Employing Best Practices when Translating Positive Psychology Questionnaires:

The VIA Assessment Suite for Adults

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Abstract

The VIA Inventory of Strengths (VIA-IS; Peterson & Seligman, 2004) is a measure of 24 character strengths that has been administered over 13 million times online as of November 2020 and is currently available in 39 languages. Recently, the VIA-IS was revised, and two new questionnaires were developed as additional measures of the 24 strengths, the Global Assessment of Character Strengths and the Signature Strengths Survey. These three measures are collectively referred to as the VIA Assessment Suite for Adults (McGrath, 2019). Next steps focused on translating the instruments to other languages besides English. A review of best practices in translation led to the development of a protocol for translation teams. Current best practices in translation include translating for semantic equivalence rather than word-by-word, and employing a multi-step strategy to assure equivalence. This article documents the process, and also offers a guide for optimal translation appropriate for measurement in positive psychology, and in psychology more generally. The VIA Assessment Suite for Adults is currently being translated into 24 languages with seven translations completed.

Keywords: character strengths, VIA Inventory of Strengths, translation, back translation

Employing Best Practices when Translating Positive Psychology Questionnaires:

The VIA Assessment Suite for Adults

The VIA Inventory of Strengths (VIA-IS; Peterson & Seligman, 2004) is likely the most widely used instrument for the measurement of character strengths. As of November 2020, the VIA-IS has been completed over 13 million times by individuals around the world at the website of the VIA Institute on Character, the instrument's copyright holder (see http://www.viacharacter .org), and at the Authentic Happiness website (https://www.authentichappiness.sas.upenn.edu). The VIA-IS was developed to assess the character strengths that comprise the VIA Classification of Strengths and Virtues (see Table 1; Peterson & Seligman, 2004). Character strengths are elements of personality that are distinguished by the degree to which they are identified as socially desirable, and even contributory to communal flourishing. The VIA Classification consists of 24 character strengths that were originally considered specific reflections of six broader virtues thought to be recognized across cultures based on a review of seminal ancient moral texts (Dahlsgaard, Peterson, & Seligman, 2005). One hypothesis associated with the VIA Classification is that almost everyone demonstrates certain strengths that are "signature" to them. Signature strengths are character strengths that individuals experience as fundamental to their identity. They are "strengths of character that a person owns, celebrates, and frequently exercises" (Peterson & Seligman, 2004, p. 18).

Despite the instrument's popularity and evidence of adequate reliability and validity (Peterson & Seligman, 2004; Ruch et al., 2010), the decision was made in 2015 to revise the VIA-IS, for several reasons (McGrath, 2019). First, the sole criterion identified for item selection was that items did not detract from scale internal reliability (Peterson & Seligman, 2004). Furthermore, the VIA-IS is quite long (240 items) and all items are positively keyed, a feature

that makes it susceptible to a yea-saying or nay-saying response bias. Additionally, privacy issues were identified for several scales, including items on the Spirituality scale that focused on religious practices, and Self-Regulation items that assessed sensitive or even protected health information. Measures of the virtues were never developed. Subsequent research also tended to support a three-virtue model over the original six virtues (see Table 2; McGrath, 2015; McGrath, Greenberg, & Hall-Simmonds, 2018) consisting of Caring, Inquisitiveness, and Self-Control. Finally, though signature strengths have been estimated based on which of the 24 VIA-IS scales are most elevated, the fit between the dimensional VIA-IS measurement model and the categorical nature of signature strengths (strengths are considered signature or not) was problematic. In particular, ties frequently occur across the strength scales, complicating the question of which strengths stand out from the others.

The result of this revision process was the VIA Assessment Suite for Adults (McGrath, 2019), which consists of three questionnaires: the VIA Inventory of Strengths-Revised (VIA-IS-R), the Global Assessment of Character Strengths (GACS), and the Signature Strengths Survey (SSS). The VIA-IS-R was developed as a revised version of the VIA-IS that is shorter (192 items), includes reverse-keyed items, better differentiates between the constructs, and represents a broader range of item difficulties. In addition, the VIA-IS-R includes scales representing the two virtue models. These scales are also available as stand-alone measures called the VIA-IS-V6 and VIA-IS-V3.

Two short forms were also developed for the VIA-IS-R scales that consist of 96 items, four items per strength. The VIA-IS-M ("Mixed") scales include two positively keyed and two negatively keyed items for each character strength except that for teamwork, which consists of three positively keyed and one negatively keyed item. This short form is useful in instances when

the administrator is concerned about the potential for a yea- or nay-saying response bias. The second short form, the VIA-IS-P ("Positive"), consists of scales comprised of four positively keyed items. Given that positively keyed items typically require lower cognitive demands, the VIA-IS-P may work well for respondents where cognitive capabilities are a concern. McGrath and Wallace (2018) recently found scores on the VIA-IS-P were consistently associated with slightly higher reliability coefficients than scores on the VIA-IS-M scales, though less reliable than those for the longer VIA-IS-R scales.

The VIA Assessment Suite also includes two new measures of the VIA Classification. The SSS lists the 24 character strengths with descriptions of each, and requests that the respondent identify "those strengths that are *absolutely essential* to you, that define *who you are as a person*, that are *part of who you are*" (McGrath, 2019, p. 58). There is also an option for choosing none. Once completed, the respondent is then asked to review the strengths identified and choose any that are "more important to who you are than the others" (p. 59). The final set is considered the signature strengths for that individual. The SSS is currently the most straightforward method available of ascertaining strengths that an individual considers central to their identity.

Finally, a separate measure of the 24 strengths, the GACS-72 consists of three items for each strength based on Peterson and Seligman's (2004) description of signature strengths. Specifically, the respondent is provided descriptions of the 24 strengths and then asked to rate to what degree they are an *essential part of who I am*, *natural and effortless*, and *uplifting or energizing*. A short form 24-item version of the GACS, the GACS-24, consists of the 24 items asking how *uplifting and energizing* each strength is for the respondent. These items were chosen

because they consistently demonstrated the strongest corrected item-total correlations with the other two items on the scale.

Character strengths are considered cross-culturally valid variables, and this hypothesis results in several implications. It suggests that members of many cultures may find benefit in learning about their character strengths. It also suggests cross-cultural comparisons of character strengths can potentially provide interesting information about cultural differences (McGrath, 2015; Park, Peterson, & Seligman, 2006). One advantage of the VIA-IS over the new instruments is that it has been translated from English into 39 other languages (see Appendix A for the list). To create these translations, foreign researchers were given the opportunity to translate the instrument into other languages. For quality control purposes, translations when first completed were initially identified as preliminary. Once administered at least 300 times, coefficient alpha values were computed for each strength scale, and the provisional notice was removed if all 24 scales demonstrated adequate reliability ($\geq$ .60). However, quality control was only implemented at the back end. No requirements were established for the translation process itself to ensure that visitors to the website who completed a translated version were responding to accurate item translations.

The VIA Institute decided greater oversight of the translation process was appropriate for the VIA Assessment Suite for Adults. Guidelines are available for maximizing the accuracy of questionnaire translation (Acquadro, Conway, Hareendran, Aaronson, & Issues, 2008; Danielson, Pommergaard, Burcharth, Angenete, & Rosenberg, 2015; Epstein, Santos, & Guillemin, 2015a; Helmich, Cristancho, Diachun, & Lingard, 2017; Sousa & Rojjanasrirat, 2011; Wild et al., 2005; Wild et al., 2009). These guidelines focus on questionnaire translations as cross-cultural adaptations (CCAs) of questionnaires, emphasizing equivalence of meaning or

semantic equivalence rather than linguistic or word-for-word translation (Acquadro et al., 2008; Epstein et al., 2015a; Sousa & Rojjanasrirat, 2011; Wild et al., 2005). The CCA model requires translators who understand the nuances of both the source and target language and culture. The process of producing a CCA of a questionnaire and then validating it to ensure it has achieved semantic equivalence are often seen as different processes, but both are essential to producing an optimal translation.

Wild et al. (2005) in particular reviewed current practices in CCA development, and generated a consensus statement on best practices. They identified 10 steps in the translation process, though they considered these guidelines rather than prescriptive rules:

(1) Preparation: This is the initial work that occurs before the translation work begins. This includes identifying the manager of the entire project and the key individuals involved in the forward and back-translation steps.

(2) Forward translation: This should be completed more than once by independent translators. Ideally, the forward translators should be native speakers of the target language, fluent in the source language, experienced in translating questionnaires, and residents of the target country.

(3) Reconciliation: Using the multiple forward translations to generate a first complete draft.

(4) Back translation of the reconciled translation: Some earlier guidelines had recommended multiple back translations, requiring a second reconciliation process, but Wild et al. (2005) did not find consensus on this issue.

(5) Back translation review: Semantic comparison of the back translation with the original instrument.

(6) Harmonization: Modifying the reconciled version, with additional back translation and review as needed.

(7) Cognitive debriefing: Once a harmonized version is completed, the instrument should be administered to native speakers of the target language who are then interviewed to check whether the questionnaire is comprehensible and assess equivalence of meaning with the original questionnaire. Ideally, the group would be representative of the target population for the questionnaire.

(8) Review of cognitive debriefing results and finalization.

(9) Proofreading for any final errors.

(10) Final report: This should detail the steps taken in the translation process.

In addition, Wild et al. (2005, 2009) provided specific recommendations for translators and other members of the translation team.

Beaton et al. (2000) also developed guidelines for CCA that overlapped with those subsequently authored by Wild et al. (2005, 2009), but provided additional recommendations about the translators. Specifically, they suggested the two forward translators should demonstrate different levels of familiarity with the instrument being translated. Specifically, one translator should know about and be familiar with the concepts examined in the questionnaire, while the second should be unfamiliar with the concepts assessed in the questionnaire. The reconciled version should therefore demonstrate both an understanding of what the test authors were trying to convey, and an understanding of how the items are likely to be understood by a respondent naïve to those intentions. They also thought the back translators should all be unfamiliar with the questionnaire, to reduce potential bias in their work based on prior knowledge.

Beaton et al. (2000) also described four aspects of equivalence between the source and target versions: semantic equivalence, idiomatic equivalence, experiential equivalence, and conceptual equivalence. As discussed above, semantic equivalence focuses on equivalence in the meaning of items. Idiomatic equivalence focuses specifically on idiomatic or colloquial language in the original that merits special attention to ensure close translation. Experiential equivalence has to do with items that discuss activities that are culturally bounded, e.g., eating with a knife and fork rather than with chopsticks or one's hands. These must be reviewed to ensure those activities are culturally relevant to speakers of the target language. If not, an alternate cultural experience should be used in the translation. Conceptual equivalence has to do with evaluating the degree to which concepts have similar implications in different cultures. For example, the word "family" is likely to be interpreted as alluding to the nuclear family in some cultures but in others it is understood as including all members of the extended family. Finally, Beaton et al. (2000) provided guidelines for reading level. They recommended a a 6th grade or 12-year-old reading level was generally appropriate for questionnaires.

Several authors have examined actual practices in literature describing questionnaire translation projects. Danielsen et al. (2015) found that the majority of such efforts included forward and backward translation, and some attempt at validation of the final product, e.g., through cognitive debriefing of a target audience. The authors also found researchers often use an expert panel to review the translation, particularly if clinical expertise is relevant to the instrument. Interviewing individuals from the target population after testing was the preferred method among researchers but others also used face-validity alone for qualitative validation. However, Epstein et al. (2015a) found limited research on the efficacy of translation guidelines. They found some evidence to support the value of back-translation, participation of experts in

the process, and input from a target population. However, literature did not exist to support the development of a full set of guidelines that could be used to govern the process step-by-step.

Although not an exhaustive review of prior work examining best practices in translation and developing CCAs, and recognizing the lack of empirical evidence justifying common practices in this area, the literature examined here provides a practical foundation for developing a guide for translating positive psychology questionnaires. Once development of the VIA Assessment Suite for Adults was completed, a detailed manual for translation was developed using a variety of resources, primarily from meta-analyses, that examined best practices in translation (see Appendix B; Acquadro et al., 2008; Danielson et al., 2015; Epstein et al., 2015a; Sousa & Rojjanasrirat, 2011; Wild et al., 2005; Wild et al., 2009). This guide was developed based on the following general principles:

(1) The translations would be developed as CCAs focusing on semantic equivalence rather than literal translation.

(2) The translations would be managed centrally through the laboratory primarily responsible for the development of the VIA Assessment Suite to ensure consistency in implementation and evidence of equivalence (Acquadro et al., 2008; Epstein et al., 2015a; Wild et al., 2009).

(3) Translators would formally agree to all steps described in the translation manual (Appendix B) by signing a translation agreement (see Appendix C).

Summary of the Translation Process

The translation process described in the guide entails five steps (see Appendix B). Step 1 consists of a forward translation of the three questionnaires comprising the VIA Assessment Suite for Adults. The forward translation includes two independent translations of the instruments from English to the target language by two translators. The second step is

reconciliation or synthesis, which requires a third translator producing one consensus translation from the two initial forward translations. Issues or discrepancies that arise in performing the synthesis are corrected by group consensus, with input from members of the laboratory overseeing the process provided as needed. Step 3 is the back-translation, which consists of the synthesized translation being translated back into English by a fourth translator. During review and harmonization, the fourth step, the back-translation is reviewed by a panel that includes all translators as well as the two authors of this article, a research doctoral student and the primary author of the VIA Assessment Suite. The back-translated version is compared with the original questionnaire and discrepancies are resolved by consensus among the panel participants. The process of forward and back-translation is repeated in any case of semantic discrepancies between the original and back-translated versions. Once discrepancies are resolved, the members of the panel proofread the questionnaire one last time.

The fifth and final step prior to a completed translation includes pretesting and cognitive debriefing. Pretesting consists of administering the revised questionnaire to a group of at least 10 individuals who are native speakers of the target language. The respondents are asked to offer suggestions for changes to individual items to confirm that the questionnaire is well understood and acceptable (Epstein et al., 2015a; Wild et al., 2009). The panel reviews the results of the cognitive debriefing to evaluate whether additional revision is required for any items (see Fig. 1 for translation steps).

The final translated versions of the three instruments will be posted on the VIA Institute website as *in development*. Once the questionnaire has been completed at least 300 times, reliability and multigroup confirmatory factor analyses will be conducted to evaluate equivalence between the original English version and the translated version. Successful outcomes at this point

will result in removal of the *in development* flag. Unsuccessful results will be returned to the original translators for further revision.

Translator Requirements

The translation process requires at least four individuals to serve as translators. Each of the individuals demonstrates certain qualifications that are specified as key qualifications for maximizing a CCA (Wild et al., 2005; Wild et al., 2009). These include being bilingual in English and the target language; residing in the target country; preferably being bicultural; and, if the target language is used in multiple countries, the translators would ideally be familiar with the use of the language in several countries. These qualifications are described in detail in the translation agreement (see Appendix C). One of the two initial translators is expected to be familiar with the literature surrounding character strength research and previous VIA questionnaires such as the VIA-IS. The other translator is expected to be unfamiliar with the character strength literature (Sousa & Rojjanasrirat, 2011). In keeping with the CCA model, the translators are both instructed to translate semantically rather that literally. Following the two forward translations, the third translator performing the reconciliation is expected to be familiar with character strengths research, as it is important that the different language versions measure the same construct with the same metric (Wild et al., 2009). The fourth translator, who performs the back-translation from the target language to English to ensure accuracy (Wild et al., 2009), is also expected to be familiar with the research of the construct of interest.

Conclusions

This article is intended to serve two purposes. The first is to document the translation process for the revised version of the VIA-IS and related instruments. The second is to provide resources for other researchers, not necessarily restricted to the field of positive psychology, to

use in the translation process. Extensive reviews of best practices in translation and CCAs

allowed for the development of a comprehensive but practical guide to aid in producing accurate

and reliable translations of the VIA Assessment Suite for Adults.

Currently, the VIA Assessment Suite for Adults is being translated into 24 languages:

Arabic, Armenian, Bahasa Indonesia, Bulgarian, Chinese (Traditional), Croatian, Danish, Dutch,

Farsi, Finnish, French, German, Hindi, Hungarian, Indonesian, Japanese, Latvian, Polish,

Portuguese (Brazil), Romanian, Russian, Spanish, Turkish, and Urdu. In addition, Hebrew,

Korean, Portuguese (Portugal), Chinese Simplified, Spanish, Latvian, and German translations

have already been completed. By the time this is published, the VIA-IS-P will be the version

mounted on the website for completion by members of the general public. Translated versions

will be added as they become available, though flagged as *in development* when warranted. The

VIA Institute will also continue to recruit researchers interested in translating the questionnaires

into other languages, with the goal of increasing the number to match or exceed those available

for the original VIA-IS.

The GACS and SSS are available in the public domain. The VIA Institute maintains

copyright over the VIA-IS-R. However, any researcher or other party interested in using the

VIA-IS-R for research or applied purposes can request permission to do so

(https://www.viacharacter.org/research/conduct-a-study). All requests are approved, and there is

no cost to the user; the approval process was implemented solely to track research using the

measure. Data on any of the measures can also be collected through the VIA Institute website

upon request. These conditions will apply to all translations of the instruments as well. Through

revision of the VIA-IS using more extensive criteria for item selection, development of new

measures, on-going evaluation of the validity and reliability of the instruments (McGrath &

Wallace, 2018), and rigorous translation of the instruments into other languages, the goal is to create a set of tools for research and application in positive psychology that meets optimal standards for rigor and value.

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Table 1

The Original VIA Classification of Strengths and Virtues.

Virtues	Character Strengths
Wisdom & Knowledge	Creativity [originality, ingenuity]
	Curiosity [interest, novelty-seeking, openness to experience]
	Judgment & Open-Mindedness [critical thinking]
	Love of Learning
	Perspective [wisdom]
Courage	Bravery [valor]
	Perseverance [persistence, industriousness]
	Honesty [authenticity, integrity]
	Zest [vitality, enthusiasm, vigor, energy]
Humanity	Capacity to Love and Be Loved
	Kindness [generosity, nurturance, care, compassion, altruistic love, "niceness"]
	Social Intelligence [emotional intelligence, personal intelligence]
Justice	Teamwork [citizenship, social responsibility, loyalty]
	Fairness
	Leadership
Temperance	Forgiveness & Mercy
	Modesty & Humility
	Prudence
	Self-Regulation [self-control]
Transcendence	Appreciation of Beauty and Excellence [awe, wonder, elevation]
	Gratitude
	Hope [optimism, future-mindedness, future orientation]
	Humor [playfulness]
	Religiousness & Spirituality [faith, purpose]

Note. Terms in brackets were offered as alternative terms for the same strength. Adapted from "Character Strengths and Virtues: A Classification and Handbook," by C. Peterson and M. E. P. Seligman, 2004, American Psychological Association, pp. 29-30. Copyright 2004 by Values in Action Institute.

Table 2

The Revised VIA Classification.

Virtues	Character Strengths
Caring	Fairness
	Gratitude*
	Kindness*
	Capacity to Love and Be Loved*
	Teamwork
	Forgiveness & Mercy
	Appreciation of Beauty and Excellence
	Leadership
	Humor
	Religiousness & Spirituality
Inquisitiveness	Creativity*
	Curiosity*
	Perspective
	Bravery
	Judgment & Open-Mindedness
	Love of Learning*
	Zest
	Appreciation of Beauty and Excellence
	Hope
	Humor
	Social Intelligence
Self-Control	Honesty
	Judgment & Open-Mindedness
	Perseverance*
	Prudence*
	Modesty & Humility
	Perspective
	Self-Regulation*
	Fairness

*Berger and McGrath (2018) demonstrated excellent fit for the three-factor model via confirmatory factor analysis using these triplets of indicators.

Note. McGrath et al. (2018) examined loadings from 12 data sets where factor analyses of the VIA strengths retained three factors. A strength is associated with a virtue in this table if the relevant loading was ≥ .40 in at least 3/4 of the data sets. Within a virtue, strengths are listed in relative order of number of loadings that were .40 or higher. Five strengths cross-load: Appreciation of Beauty and Excellence, Fairness, Humor, Judgment & Open-Mindedness, and Perspective.

Figure 1 Guide to the translation process.
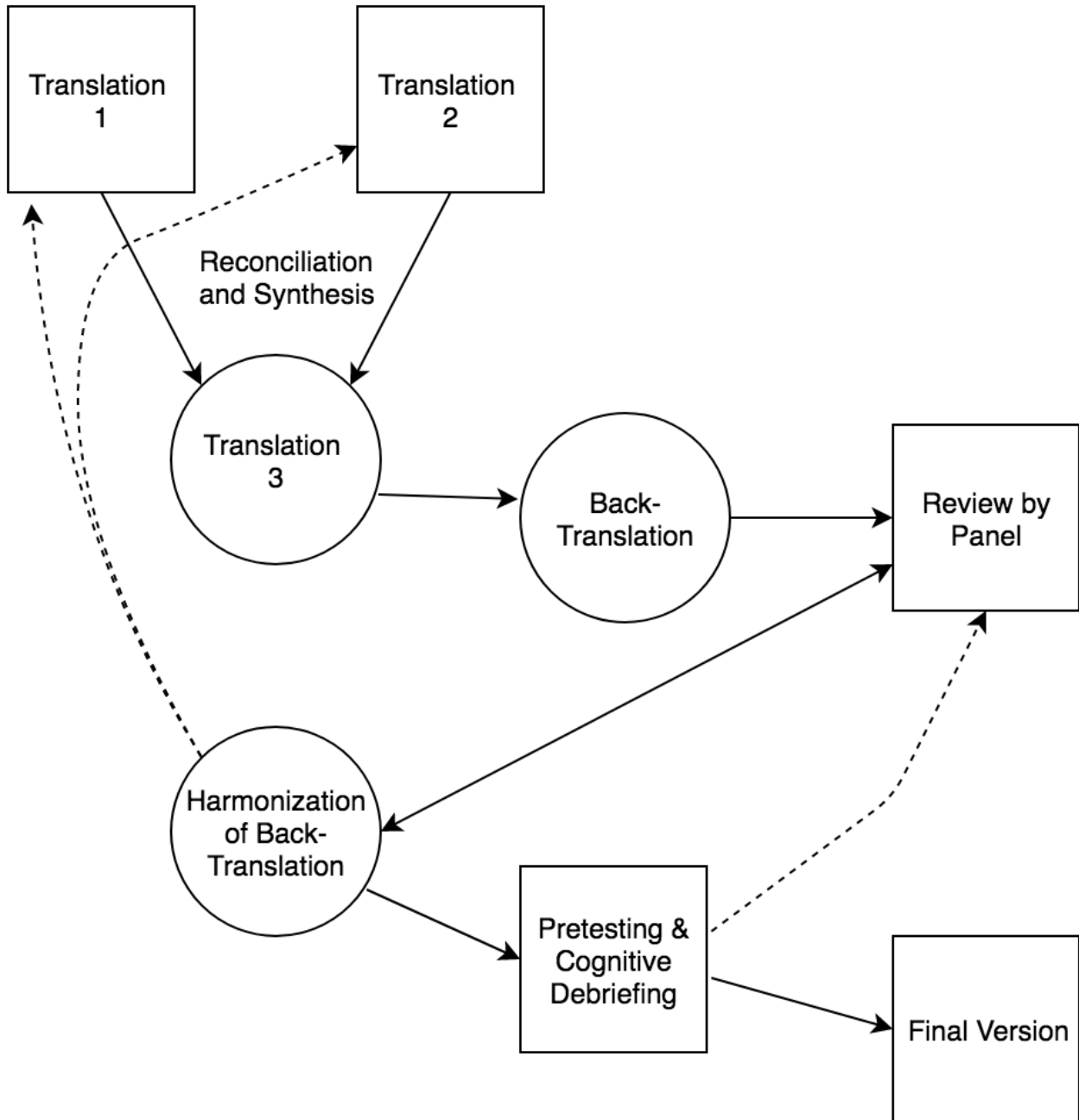
Appendix A
List of VIA-IS Languages

1. Afrikaans
2. Arabic
3. Arabic (Saudi Arabia)
4. Bulgarian
5. Chinese (Simplified)
6. Chinese (Traditional)
7. Croatian
8. Danish
9. Dutch
10. Farsi (Persian)
11. Filipino
12. Finnish
13. French
14. Georgian
15. German
16. Greek
17. Hebrew
18. Hindi
19. Hungarian
20. Indonesian
21. Italian
22. Japanese
23. Khmer
24. Korean
25. Marathi
26. Norwegian
27. Polish
28. Portuguese (Brazil)
29. Portuguese (Portugal)
30. Romanian
31. Russian
32. Slovenian
33. Spanish
34. Swedish
35. Thai
36. Turkish
37. Ukrainian
38. Urdu
39. Vietnamese

Appendix B
Translation Manual
For the VIA Assessment Suite for Adults
January 16, 2018

Overview
The translation process consists of six steps:
1. Forward translation
2. Reconciliation or synthesis
3. Back-translation
4. Review and harmonization
5. Pretesting and cognitive debriefing
6. Final version

Translators
The process requires at least four individuals who will serve as translators. Each of these individuals will demonstrate the following qualifications:
- Translators should be bilingual, i.e., fluent in both English and the target language.
- Translators should reside in the target country.
- Translators are preferably bicultural, i.e., knowledgeable and experienced in both American and the target culture.
- If the target language is common in multiple countries, the translators will ideally be familiar with use of the language in different countries.

Step 1. Forward Translation
- At least two individuals translate the questionnaire into the target language. One translator should have knowledge of the literature on the VIA character strengths. The other translator should be unfamiliar with the VIA character strengths.
- Translators should aim for a semantic rather than a linguistic translation, i.e., focusing on content and meaning rather than a word-for-word translation.

Step 2. Reconciliation or Synthesis
- A third translator performs a reconciliation of the two versions regarding discrepancies between the two translations. This individual should be familiar with the VIA character strengths.
- Discrepancies in the translations are reviewed and reconciled by consensus among the three translators, with input from the Character Lab at Fairleigh Dickinson University as needed.

Step 3. Back-Translation
- At least one additional translator (who can be familiar with the VIA character strengths) performs a translation of the reconciled translation from the target language back to English.
- If more than one back translator is employed, they will work independently of each other.
- The translator should aim for a semantic rather than a linguistic translation, i.e., focusing on content and meaning rather than a word-for-word translation.

Step 4. Review and Harmonization
- A panel consisting of all translators used in prior steps and a representative of the Character Lab at Fairleigh Dickinson University compare the back-translated version(s) with the original questionnaire.
- Discrepancies between the original instrument and the back-translated version(s) are resolved by consensus among the panel participants. As needed, Steps 1-3 will be repeated for individual items.
- The questionnaire is proofread by members of the panel one last time.

Step 5. Pretesting and Cognitive Debriefing
- The instrument is administered to at least 10 individuals who are native speakers of the target language.
- Each will be asked to offer suggestions for changes to individual items ("cognitive debriefing").
- Cognitive debriefing results are reviewed by the panel to evaluate whether additional revision is required for any items.

Step 6. Final Version
- The final version will be posted to the VIA website as "in development."
- Once it has been completed at least 300 times, reliability and factor analyses will be conducted to evaluate equivalence.

Appendix C
Translation Agreement

Communications with the Fairleigh Dickinson staff about the translation process should be sent to Francesca Bates, the project coordinator, at [the research coordinator's email address].

This agreement governs your activities translating the three instruments in the VIA Assessment Suite for Adults (the VIA Inventory of Strengths-Revised, Global Assessment of Character Strengths, and Signature Strengths Survey) described in the document available here:

https://www.viacharacter.org/www/Portals/0/
2017%20VIA%20Assessment%20Suite%20Technical%20Report.pdf

If you are not interested in translating all three, please alert us before signing this agreement.

Lead Researcher:
Email Address:
Nation of Origin (born in):
Nation of Residence (living in):
Target Language:

Many of the pieces of information requested below are vague, e.g., requests for information about their knowledge of English. This is purposeful. As a practical matter, we understand that translators will come from very different backgrounds. We want you to have flexibility in who you use to translate. However, we may request additional information if appropriateness or minimal competence for the task is uncertain.

Step 1. Forward translation
    Please describe your two forward translators.

    Translator 1
    Name:
    Contact email:
    Position or role in your institution:
    Knowledge of English:
    Knowledge of the target language:
    Nation of residence:
    Knowledge of American culture:
    Knowledge of target culture:
    Familiarity with target language in other countries (if relevant):
    Familiarity with VIA strengths literature:

    Translator 2
    Name:
    Contact email:
    Position or role in your institution:

Knowledge of English:
Knowledge of the target language:
Nation of residence:
Knowledge of American culture:
Knowledge of target culture:
Familiarity with target language in other countries (if relevant):
Familiarity with VIA strengths literature:

☐ Check here to indicate that one translator is familiar with the literature on the VIA character
    strengths while the other is not.

☐ Check here to indicate they will translate the questionnaires in complete isolation from each
    other.

☐ Check here to indicate they have been instructed (or will be instructed) to translate for
    semantic rather than linguistic equivalence.

Step 2. Reconciliation or synthesis
    Please describe the reconciling translator.

    Translator 3
    Name:
    Contact email:
    Position or role in your institution:
    Knowledge of English:
    Knowledge of the target language:
    Nation of residence:
    Knowledge of American culture:
    Knowledge of target culture:
    Familiarity with target language in other countries (if relevant):
    Familiarity with VIA strengths literature:

☐ Check here to indicate this translator has been instructed (or will be instructed) to translate
    for semantic rather than linguistic equivalence.

Step 3. Back-Translation
    Please describe the back translator.

    Translator 4
    Name:
    Contact email:
    Position or role in your institution:
    Knowledge of English:
    Knowledge of the target language:

Nation of residence:
Knowledge of American culture:
Knowledge of target culture:
Familiarity with target language in other countries (if relevant):
Familiarity with VIA strengths literature:

If you employ more than one back translator, please add descriptions of each below, referring to them as Translator 5, etc.

☐ If you employ more than one back translator, check here to indicate they will translate the questionnaires in complete isolation from each other.

☐ Check here to indicate the back translator(s) has/have been instructed (or will be instructed) to translate for semantic rather than linguistic equivalence.

Step 4. Review and Harmonization

☐ Check here to indicate a panel made up of all translators from Step 1, 2, and 3 and a representative of the Character Lab at Fairleigh Dickinson University will compare back-translated items with the original English language version.

☐ Check here to indicate that any concerns will be addressed through additional forward and back translation of the items until the concerns are resolved to the satisfaction of the panel members.

☐ Check here to indicate that the final translated version will be proofread by members of the panel.

Step 5. Pretesting and Cognitive Debriefing
Please describe the individuals who will complete the draft questionnaire:
Number you plan to use (sample size):
Brief description of population (e.g., college students):
How they will be recruited:

☐ Check here to indicate at least 10 individuals who are native speakers of the target language will complete the questionnaire, provide feedback regarding clarity and understanding of individual items, and make suggestions for changes as needed.

☐ Check here to indicate that the results of the cognitive debriefing will be reviewed by the panel from Step 4, and items will be revised further as described above.

☐ Check here to indicate that you will provide Fairleigh Dickinson with the gender breakdown and mean age of the participants in the cognitive debriefing.

Step 6. Final Version

☐ Check here to indicate your agreement that the translated version becomes the copyright property of the VIA Institute on Character, to be made available at their discretion to researchers and practitioners free of charge.

☐ Check here to indicate your recognition that you are free to use this translation in any of your own research, but it is requested that for any new project you submit a research request at https://www.viacharacter.org/www/Research/Conduct-a-Study so the VIA Institute can track all research using the VIA Inventory. You also understand that you will be recognized on the VIA website as the author of your translations. This recognition will consist of the primary author of the translation, as you identify that person, and affiliation.

By my signature below, I certify that the information above is correct and true to the best of my knowledge, and that I agree to all conditions stipulated.

_____ _____
SIGNATURE   DATE

_____
NAME (print)