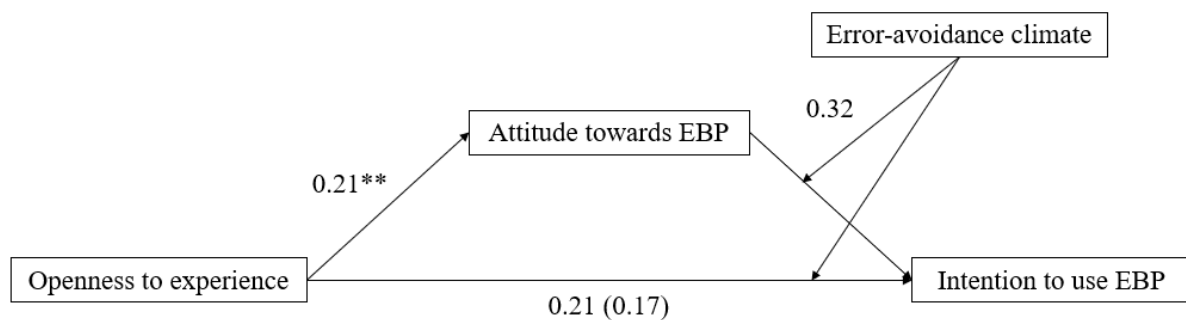
Note. Unstandardized regression coefficients for the effect of openness to experience and intention to use EBP as mediated by the interaction between attitude towards EBP and error-avoidance climate. The regression coefficient for the interaction between openness to experience and error-avoidance climate on intention to use EBP, while controlling for attitude towards EBP, is in parentheses.

$* p < .10$, $** p < .05$, $*** p < .01$

Exploratory Analyses

Openness to Experience, Attitude Towards EBP, Appreciation Learning Climate and Intention to Use EBP

The moderating role of error-avoidance climate was opposed to what was expected. Yet, these findings underscore the importance of organizational climate. Therefore, to gain a better understanding of the role of organizational climate, I wanted to explore the moderating

role of organizational climate on the relationship between attitude towards EBP and intention to use EBP further in an exploratory analysis. Instead of a focus on the prevention of errors (i.e., error-avoidance climate), a climate that emphasizes appreciation for learning target behaviors might play a role as well (Nikolova et al., 2014). Therefore, the moderating role of appreciation learning climate was investigated in both the moderation and moderated mediation model.

With regards to the moderation model including appreciation learning climate as the moderating variable, I used Model 1 of the PROCESS macro for SPSS (Hayes, 2012), while controlling for science attitude, emotionality, and gender. Results showed a positive and significant interaction of attitude towards EBP and appreciation learning climate on intention to use EBP, $B = 0.35$, $SE = 0.16$, $t(112) = 2.19$, $p = .031$, 90%CI [0.084, 0.610], 95%CI [0.033, 0.661].

To visualize the interaction, a simple slopes analysis was conducted (Figure 5). The results of this analysis showed that attitude towards EBP was positively and significantly related to intention to use EBP when appreciation learning climate was high (+1SD), $B = 0.92$, $SE = 0.22$, $t(112) = 4.14$, $p < .001$, 90%CI [0.552, 1.290], 95%CI [0.480, 1.362]. This means that, for employees who perceive their organizational climate as high in appreciation, their intention to use EBP increases as their attitude towards EBP becomes more positive. In contrast, when appreciation learning climate was low (-1SD), the relationship between attitude towards EBP and intention to use EBP became nonsignificant, $B = 0.25$, $SE = 0.20$, $t(112) = 1.29$, $p = .201$, 90%CI [-0.072, 0.575], 95%CI [-0.135, 0.638]. This means that, for employees who perceive their organizational climate as low in appreciation, their intention to use EBP does not differ based on their attitudes towards EBP.

With regards to the moderated mediation model with appreciation learning climate as the moderating variable, I used Models 1 and 15 in the PROCESS macro for SPSS (Hayes,

Figure 5

The Moderating Effect of Appreciation Learning Climate on the Relationship Between
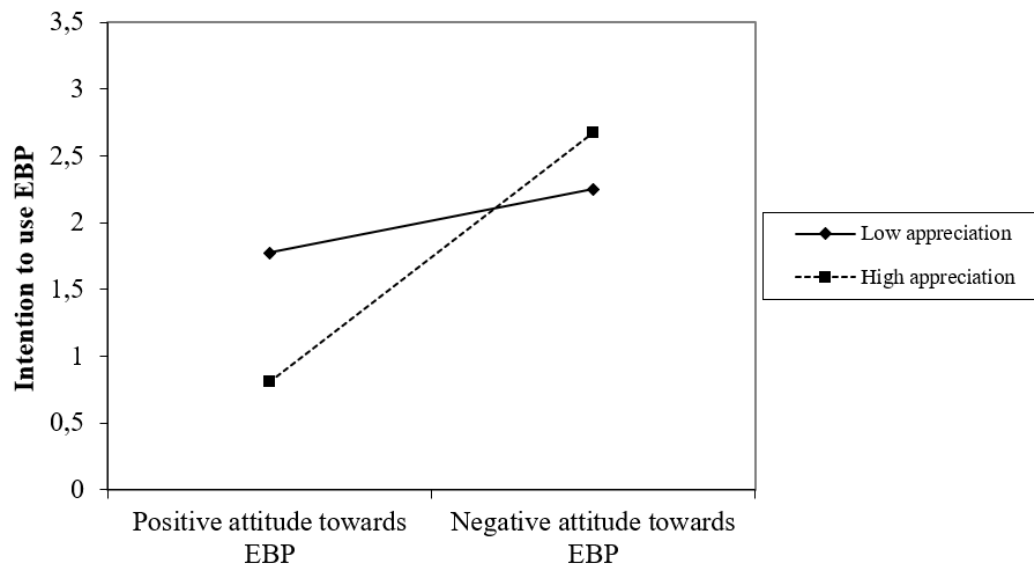
Attitude Towards EBP and Intention to Use EBP

2012) with 5000 bootstrapped samples, while controlling for science attitude, emotionality,

and gender. The coefficients are displayed in Figure 6. First of all, the total effect of the

interaction between openness to experience and appreciation learning climate on intention to

use EBP was measured with Model 1 and was found to be nonsignificant, $B = 0.14$, $SE = $

0.14, $t(112) = 0.97$, $p = .334$, 90%CI [-0.099, 0.379], 95%CI [-0.146, 0.426]. The rest of the

relationships were measured with Model 15. The relationship between openness to experience

and attitude towards EBP was positive and significant, $B = 0.21$, $SE = 0.10$, $t(114) = 2.11$, $p = $

$.037$, 90%CI [0.044, 0.367], 95%CI [0.012, 0.398]. When attitude towards EBP was entered

into the model which also included the interaction term, the interaction between openness to

experience and appreciation learning climate on intention to use EBP remained

nonsignificant, $B = 0.09$, $SE = 0.14$, $t(110) = 0.62$, $p = .538$, 90%CI [-0.145, 0.316], 95%CI [-

0.189, 0.361]. Furthermore, the effect of the interaction between attitude towards EBP and

appreciation learning climate on intention to use EBP was positive and significant, $B = 0.32$,

$SE = 0.16$, $t(110) = 1.96$, $p = .052$, 90%CI [0.050, 0.593], 95%CI [-0.003, 0.646]. The

relationship between openness to experience and intention to use EBP via the interaction

between attitude towards EBP and appreciation learning climate was found to be

nonsignificant as both the 90% and 95% confidence interval included a zero, $B_{indirect} = 0.07$,

$SE = 0.05$, 90%CI [-0.003, 0.160], 95%CI [-0.016, 0.186]. Thus, there is no support for the

moderated mediation model including appreciation learning climate as a moderator.

Figure 6

The Relationship Between Openness to Experience and Intention to Use EBP as Mediated

by the Interaction between Attitude Towards EBP and Appreciation Learning Climate
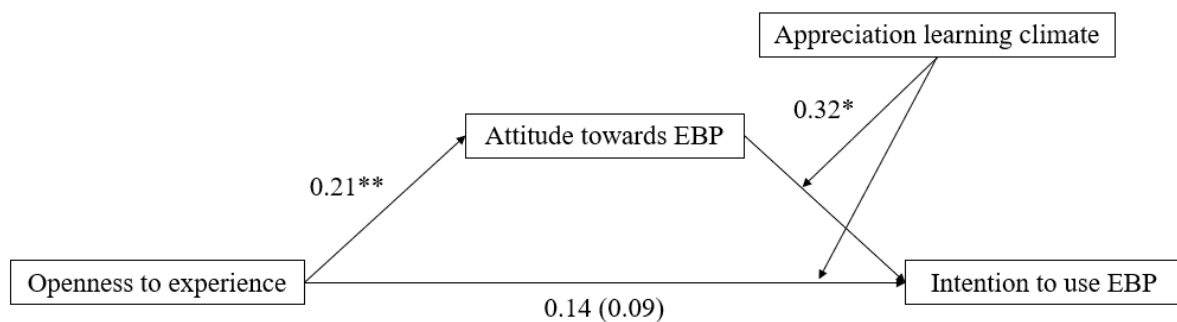
Note. Unstandardized regression coefficients for the effect of openness to experience and intention to use EBP

as mediated by the interaction between attitude towards EBP and appreciation learning climate. The regression

coefficient for the interaction between openness to experience and appreciation learning climate on intention

to use EBP, while controlling for attitude towards EBP, is in parentheses.

* $p < .10$, ** $p < .05$, *** $p < .01$

Discussion

Because poor decision-making within organizations can contribute to big problems

(Bazerman & Moore, 2017), organizations can make use of EBP to increase their decision-

making quality (Rousseau & Gunia, 2016). Despite its possible benefits (Cullen, 2013; Wu et

al., 2018), EBP use in organizations lags behind (Rousseau & Gunia, 2016). Thus, it is

important when employees are more inclined to engage in EBP. The findings of the present study provide insights in the dispositional antecedents, mechanisms, and boundary conditions of intentions to use EBP.

First, the present study shows that employees' openness to experience is indirectly related to their intention to use EBP, via their attitude towards EBP. That is, if an employee is open to new ideas and experiences, they have a more positive attitude towards EBP. In turn, this positive attitude translates into a greater intention to use EBP. This finding combines the Theory of Planned Behavior – which states that the attitude towards certain behavior is an important predictor of the intention to actually performing that behavior (Ajzen, 1991) – and the trait theory perspective – which states that an individual's behavior is influenced by underlying personality traits (Sherman et al., 2015). Additionally, this finding expands the application of the Theory of Planned Behavior on EBP use by Barends and colleagues (2017) by including the personality trait openness to experience as a determinant of one's attitude towards EBP.

Second, if an employee has a positive attitude towards EBP and perceives their organizational climate to be highly error-avoidant, they have a greater intention to use EBP. This is remarkable, since I argued that error-avoidance climate would weaken the relationship between attitude towards EBP and intention to use EBP. Because organizations are unique (Rousseau & Gunia, 2016), EBP use would be seen as a risky experiment (Guchait et al., 2020; Chen et al., 2021). However, looking into specific items of the questionnaire, the majority of the present sample (69.7%) disagreed with the statement "Every organization is unique, hence the findings from scientific research are not applicable". This is in line with the findings of the explanatory research of Barends and colleagues (2017) and might explain the fact that error-avoidance climate actually strengthens the attitude-intention relationship. That is, if the organization does not accept mistakes, employees may look for well-founded

practices to reduce the risk of failing – for example, by using checklists to make sure they focus on all evidence instead of only a small portion (Rousseau & Gunia, 2016). This means that error-avoidance climate may be beneficial for EBP use, which is consistent with the fact that EBP is widely used in the field of medicine, in which mistakes can be detrimental (Rousseau & Gunia, 2016). As most respondents of the present study worked in healthcare (35.2%), this might be an explanation why the moderating role of error-avoidance climate was opposed to prior expectations.

Finally, the moderated mediation model was found to be nonsignificant. This indicates that the mediating role of attitude towards EBP does not depend on the level of error-avoidance climate. A possible explanation of this finding is the relatively small sample of the present study. This is discussed in more detail under Limitations and Directions for Future Research.

Exploratory analyses also showed if an employee has a positive attitude towards EBP and perceives their organizational climate to reward individual learning, they have a greater intention to use EBP. As EBP is accompanied with the creation of new knowledge and development of new skills (Rousseau & Gunia, 2016), organizations and its employees can learn a lot by its implementation. Thus, if employees have high perceptions of appreciation learning climate within their organization, they expect to be rewarded for implementing EBP. Combining these findings with those on error-avoidance climate, it seems like organizational climate has a substantial impact on whether employees translate their positive attitudes towards EBP into intentions to actually use it. Thus, organizations play a key role in facilitating EBP use, which is in line with previous research (Glisson & Schoenwald, 2005).

Practical Implications

The results of the present study have several practical implications for organizations that want to increase EBP use among employees. First, the findings highlight the importance

of the personality trait openness to experience in order to facilitate EBP use. As personality is relatively consistent throughout one's life (Burger, 2014), it might be hard to focus on increasing employees' openness to experience. However, behaviors related to openness to experience can be stimulated. For instance, organizations can make use of inducements to increase openness-related behaviors among employees (Shin et al., 2012), such as actively seeking new information and solutions (Lee & Ashton, 2004).

A second implication for practice focuses on the selection of new employees. To make a proper estimate about a candidate's openness to experience, the selection procedure must include validated personality assessments. HR professionals can choose from a wide variety of personality tests, such as the HEXACO-PI (Lee & Ashton, 2004) and the NEO-PI-R (Costa & McCrae, 2008) – of which the latter is based on the FFM (McCrae & John, 1992). To make a proper (evidence-based) decision of which personality test to use, HR professionals need to be able to evaluate the psychologic properties of these measures. That is, sometimes the most used personality tests to select candidates are not the most effective ones (Pfeffer & Sutton, 2006).

Another practical implication focuses specifically on the context in which EBP will be implemented. Namely, it seems like error-avoidance climate amplifies the intention to use EBP among employees. As stated before, this is in line with the fact that EBP is widely used within the field of medicine, in which it is of utmost importance to prevent mistakes. However, employees must realize that EBP use might be riskier within other types of organizations (Pfeffer & Sutton, 2006). That is, it is much clearer what is considered EBP within healthcare than, for example, within management, because of the greater variation between organizations than humans (Pfeffer & Sutton, 2006). Additionally, the chance of success (or failure) does not only depend on the effectiveness of the practice being implemented, but the employee's skills play a part in this as well (Belassi & Tukel, 1996;

Rousseau & Gunia, 2016). For instance, because EBP assumes that some scientific evidence has a higher quality than other evidence, employees need to learn how to evaluate this (Rousseau & Gunia, 2016). Additionally, they need to be able to determine whether an applied practice is working (Rousseau & Gunia, 2016). Thus, employees need special training to gain the relevant knowledge and required skills to use EBP effectively (Rousseau & Gunia, 2016).

In addition to the effects of error-avoidance climate on the attitude-intention relationship, the findings of the present study indicate that an appreciation learning climate is helpful if an organization wants to make more use of EBP. Within an appreciation learning climate, employees receive rewards – either material or nonmaterial – as means of appreciation of learning target behaviors (Kyndt et al., 2009; Nikolova et al., 2014). Thus, if organizations want to increase the uptake of EBP, they could make use of inducements if an employee learns behaviors that facilitate EBP use (Kyndt et al., 2009; Nikolova et al., 2014), such as the above-mentioned skills.

Limitations and Directions for Future Research

As with every research, the present study has several limitations. Primarily, the present study has a cross-sectional study design, meaning that the data were gathered at only one moment in time (Olsen & George, 2004). This means all variables were measured simultaneously, and there is no evidence of causality within the present study (Solem, 2015). This is important to keep in mind while interpreting the results.

Another concern about the predictive validity of the present study becomes clear when looking at the moderating effect of error-avoidance climate on the relationship between attitude towards EBP and intention to use EBP. Namely, this interaction was only found to be significant when the control variables (i.e., science attitude, emotionality, and gender) were added to the analysis. This potential suppressor effect – in which the relationship is significant

only when other variables are held constant (Conger, 1974; Field, 2018; Lenz & Sahn, 2021) – could indicate that one (or multiple) of the control variables explains the variance in intention to use EBP more than the interaction between attitude towards EBP and error-avoidance climate. Thus, the results of Hypothesis 3 deserve scrutiny. Future research could therefore focus on the independent effects of science attitude, emotionality, and gender on intentions to use EBP.

Third, respondents were gathered through the use of snowball sampling, meaning that the sample stems from initial contacts of the researcher who consequently recruit additional respondents. This method generally causes biased samples as some respondents have more social connections and therefore recruit more respondents that have characteristics like their own (Etikan et al., 2015). This could be a reason why the majority of the sample (35.2%) worked in healthcare, which is not representative of the Dutch workforce (*Werkgelegenheid; Banen, lonen, SBI2008 per maand*, 2022). In addition, organizations in certain work domains (e.g., media, communication) occasionally try out new strategies that are not necessarily based on scientific findings – also known as trial-and-error learning (Young, 2009) – more often than organizations in other work domains (e.g., healthcare, science) that work according to checklists and protocols (Rousseau & Gunia, 2016). However, these work domains are underrepresented in the present sample. Thus, the results of the present study might not be generalizable to other work domains and should therefore be interpreted with caution. For future research, it might be interesting to determine whether the same results are found within organizations that work according to trial-and-error.

A fourth concern is the relatively small sample size of the present study. According to the G*Power 3.1 analysis (Faul et al., 2009), a sample size of 143 was needed to be able to detect significant interaction effects. However, the questionnaire was filled in by 122 respondents. To deal with this in the present sample, a 90% confidence interval was applied to

detect interaction effects that would not be found statistically significant if a 95% confidence interval was used (Wahlsten, 1991). However, even with a 90% confidence interval, the moderated mediation model was nonsignificant. To detect effects in a complex model with many variables, I would need a larger sample (Wahlsten, 1991). In addition, there is a possibility that the effect sizes of this model were smaller than the estimated effect size of .10 I included in the G*Power 3.1 analysis (Faul et al., 2009). This would result in a larger sample as well. To determine if Hypothesis 4 was rejected correctly, and to decrease the chance of a Type II error (Field, 2018), future research must include a larger sample.

Another concern of the present study is the fact that the results of the present study are based on one method of measurement, namely a self-report. People tend to report in a socially desirable way, which leads to them underreporting behaviors that could be found inappropriate and overreporting generally appropriate behaviors (Donaldson & Grant-Vallone, 2002). This has been called the self-report or mono-method bias, which threatens the validity of organizational research (Donaldson & Grant-Vallone, 2002). To diminish this threat, future research should make use of at least two data sources to research EBP use among employees. For example, previous research on employee behaviors included reports of supervisors and observers as well as self-reports (Berry et al., 2012; Ng & Feldman, 2012).

In addition to limitations regarding the methodology of the present study, the conceptual framework has its own limitations. That is, the Theory of Planned Behavior distinguishes three determinants of the intention to engage in a certain behavior: The attitude towards that behavior, perceived social norms, and perceived behavioral control (Ajzen, 1991). However, the present study only includes attitudes towards EBP. To create a more complete picture, future research should take all determinants into account. For instance, social norms reflect the extent to which an employee perceives that a certain behavior is normal within a group (Ajzen, 1991). That is, if an organization perceives EBP as normative,

employees are more likely to use EBP themselves (Dalheim et al., 2012). In addition, Barends and colleagues (2017) investigated managers' perceived barriers regarding the application of scientific findings and found that the majority (66%) believed they did not have the right skills to understand scientific research. This is only one of the skills practitioners need to use EBP effectively (Rousseau & Gunia, 2016). Thus, future research could also take the extent to which the organization is supportive of EBP into account as a perceived social norm, and the extent to which employees possess the skills required for EBP use into account as a possible perceived barrier.

Conclusion

As poor decision-making within organizations can contribute to big problems (Bazerman & Moore, 2017), organizations should make use of EBP to increase their decision-making quality (Rousseau & Gunia, 2016). However, EBP within organizations still lags behind. The present study provides evidence that an employee's openness to experience increases their intention to use EBP via their attitude towards EBP, and that both error-avoidance climate and appreciation learning climate strengthen the attitude-intention relationship. Therefore, the present study contributes to existing literature about EBP use by including personality as a predictor and organizational climate as a boundary condition. The uptake of EBP within organizations can be increased by inducing openness-related behaviors among employees, selecting candidates that score high on openness to experience, giving special EBP training to employees, and rewarding them for developing the skills needed for effective EBP use.

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Appendix A: Informed Consent (English)

Dear participant,

Thank you for your interest in this research. On behalf of the University of Amsterdam, I (Vera van der Valk) conduct research into the predictors of implementing evidence-based practices within organizations. The goal of this research is to learn more about when and why employees use practices that are scientifically substantiated.

I would like to invite you to fill in this questionnaire, which will take about 15 minutes to complete. This questionnaire contains questions about your personality traits, the culture of your organization, and your attitudes towards and intentions to use evidence-based practices.

Why would you participate?

Most importantly, by participating you help us gain more insight into the reasons why evidence-based practices are (not) used within organizations. Additionally, you have the possibility to receive the final thesis, which contains possible reasons that might help you and your organization benefiting from scientifically proven practices.

What happens to your answers?

Your personal data (about who you are) will remain confidential and will not be shared without your explicit consent. Your research data will be further analyzed by the researchers who collected the data. Research data published in scientific journals are anonymous and cannot be traced back to you. Fully anonymized research data may be shared with other researchers. The research has been approved by the Ethics Review Board of the University of Amsterdam.

Possibility of risks

There are no risks associated with participation to the present study.

Voluntary basis

Participation in this study is completely voluntary. You have the right to stop at any point, without giving reasons. You can request to have your research data deleted within 7 days after

the investigation. For complaints about the ethical aspects of this research, please contact the Ethics Review Board (Matthijs Baas; e-mail: M.Baas@uva.nl).

We hope for your participation. If you have any questions about this study, please contact Vera van der Valk (vera.van.der.valk@student.uva.nl).

Kind regards,
Vera van der Valk (vera.van.der.valk@student.uva.nl)
University of Amsterdam

For complaints about the ethical aspects of this research, please contact the Ethics Review Board (Matthijs Baas; e-mail: M.Baas@uva.nl). For questions or complaints about the processing of your personal data you can also contact the data protection officer of the University of Amsterdam via fg@uva.nl.

I have read and understood the information, am 18 years of age or older, and consent to participate in the research and use of the data obtained from it.

 o Yes
 o No

Appendix B: Informed Consent (Dutch)

Beste participant,

Bedankt voor uw interesse in dit onderzoek. Namens de Universiteit van Amsterdam doe ik (Vera van der Valk) onderzoek naar de voorspellers van het implementeren van *evidence-based practices* binnen organisaties. Het doel van dit onderzoek is om meer te weten te komen over wanneer en waarom werknemers praktijken toepassen die wetenschappelijk onderbouwd zijn.

Ik zou u graag willen uitnodigen om de vragenlijst in te vullen, die ongeveer 15 minuten duurt. Deze vragenlijst bestaat uit vragen over uw persoonlijkheidstrekken, de cultuur binnen uw organisatie, uw houding richting *evidence-based practices* en uw intenties om deze te gebruiken.

Waarom zou u meedoen?

Het allerbelangrijkste: door mee te doen helpt u ons meer inzicht te verkrijgen in de redenen waarom *evidence-based practices* (niet) worden gebruikt binnen organisaties. Verder heeft u de mogelijkheid om de uiteindelijke thesis te ontvangen, waarin mogelijke manieren staan die u en uw organisatie kunnen helpen om te profiteren van *evidence-based practices*.

Wat gebeurt er met uw antwoorden?

Uw persoonlijke gegevens (over wie u bent) blijven vertrouwelijk en worden niet gedeeld zonder uw expliciete toestemming. Uw onderzoeksgegevens worden verder geanalyseerd door de onderzoekers die de gegevens ook hebben verzameld. Onderzoeksgegevens die worden gepubliceerd in wetenschappelijke tijdschriften zijn anoniem en kunnen niet naar u worden teruggeleid. Volledig geanonimiseerde onderzoeksgegevens mogen worden gedeeld met andere onderzoekers. Verder is dit onderzoek goedgekeurd door de Ethics Review Board van de Universiteit van Amsterdam.

Kans op risico's

Er zitten geen risico's vast aan deelname aan het huidige onderzoek.

Willekeurige basis

Deelname aan dit onderzoek is volledig vrijwillig. U hebt het recht om op elk moment te stoppen, zonder opgaaf van redenen. U kunt tot 7 dagen na het invullen van de vragenlijst een verzoek indienen om uw onderzoeksgegevens te verwijderen. Voor klachten met betrekking tot de ethische aspecten van dit onderzoek kunt u contact opnemen met de Ethics Review Board (Mathijs Baas; e-mail: M.Baas@uva.nl).

We hopen op uw deelname! Als u vragen hebt over het onderzoek kunt u contact opnemen met Vera van der Valk (vera.van.der.valk@student.uva.nl).

Met vriendelijke groet,
Vera van der Valk (vera.van.der.valk@student.uva.nl)
Universiteit van Amsterdam

Voor klachten met betrekking tot de ethische aspecten van dit onderzoek kunt u contact opnemen met de Ethics Review Board (Mathijs Baas; e-mail: M.Baas@uva.nl). Voor vragen of klachten over het verwerken van uw persoonlijke gegevens kunt u ook contact opnemen met de databeveiligingsfunctionaris van de Universiteit van Amsterdam via fg@uva.nl.

 Ik heb bovenstaande informatie gelezen en begrepen, ben 18 jaar of ouder, en geef toestemming om deel te nemen aan dit onderzoek en het gebruik van de gegevens die hiermee worden verkregen.

    o Ja
    o Nee

Appendix C: Questionnaire (English)

Demographics

Item	Question	Answer options
1.	What is your gender?	o Male o Female o Non-binary / third gender o I prefer not to say
2.	What is your age?	…
3.	What is your highest completed level of education?	o High school's degree o Associate's degree o Bachelor's degree o Master's degree o Doctorate degree
4.	In which domain do you work?	o Healthcare o Trade and services o IT o Agriculture o Education, culture, and sciences o Jurisdiction, safety, and public administration o Transport and logistics o Media and communication o Tourism and recreation o Construction, production, and technology o Other: …
5.	On average, how many hours do you work per week?	…

HEXACO-100

On the following pages, you will find a series of statements about you. Please read each statement and decide how much you agree or disagree with that statement.

Please answer every statement, even if you are not completely sure of your response; 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

Item	Question	1	2	3	4	5
6.	I would be quite bored by a visit to an art gallery.					
7.	I clean my office or home quite frequently.					
8.	I rarely hold a grudge, even against people who have badly wronged me.*					
9.	I feel reasonably satisfied with myself overall.*					
10.	I would feel afraid if I had to travel in bad weather conditions.*					
11.	If I want something from a person I dislike, I will act very nicely toward that person in order to get it.*					

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

Item	Question	1	2	3	4	5
12.	I'm interested in learning about the history and politics of other countries.					
13.	When working, I often set ambitious goals for myself.					
14.	People sometimes tell me that I am too critical of others.*					
15.	I rarely express my opinions in group meetings.*					
16.	I sometimes can't help worrying about little things.*					
17.	If I knew that I could never get caught, I would be willing to steal a million dollars.*					
18.	I would like a job that requires following a routine rather than being creative.					
19.	I often check my work over repeatedly to find any mistakes.					
20.	People sometimes tell me that I'm too stubborn.*					
21.	I avoid making "small talk" with people.*					
22.	When I suffer from a painful experience, I need someone to make me feel comfortable.*					
23.	Having a lot of money is not especially important to me.*					
24.	I think that paying attention to radical ideas is a waste of time.					
25.	I make decisions based on the feeling of the moment rather than on careful thought.					
26.	People think of me as someone who has a quick temper.*					
27.	I am energetic nearly all the time.*					
28.	I feel like crying when I see other people crying.*					
29.	I am an ordinary person who is no better than others.*					
30.	I wouldn't spend my time reading a book of poetry.					
31.	I plan ahead and organize things, to avoid scrambling at the last minute.					
32.	My attitude toward people who have treated me badly is "forgive and forget".*					
33.	I think that most people like some aspects of my personality.*					
34.	I don't mind doing jobs that involve dangerous work.*					
35.	I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed.*					
36.	I enjoy looking at maps of different places.					
37.	I often push myself very hard when trying to achieve a goal.					
38.	I generally accept people's faults without complaining about them.*					
39.	In social situations, I'm usually the one who makes the first move.*					
40.	I worry a lot less than most people do.*					
41.	I would be tempted to buy stolen property if I were financially tight.*					
42.	I would enjoy creating a work of art, such as a novel, a song, or a painting.					
43.	When working on something, I don't pay much attention to small details.					
44.	I am usually quite flexible in my opinions when people disagree with me.*					
45.	I enjoy having lots of people around to talk with.*					
46.	I can handle difficult situations without needing emotional support from anyone else.*					

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

Item	Question	1	2	3	4	5
47.	I would like to live in a very expensive, high-class neighborhood.*					
48.	I like people who have unconventional views.					
49.	I make a lot of mistakes because I don't think before I act.					
50.	I rarely feel anger, even when people treat me quite badly.*					
51.	On most days, I feel cheerful and optimistic.*					
52.	When someone I know well is unhappy, I can almost feel that person's pain myself.*					
53.	I wouldn't want people to treat me as though I were superior to them.*					
54.	If I had the opportunity, I would like to attend a classical music concert.					
55.	People often joke with me about the messiness of my room or desk.					
56.	If someone has cheated me once, I will always feel suspicious of that person.*					
57.	I feel that I am an unpopular person.*					
58.	When it comes to physical danger, I am very fearful.*					
59.	If I want something from someone, I will laugh at that person's worst jokes.*					
60.	I would be very bored by a book about the history of science and technology.					
61.	Often when I set a goal, I end up quitting without having reached it.					
62.	I tend to be lenient in judging other people.*					
63.	When I'm in a group of people, I'm often the one who speaks on behalf of the group.*					
64.	I rarely, if ever, have trouble sleeping due to stress or anxiety.*					
65.	I would never accept a bribe, even if it were very large.*					
66.	People have often told me that I have a good imagination.					
67.	I always try to be accurate in my work, even at the expense of time.					
68.	When people tell me that I'm wrong, my first reaction is to argue with them.*					
69.	I prefer jobs that involve active social interaction to those that involve working alone.*					
70.	Whenever I feel worried about something, I want to share my concern with another person.*					
71.	I would like to be seen driving around in a very expensive car.*					
72.	I think of myself as a somewhat eccentric person.					
73.	I don't allow my impulses to govern my behavior.					
74.	Most people tend to get angry more quickly than I do.*					
75.	People often tell me that I should try to cheer up.*					
76.	I feel strong emotions when someone close to me is going away for a long time.*					
77.	I think that I am entitled to more respect than the average person is.*					
78.	Sometimes I like to just watch the wind as it blows through the trees.					

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

Item	Question	1	2	3	4	5
79.	When working, I sometimes have difficulties due to being disorganized.					
80.	I find it hard to fully forgive someone who has done something mean to me.*					
81.	I sometimes feel that I am a worthless person.*					
82.	Even in an emergency I wouldn't feel like panicking.*					
83.	I wouldn't pretend to like someone just to get that person to do favors for me.*					
84.	I've never really enjoyed looking through an encyclopedia.					
85.	I do only the minimum amount of work needed to get by.					
86.	Even when people make a lot of mistakes, I rarely say anything negative.*					
87.	I tend to feel quite self-conscious when speaking in front of a group of people.*					
88.	I get very anxious when waiting to hear about an important decision.*					
89.	I'd be tempted to use counterfeit money, if I were sure I could get away with it.*					
90.	I don't think of myself as the artistic or creative type.					
91.	People often call me a perfectionist.					
92.	I find it hard to compromise with people when I really think I'm right.*					
93.	The first thing that I always do in a new place is to make new friends.*					
94.	I rarely discuss my problems with other people.*					
95.	I would get a lot of pleasure from owning expensive luxury goods.*					
96.	I find it boring to discuss philosophy.					
97.	I prefer to do whatever comes to mind, rather than stick to a plan.					
98.	I find it hard to keep my temper when people insult me.*					
99.	Most people are more upbeat and dynamic than I generally am.*					
100.	I remain unemotional even in situations where most people get very sentimental.*					
101.	I want people to know that I am an important person of high status.*					
102.	I have sympathy for people who are less fortunate than I am.*					
103.	I try to give generously to those in need.*					
104.	It wouldn't bother me to harm someone I didn't like.*					
105.	People see me as a hard-hearted person.*					

You are at two-thirds of the questionnaire. You have just filled in questions about your personality. The following questions will focus more on specific behavior and attitudes. On the following pages, more information about evidence-based practice is given, followed by questions about your attitude towards and intentions to use evidence-based practices.

106. Are you familiar with the term "evidence-based practice"?

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

o Yes

o No

Evidence-based practice concerns decision-making through the conscientious, explicit, and judicious use of the best available evidence. This means that scientific evidence is integrated with the individual knowledge and experience of the employee.

Attitude Towards EBP

Please indicate to what extent you agree on each of the following statements; 1 = strongly disagree, 2 = somewhat disagree, 3 = neither agree nor disagree, 4 = somewhat agree, 5 = strongly agree.

Item	Question	1	2	3	4	5
107.	Evidence-based practice is not applicable to employees because their professions are based on hands-on experience and implicit knowledge.*					
108.	Evidence-based practice does not do justice to the personal experience and implicit knowledge of employees.*					
109.	By using evidence-based practices, employees can improve the quality of their work.*					
110.	In the formal education of employees, more attention should be paid to evidence-based practice.*					

Please indicate to what extent you agree on each of the following statements; 1 = very negative, 2 = somewhat negative, 3 = neither positive nor negative, 4 = somewhat positive, 5 = very positive.

Item	Question	1	2	3	4	5
111.	How would you describe your attitude towards evidence-based practice?*					
112.	How would you describe the attitude of most of your colleagues towards evidence-based practice?*					

Below, you will find some more questions about your attitude towards evidence-based practice. Please indicate to what extent you agree on each of the following statements; 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neither agree nor disagree, 5 = somewhat agree, 6 = agree, 7 = strongly agree.

Item	Question	1	2	3	4	5	6	7
113.	My workload is too great for me to keep up to date with all the new evidence.							
114.	New evidence is so important that I make the time in my work schedule.							
115.	I resent having my work practice questioned.							

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

Item	Question	1	2	3	4	5	6	7
116.	I welcome questions on my work practice.							
117.	Evidence-based practice is a waste of time.							
118.	Evidence-based practice is fundamental to professional practice.							
119.	I stick to tried and trusted methods rather than changing them to anything new.							
120.	My practice has changed because of evidence I have found.							

Please indicate your agreement with the following statements; 1 = not at all, 2 = to a slight extent, 3 = to a moderate extent, 4 = to a great extent, 5 = to a very great extent.

Item	Question	1	2	3	4	5
121.	I know better than academic researchers how to do my work in the best way.*					
122.	I am willing to use new and different types of tools/approaches developed by researchers.*					
123.	Research based tools/approaches are not useful in practice.*					
124.	Practical experience is more important than using structured tools/approaches.*					

Intention to Use EBP

Within evidence-based practice, scientific evidence is integrated with the individual knowledge and experience of the employee. It depends on the specific context, preferences, and characteristics of the organization.

Below, you will find questions about your intention to use evidence-based practices within your work practices.

Item	Question	Answer options
125.	I plan to employ evidence-based practices into my work practices.	1 = extremely unlikely 7 = extremely likely
126.	I will make an effort to employ evidence-based practices into my work practices.	1 = definitely will not 7 = definitely will
127.	I intend to employ evidence-based practices into my work practices.	1 = strongly disagree 7 = strongly agree

Science Attitude

Below, you can find statements about your attitude towards scientific research findings.

Please indicate to what extent you agree on each of the following statements; 1 = strongly disagree, 2 = somewhat disagree, 3 = neither agree nor disagree, 4 = somewhat agree, 5 = strongly agree.

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

Item	Question	1	2	3	4	5
128.	Employees in my organization have no interest in scientific research.*					
129.	Researchers investigate topics that are of no practical relevance.*					
130.	Every organization is unique, hence the findings from scientific research are not applicable.*					

LCS

Below, a number of statements are offered. To what degree do the statements apply to the situation in your organization? 1 = not applicable at all, 2 = slightly applicable, 3 = moderately applicable, 4 = very applicable, 5 = fully applicable.

Item	Question	1	2	3	4	5
131.	In my organization, one is afraid to admit mistakes.					
132.	In my organization, employees do not dare to discuss mistakes.					
133.	In my organization, employees are anxious to openly discuss work-related problems.					
134.	In my organization, employees who continuously develop themselves professionally, are being rewarded.*					
135.	Employees get quickly promoted here, if they engage in continuous professional development.*					
136.	In my organization, employees who make effort to learn new things, earn appreciation and respect.*					

End of Survey

Thank you for completing the questionnaire!

Again, the goal of this research is to understand when and why employees intend to use evidence-based practices. I have included personality traits and organizational factors as possible influences.

Final Research

Would you like to receive the final research?

Your email address will not be linked to your research data, which means your data will remain anonymous.

o No, thank you.

o Yes, please. My email address is: …

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

Appendix D: Questionnaire (Dutch)

Demografische Gegevens

Item	Vraag	Antwoordmogelijkheden
1.	Wat is uw geslacht?	o Man o Vrouw o Non-binair / derde geslacht o Zeg ik liever niet
2.	Wat is uw leeftijd?	…
3.	Wat is uw hoogste afgeronde opleiding?	o Middelbare school o MBO o HBO o WO bachelor o WO master o PhD
4.	In welke branche bent u werkzaam?	o Gezondheidszorg en welzijn o Handel en dienstverlening o ICT o Justitie, veiligheid en openbaar bestuur o Landbouw, natuur en visserij o Media en communicatie o Onderwijs, cultuur en wetenschap o Techniek, productie en bouw o Toerisme, recreatie en horeca o Transport en logistiek o Anders, namelijk: …
5.	Hoeveel uur per week werkt u gemiddeld?	…

HEXACO-100

Op de volgende pagina's vindt u een aantal uitspraken over uzelf. U wordt verzocht de uitspraken te lezen en aan te geven in hoeverre u het met deze uitspraken eens dan wel oneens bent.

U wordt vriendelijk verzocht op elke vraag antwoord te geven, zelfs als u niet helemaal zeker van uw antwoord bent; 1 = helemaal mee oneens, 2 = mee oneens, 3 = neutraal, 4 = mee eens, 5 = helemaal mee eens.

Item	Vraag	1	2	3	4	5
6.	Ik zou me vervelen bij een bezoek aan een kunstgalerie.					
7.	Ik maak thuis of op mijn werk vaak schoon.					
8.	Ik houd zelden een wrok tegen iemand, zelfs niet als ik erg slecht behandeld ben.*					
9.	Alles bij elkaar heb ik wel een tevreden gevoel over mijzelf.*					
10.	Ik zou bang worden als ik in slecht weer zou moeten reizen.*					

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

Item	Vraag	1	2	3	4	5
11.	Als ik iets wil van iemand die ik niet mag, dan zou ik me erg vriendelijk gedragen om het te krijgen.*					
12.	Ik kom graag meer te weten over de geschiedenis en politiek van andere landen.					
13.	Als ik aan het werk ben, stel ik mijzelf vaak ambitieuze doelen.					
14.	Mensen vertellen me soms dat ik te kritisch op anderen ben.*					
15.	Ik geef zelden mijn mening in groepsbijeenkomsten.*					
16.	Ik maak me soms zorgen over onbenulligheden.*					
17.	Als ik niet gepakt zou worden, dan zou ik er geen probleem mee hebben om een miljoen euro te stelen.*					
18.	Ik heb liever een baan waarbij je volgens een vaste routine werkt dan één waarbij je creatief moet zijn.					
19.	Ik controleer mijn werk vaak herhaaldelijk om fouten te vinden.					
20.	Mensen vertellen me soms dat ik te koppig ben.*					
21.	Ik vermijd prietpraat.*					
22.	Na een pijnlijke ervaring heb ik iemand nodig om me te troosten.*					
23.	Veel geld bezitten vind ik onbelangrijk.*					
24.	Ik vind het tijdverlies om aandacht te besteden aan radicale ideeën.					
25.	Ik neem beslissingen op basis van 'hier-en-nu' gevoelens in plaats van zorgvuldig beraad.					
26.	Mensen vinden me een heethoofd.*					
27.	Ik heb vrijwel altijd veel energie.*					
28.	Ik voel tranen opkomen als ik anderen zie huilen.*					
29.	Ik ben een gewoon persoon, niet beter dan anderen.*					
30.	Ik zou mijn tijd niet willen besteden aan gedichten lezen.					
31.	Ik maak vooraf plannen en regel alvast zaken om te vermijden dat ik op het laatste moment nog dingen moet doen.					
32.	Mijn houding ten aanzien van mensen die mij slecht behandeld hebben is "vergeven en vergeten".*					
33.	Ik denk dat de meeste mensen sommige aspecten van mijn persoonlijkheid wel mogen.*					
34.	Het kan mij niet schelen om gevaarlijke klussen uit te voeren.*					
35.	Ik zou niet vleien om op het werk opslag of promotie te krijgen, zelfs al zou het succes hebben.*					
36.	Ik vind het leuk om naar landkaarten en plattegronden te kijken.					
37.	Ik span me vaak tot het uiterste in als ik een doel tracht te bereiken.					
38.	Over het algemeen accepteer ik zonder klagen andermans gebreken.*					
39.	Als ik anderen ontmoet, ben ik meestal diegene die het contact op gang brengt.*					
40.	Ik maak me veel minder zorgen dan de meeste mensen.*					
41.	Ik zou in de verleiding gebracht worden om gestolen waren te kopen als ik in financiële nood zou zitten.*					
42.	Ik zou graag iets kunstzinnigs doen, zoals een boek schrijven, een lied componeren of een schilderij maken.					

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in

significant findings. Therefore, they were not reported.

Item	Vraag	1	2	3	4	5
43.	Als ik aan iets werk, besteed ik weinig aandacht aan kleine details.					
44.	Ik ben gewoonlijk vrij flexibel in mijn opvattingen als mensen het met mij oneens zijn.*					
45.	Ik geniet er van om veel mensen om me heen te hebben met wie ik kan praten.*					
46.	Moeilijke situaties kan ik aan zonder emotionele steun van anderen nodig te hebben.*					
47.	Ik zou graag in een zeer rijke, sjieke buurt wonen.*					
48.	Ik houd wel van mensen met onconventionele ideeën.					
49.	Ik maak veel fouten omdat ik niet nadenk voordat ik iets doe.					
50.	Ik ben zelden boos, zelfs als mensen me behoorlijk slecht behandelen.*					
51.	De meeste dagen voel ik me blij en optimistisch.*					
52.	Als iemand die ik ken ongelukkig is, voel ik zelf bijna diens pijn.*					
53.	Ik zou niet graag willen dat mensen me behandelen alsof ik beter ben dan zij.*					
54	Als ik de gelegenheid had, zou ik graag een klassiek concert bijwonen.					
55.	Mensen maken vaak grappende opmerkingen over de puinhoop in mijn kamer of op mijn bureau.					
56.	Als iemand mij eens bedrogen heeft, zal ik altijd achterdochtig blijven.*					
57.	Ik heb het gevoel dat ik een impopulair persoon ben.*					
58.	Als het gaat om fysiek gevaar, ben ik een angsthaas.*					
59.	Als ik iets van iemand wil, lach ik om diens slechtste grappen.*					
60.	Ik zou erg verveeld raken van een boek over de geschiedenis van wetenschap en technologie.					
61.	Als ik een doel stel, komt het vaak voor dat ik het opgeef voordat ik het bereikt heb.					
62.	Ik heb de neiging andere mensen mild te beoordelen.*					
63.	Als ik met andere mensen samen ben, ben ik vaak de woordvoerder van de groep.*					
64.	Ik heb zelden of nooit slaapproblemen door stress of angst.*					
65.	Ik zou nooit ingaan op een poging tot omkoping, zelfs niet als het om een erg hoog bedrag ging.*					
66.	Mensen vertellen me vaak dat ik een levendige verbeelding heb.					
67.	Ik probeer altijd zo nauwkeurig mogelijk te werken, zelfs al kost het me extra tijd.					
68.	Als mensen mij vertellen dat ik het mis heb, is mijn eerste reactie dit aan te vechten.*					
69.	Ik heb liever een baan waarin men veel met andere mensen omgaat dan één waarin men alleen dient te werken.*					
70.	Wanneer ik over iets inzit, wil ik het liefst met iemand mijn zorgen delen.*					
71.	Ik zou graag gezien worden terwijl ik rondrijd in een erg dure auto.*					
72.	Ik vind mijzelf een enigszins excentriek persoon.					
73.	Ik laat me in mijn gedrag niet leiden door opwellingen.					

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

Item	Question	1	2	3	4	5
74.	De meeste mensen hebben de neiging sneller boos te worden dan ik.*					
75.	Mensen vertellen me vaak dat ik wat vrolijker zou moeten zijn.*					
76.	Ik raak erg geëmotioneerd als iemand die me na staat voor een lange tijd weg gaat.*					
77.	Ik vind dat ik meer recht op respect heb dan de gemiddelde persoon.*					
78.	Soms houd ik er van om gewoon naar de wind te kijken die door de bomen waait.					
79.	Ik haal me soms problemen op de hals omdat ik slordig ben.					
80.	Ik vind het moeilijk iemand volledig te vergeven die gemeen tegen mij is geweest.*					
81.	Soms heb ik het gevoel dat ik een waardeloos persoon ben.*					
82.	Zelfs in crisissituaties blijf ik rustig.*					
83.	Ik zou niet net doen alsof ik iemand mag om te zorgen dat die persoon mij een dienst bewijst.*					
84.	Ik heb nooit met veel plezier in een encyclopedie gekeken.					
85.	Ik verricht zo min mogelijk werk, maar net genoeg om rond te komen.					
86.	Zelfs als mensen veel fouten maken, zeg ik zelden iets negatiefs.*					
87.	Ik voel mijzelf niet erg op mijn gemak als ik voor een groep mensen sta te praten.*					
88.	Ik word erg gespannen als ik moet wachten op een belangrijke beslissing.*					
89.	Ik zou in de verleiding komen om vals geld te gebruiken als ik er zeker van was dat ik er mee weg zou komen.*					
90.	Ik beschouw mezelf niet als een artistiek of creatief type.					
91.	Mensen noemen me vaak een perfectionist.					
92.	Ik vind het moeilijk compromissen te sluiten als ik denk dat ik gelijk heb.*					
93.	Het eerste dat ik altijd doe als ik ergens nieuw ben, is vrienden maken.*					
94.	Ik bespreek zelden mijn problemen met anderen.*					
95.	Ik zou veel plezier beleven aan het bezit van dure luxe goederen.*					
96.	Ik vind het saai om over filosofie te discussiëren.					
97.	Ik doe liever dingen spontaan dan vast te houden aan een plan.					
98.	Ik vind het moeilijk niet boos te worden als mensen mij beledigen.*					
99.	De meeste mensen zijn levenslustiger en dynamischer dan ik over het algemeen ben.*					
100.	Ik raak niet snel geëmotioneerd, zelfs niet in situaties waarin anderen erg sentimenteel worden.*					
101.	Ik wil dat mensen weten hoe belangrijk ik ben.*					
102.	Ik leef mee met mensen die minder geluk hebben dan ik.*					
103.	Ik probeer gul te geven aan hulpbehoevenden.*					
104.	Het zou me niets kunnen schelen om iemand die ik niet mag kwaad te doen.*					
105.	Mensen vinden mij hardvochtig.*					

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in

significant findings. Therefore, they were not reported.

U bent op tweederde van de vragenlijst. De afgelopen vragen gingen over uw persoonlijkheid. De volgende vragen focussen meer op uw specifieke gedrag en houding. Op de volgende pagina's wordt meer informatie gegeven over *evidence-based practice*, gevolgd door vragen over uw houding richting *evidence-based practice* en uw intentie om deze toe te passen.

106. Bent u bekend met de term "evidence-based practice"?

o Ja

o Nee

Evidence-based practice omvat het nemen van beslissingen door nauwgezet, expliciet en verstandig gebruik te maken van de best aanwezige informatie. Dit betekent dat wetenschappelijk bewijs wordt geïntegreerd met de individuele kennis en ervaring van de werknemer.

Attitude Richting EBP

Geef voor elk van de volgende stellingen aan in hoeverre u het ermee eens bent; 1 = helemaal mee oneens, 2 = enigszins mee oneens, 3 = neutraal, 4 = enigszins mee eens, 5 = helemaal mee eens.

Item	Vraag	1	2	3	4	5
107.	*Evidence-based practice* is niet bruikbaar voor werknemers omdat hun vak voornamelijk gebaseerd is op ervaring en impliciete kennis.*					
108.	*Evidence-based practice* doet geen recht aan de persoonlijke ervaring en impliciete kennis van werknemers.*					
109.	Door *evidence-based* te werken kan een werknemer de kwaliteit van diens werk verbeteren.*					
110.	In de opleiding zou meer aandacht besteed moeten worden aan *evidence-based practice*.*					

Geef voor elk van de volgende stellingen aan in hoeverre u het ermee eens bent; 1 = heel negatief, 2 = enigszins negatief, 3 = neutraal, 4 = enigszins positief, 5 = heel positief.

Item	Vraag	1	2	3	4	5
111.	Hoe zou u uw houding ten opzichte van *evidence-based practice* omschrijven?*					
112.	Hoe zou u de houding van het merendeel van uw collega's ten opzichte van *evidence-based practice* omschrijven?*					

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

Hieronder vindt u nog enkele vragen over uw houding richting *evidence-based practice*.

Geef voor elk van de volgende paren stellingen aan waar op de schaal u zich zou plaatsen; 1 = helemaal mee oneens, 2 = mee oneens, 3 = enigszins mee oneens, 4 = neutraal, 5 = enigszins mee eens, 6 = mee eens, 7 = helemaal mee eens.

Item	Question	1	2	3	4	5	6	7
113.	Mijn werkdruk is te hoog voor mij om up to date te blijven met alle nieuwe bevindingen.							
114.	Nieuwe bevindingen zijn zo belangrijk dat ik er tijd voor vrijmaak in mijn werkrooster.							
115.	Ik heb er een hekel aan wanneer de manier waarop ik mijn werk uitvoer in twijfel wordt getrokken.							
116.	Ik verwelkom vragen over de manier waarop ik mijn werk uitvoer.							
117.	*Evidence-based practice* is tijdverspilling.							
118.	*Evidence-based practice* is fundamenteel voor de beroepspraktijk.							
119.	Ik blijf bij reeds geprobeerde en vertrouwde methoden in plaats van ze te veranderen naar iets nieuws.							
120.	De manier waarop ik mijn werk uitvoer is veranderd door bewijs dat ik heb gevonden.							

Geef hieronder aan in hoeverre u het eens bent met de volgende stellingen; 1 = helemaal niet, 2 = in kleine mate, 3 = in zekere mate, 4 = in grote mate, 5 = in heel grote mate.

Item	Vraag	1	2	3	4	5
121.	Ik weet beter dan academische onderzoekers hoe ik mijn werk op de beste manier kan uitvoeren.*					
122.	Ik ben bereid om nieuwe en verschillende manieren van werken, die door onderzoekers zijn ontwikkeld, te proberen.*					
123.	Op onderzoek gebaseerde manieren van werken zijn niet bruikbaar in de praktijk.*					
124.	Praktische ervaring is belangrijker dan het gebruikmaken van gestructureerde manieren van werken.*					

Intentie om EBP te Gebruiken

Hieronder vindt u vragen over uw intentie om *evidence-based practice* toe te passen binnen uw werk.

Item	Vraag	Antwoordmogelijkheden
125.	Ik ben van plan om *evidence-based practice* te gebruiken in mijn werk.	1 = uiterst onwaarschijnlijk 7 = erg waarschijnlijk
126.	Ik ga moeite doen om *evidence-based practice* te gebruiken in mijn werk.	1 = zeker niet 7 = zeker wel
127.	Ik heb de intentie om *evidence-based practice* te gebruiken in mijn werk.	1 = helemaal mee oneens 7 = helemaal mee eens

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

Attitude Richting Wetenschap

Hieronder volgen een aantal stellingen over de toepassing van inzichten gebaseerd op wetenschappelijk onderzoek in de praktijk; 1 = helemaal mee oneens, 2 = enigszins mee oneens, 3 = noch mee eens, noch mee oneens, 4 = enigszins mee eens, 5 = helemaal mee eens.

Item	Vraag	1	2	3	4	5
128.	Werknemers binnen mijn organisatie zijn niet geïnteresseerd in wetenschappelijk onderzoek.*					
129.	Onderzoekers doen wetenschappelijk onderzoek naar onderwerpen die niet relevant zijn voor de praktijk.*					
130.	Iedere organisatie is uniek, daarom is de uitkomst van wetenschappelijk onderzoek niet toepasbaar.*					

LCS

Hieronder staan een aantal stellingen. In hoeverre zijn de uitspraken van toepassing op de situatie binnen uw organisatie? 1 = helemaal niet van toepassing, 2 = een beetje van toepassing, 3 = van toepassing, 4 = heel erg van toepassing, 5 = helemaal van toepassing.

Item	Vraag	1	2	3	4	5
131.	Men is hier bevreesd om fouten in het werk toe te geven.					
132.	Hier durven medewerkers fouten niet met elkaar te bespreken.					
133.	Hier is men bang om openlijk te discussiëren over problemen in het werk.					
134.	Medewerkers die zich voortdurend beroepsmatig ontwikkelen, worden daar in deze organisatie voor beloond.*					
135.	Medewerkers maken hier sneller promotie als ze zich voortdurend blijven ontwikkelen.*					
136.	Medewerkers die moeite doen om nieuwe dingen te leren, verdienen hier meer waardering en aanzien.*					

Einde van de Vragenlijst

Hartelijk bedankt voor het invullen van de vragenlijst!

Nogmaals, het doel van dit onderzoek is om te begrijpen wanneer en waarom werknemers de intentie hebben om *evidence-based practices* te gebruiken. Hierbij heb ik persoonlijkheidstrekken en organisatiefactoren meegenomen als mogelijke invloeden.

Final Research

Wilt u de uiteindelijke thesis ontvangen?

Uw e-mailadres wordt losgekoppeld van de onderzoeksgegevens, wat betekent dat uw gegevens anoniem blijven.

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.

o Nee, bedankt.

o Ja, graag. Mijn e-mailadres is: …

* These items were included in the questionnaire for exploratory goals, but the analyses did not result in significant findings. Therefore, they were not reported.