

# Appendix 1: Using questionnaires and surveys

## General principles

Gathering data using questionnaires to provide helpful information about the experience of staff, colleagues, patients, and members of the public is critical to understanding health and social care services. It is therefore critical to ensuring high-quality care and staff well-being.

## Validity and reliability

Accurate measurement in health and social care is key to ensuring care quality and patient safety, in diagnosis, monitoring quality, and determining outcomes. Similar rigour is required in the use of measures to assess both staff and patient experience. A measure should accurately assess what it purports to be an indicator of and should be reliable. Measuring length by relying on rulers that are wildly inaccurate is self-evidently absurd. And if the ruler is rubbery and prone to shrinkage over time, it will not provide reliable measurements. Some measures of staff experience (and patient experience) are constructed without ensuring validity and reliability and so prove inaccurate and untrustworthy (even some widely used and popular measures in health and social care). It is important to rely on carefully constructed measures, surveys, questionnaires, etc, which have established validity and reliability data wherever possible to give confidence in the information they provide. Questionnaire design should be informed by those with expertise.

## Ethics and confidentiality

The use of surveys must be guided by a commitment to high ethical standards. This means ensuring that those who complete questionnaires are guaranteed anonymity wherever possible and that, at least, the information they provide will be confidential, unless they have explicitly approved the release of their data after a process of informed consent.

Among the key ethical standards for survey researchers and the key ethical questions that should be addressed are the following:

- Those administering surveys must transparently explain what is being measured, why it is being measured, and what will happen to the data.
- Respondents must be told how their personal data or sensitive information will be used.

- Participation must be completely voluntary, and participants must understand that they can choose to withdraw from completion at any time.
- The questions that are asked should do no harm.
- Those administering the survey must ensure they have received informed consent from those participating.
- Survey administrators must have secure data storage systems in place so that information is not accessible to unauthorised users either by intention or inadvertently.
- The analysis of the data should be informed by appropriate data analytic techniques that ensure the findings presented are not mistaken, inaccurate or biased.

All surveys should be subject to ethical review to ensure adherence to these principles. For further guidance, see:

*<https://www.qualtrics.com/blog/ethical-issues-for-online-surveys/>*

## **Practical support/External help**

Expertise in measurement is readily available (for example) from psychologists and psychometricians. For help and support, the British Psychological Society (*<https://www.bps.org.uk>*) provides a list of Chartered Occupational and Clinical Psychologists. Dr Thomas West, Lecturer of Leadership in Healthcare and Occupational Psychology within Health Sciences at the University of Southampton, also offers such support (*[T.H.R.West@southampton.ac.uk](mailto:T.H.R.West@southampton.ac.uk)*) and is familiar with the tools in this volume.

## **Developmental orientation**

Throughout the preceding chapters, the importance of helping people, teams and organisations to do their jobs effectively has been emphasised. Consistent with this is a developmental orientation to surveys. This suggests that the purpose of undertaking surveys is to provide information about how to support organisations, teams and individuals to do their work most effectively and to thrive. This contrasts with using surveys merely to evaluate and rate people or teams.

A developmental orientation implies having in place tools and support prior to administering surveys, in order to strengthen and spread already good practice and provide guidance, training, tools and support for areas of performance that need improvement (such as staff stress, quality of teamworking, or climates of psychological safety). The preceding chapters

have much material for such developmental support. When people see swift, supportive action following their completion of questionnaires, it helps to meet their needs for autonomy/control, belonging and competence or contribution. It also renews their faith in the value of such surveys.

### **Swift feedback for learning**

It is important to provide summary feedback to those completing questionnaires, quickly, clearly and helpfully, to support learning and so that they do not feel their work of completing questionnaires has just disappeared into a void or that, by the time they receive the feedback, it is no longer relevant.

### **Change over time**

It is often helpful to repeat the same measures over time to determine the extent to which developmental interventions have enabled improvement or whether there is no change, or worse, deterioration. In the NHS in England, prior to the pandemic, there had been a steady increase in levels of staff stress over a five-year period, with a further large increase during the first year of the pandemic. Such trends provide important information about the need for change that offer more compelling evidence than one-off snapshots.

**Joy and pride at work: Northumbria Healthcare NHS Foundation Trust**

Annie Laverty, Chief Experience Officer, Northumbria Healthcare NHS Foundation Trust works to strengthen board accountability and ensure visibility and momentum for their trust-wide patient and staff experience programme.

She writes: 'It was a new role for me, and for Northumbria, and is the only one of its kind in the NHS. I've been lucky to have the time and freedom to design a comprehensive measurement programme that allows the organisation to use feedback to truly understand what matters to patients, staff and families. This means we can quickly improve where we need to, as well as continuing to do the things that make a positive difference.

There is a wealth of evidence that supports the link between staff well-being and the quality of care that patients receive. We also know about the association between staff burnout and patient safety and neglect. Having board-level responsibility – and therefore the influence to improve the experience of both patients and staff, in an integrated way – is very meaningful work for me. I also get to do this in an organisation that has demonstrated a long-standing and ongoing commitment to this work.

Drawing on the lessons from our patient experience programme, I reviewed the literature on workforce engagement and identified eight domains of staff experience that warranted particular attention and reflected the fundamental needs of staff. These included psychological safety, autonomy and choice, and health and well-being, as outlined in the Institute of Healthcare Improvement's Joy in Work framework. We then developed measures for each domain and launched our staff experience programme in December 2018.

The year that followed proved to be a very successful one. Our local measurement of staff experience, and the 2019 NHS Staff Survey results, both demonstrated that it is possible to improve joy and pride at work, within a relatively short period of time. But this work takes organisational readiness, dedicated leadership time and attention, with skills development and investment.'

*<https://www.health.org.uk/news-and-comment/blogs/supporting-staff-wellbeing-during-covid-19-a-northumbrian-experience/>*

## Chapter 1

### Measuring compassionate leadership

Compassionate leadership can be measured using the following items, based on the four dimensions of compassion: attending, understanding, empathising and helping. These can be used by team members or could be adapted as a self-report measure for leaders.

This person

#### *Attending*

... listens carefully to others when exploring problems

... pays close attention to you when listening

... is very attentive when you are telling them about difficulties

... gives you their full attention when you are describing challenges you face

#### *Understanding*

... is helpful in understanding the reasons for difficulties we face

... does not impose their understanding of the cause of difficulties we face

... takes time to understand carefully the causes of problems

... works together with us to come to an understanding of problems

#### *Empathising*

... is genuinely warm and empathic

... is emotionally in touch with others' feelings when they are upset

... is sensitive to what others are feeling

... genuinely cares about others' difficulties

#### *Helping*

... helps people practically with problems they face

... takes effective action to help others with the problems they face

... deals effectively with problems in order to help others

... is genuinely committed to making a difference in helping others

**Response scale**

Never = 1, Rarely = 2, Frequently = 3, Almost always = 4, Always = 5.

**Scoring**

- Calculate an overall score by averaging item responses across all 16 items.
- Form four subscale scores (Attending, Understanding, Empathising and Helping) by averaging item responses for each subscale.
- For a team of ten people, merely average across all ten to get scores.

A shorter scale capturing the same core dimensions:

This person ...

... gives you their full attention when you are describing challenges you face

... works together with us to come to an understanding of problems

... genuinely cares about others' difficulties

... takes effective action to help others with the problems they face

**Response scale**

Never = 1, Rarely = 2, Frequently = 3, Almost always = 4, Always = 5.

**Scoring**

Calculate an overall score by averaging item responses across all four items.

## Chapter 2

### Measuring strain or burnout

A standard measure of strain or burnout is the work-related burnout scale from the Copenhagen Burnout Inventory (used in the General Medical Council Training Survey), with the following seven items:

1. Is your work emotionally exhausting?
2. Do you feel burnt out because of your work?
3. Does your work frustrate you?
4. Do you feel worn out at the end of the working day?
5. Are you exhausted in the morning at the thought of another day at work?
6. Do you feel that every working hour is tiring for you?
7. Do you have enough energy for family and friends during leisure time?

### Response scale

First three questions: To a very high degree = 100, To a high degree = 75, Somewhat = 50, To a low degree = 25, To a very low degree = 0.

Last four questions: Always = 100, Often = 75, Sometimes = 50, Seldom = 25, Never/Almost never = 0, with a reversed score for the last question.

### Scoring

An overall score is calculated by averaging item responses across all seven items.

If less than three questions have been answered, the respondent is classified as a non-responder.

### Interpretation

Scores of 50 to 74 are considered 'Moderate burnout', 75–99 are 'High burnout', and a score of 100 is considered 'Severe burnout'.

## Chapter 3

### Measuring compassionate care

The Schwartz Center measure of Compassionate Care is a free measure where respondents are asked to what extent did their doctor (or other healthcare provider):

1. Express sensitivity, caring and compassion for your situation?
2. Strive to understand your emotional needs?
3. Consider the effect of your illness on you, your family and the people most important to you?
4. Listen attentively to you?
5. Convey information to you in a way that is understandable?
6. Gain your trust?
7. Always involve you in decisions about your treatment?
8. Comfortably discuss sensitive, emotional, or psychological issues?
9. Treat you as a person, not a disease?
10. Show respect for you, your family and those important to you?
11. Communicate results in a timely and sensitive manner?
12. Spend enough time with you?

For a downloadable version of the survey, see:

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0220911>

### Response scale

1 to 10, where 1 is 'Not at all successful' and 10 is 'Very successful'.

### Scoring

An overall score is calculated by averaging item responses across all 12 items.



## Chapter 4

### Measuring compassion within organisational culture

The Culture Assessment Tool (CAT) – a copyrighted instrument developed by Michael West, with support from AffinaOD (<https://www.affinaod.com>) and The King's Fund (<https://www.kingsfund.org.uk>), assesses the extent to which the culture of an organisation is characterised by compassion: between staff and patients, between staff, and between managers (or leaders) and staff. One of the constituent scales measures compassion at the organisational level by assessing the behaviour of leaders and managers, but ideally this will be used to assess the behaviour of all staff. The other scales are:

- Values
- Vision
- Goals and performance
- Learning, innovation and quality
- Support
- Teamworking
- Collective leadership

The compassion scale is described here. This contains two subscales, one focusing on managers and leaders, the other focusing on the behaviour of colleagues.

The Culture Assessment Tool		Score (1-5)*
Support	<i>The following statements relate to levels of support provided by managers and leaders in your workplace. How strongly do you agree or disagree with the following statements?</i>	
	1. Managers and leaders encourage warm, supportive relationships among staff	
	2. Managers and leaders recognise and celebrate good performance	
	3. Managers and leaders deal effectively with problems that get in the way of our work	
	4. My manager listens carefully to staff to find out how to support them effectively	
	5. My manager is very compassionate towards staff when they face problems	
	6. My manager is highly empathic in their dealings with members of staff	
Compassion	<i>The following statements relate to levels of compassion shown to and demonstrated by people in your workplace. How strongly do you agree or disagree with the following statements?</i>	
	7. People here are very compassionate towards colleagues when they face problems	
	8. People here give good support to colleagues who are distressed	
	9. People here are very compassionate in the way they behave towards patients/service users	
	10. People here take effective action to help patients/service users in distress	

### Response scale

Strongly disagree = 1, Disagree = 2, Somewhat agree = 3, Agree = 4, Strongly agree = 5.

### Scoring

Calculate an overall score for compassionate management/leadership by averaging item responses across the first six items, and an overall score for compassionate culture by averaging item responses across the last four items.

## Chapter 5

### Measuring effective teamworking

#### The Affina Team Performance Inventory (ATPI)

The ATPI is a copyrighted comprehensive online assessment tool for measuring a team's potential to deliver effective performance. The ATPI's design is based on research into what we know about high performing teams.

#### The Affina Real Team Profile Plus (ARTP+)

The ARTP+ is an online assessment tool for measuring team effectiveness. The ARTP+ measures the seven structural features that are essential for 'real teams'.

#### The Affina Team Journey

The Affina Team Journey is an online team assessment and development tool for team leaders and HR/OD leads to use with their teams. It improves performance by giving teams a structured, evidence-based experience.

Details about how to access these instruments and training in using them is available from AffinaOD:

<https://www.affinaod.com/>

### Measuring psychological safety within teams

The Fearless Organization Scan, based on Amy Edmondson's work, maps how team members perceive the level of psychological safety. The open-access, simple and helpful online survey is administered, scored and interpreted automatically. On completion, respondents receive a free report via email.

<https://fearlessorganization.com/>

## Chapter 6

### Measuring Direction, Alignment and Commitment

Access the Center for Creative Leadership (CCL) questionnaire for assessing Direction, Alignment and Commitment via this link:

<https://www.ccl.org/insights-research/direction-alignment-and-commitment-assessment/>

#### Instructions

On a scale of 1-5, indicate the extent to which each of the following statements describes the way things stand right now in your group/team/organisation. The terms we, our, everyone, and people in the statements refer to members of the group.

#### *Direction*

1. We agree on what we should be aiming to accomplish together.
2. We have a clear vision of what the group needs to achieve in the future.
3. We have group goals that guide our key decisions.
4. Our work is united by a common direction.

#### *Alignment*

5. Our work is aligned across the group.
6. Although individuals take on different tasks in the group, our combined work fits together.
7. People who perform different roles or functions in the group coordinate their work effectively.
8. The work of each individual is well coordinated with the work of others.

#### *Commitment*

9. People in the group are committed to the group.
10. People give the effort needed for the group to succeed.
11. People are dedicated to this group even when we face setbacks.
12. We trust one another to accomplish the work of the group.

#### Response scale

Not descriptive = 1, Slightly descriptive = 2, Moderately descriptive = 3, Greatly descriptive = 4, Completely descriptive = 5.

### Scoring

- Calculate an overall score by averaging item responses across all 12 items.
- Form three subscale scores (Direction, Alignment and Commitment) by averaging item responses for each subscale.
- For a team of ten people, average across all ten to get scores.

### Interpretation

The CCL website and associated book suggest taking action when a total score for one outcome is noticeably lower than the total score for the other outcomes; when a total score for one outcome is less than 16; and when two to three of the statements used to assess an outcome are rated as 3 or lower by a majority of group members. The excellent little book *Direction, Alignment, Commitment: Achieving Better Results through Leadership*, Second Edition provides a wealth of practical information.

### Assessing the ABC of core work needs

The self-determination theory website

(<https://www.selfdeterminationtheory.org/basic-psychological-needs-scale/>)

provides a free online and very helpful tool for assessing the ABC of core work needs, the Basic Psychological Need Satisfaction at Work Scale (Deci & Ryan, 2000). The copyrighted instrument is free for use by researchers but cannot be used commercially without written permission from those administering the website.

Respondents are asked to indicate how true each of the following 21 statements is for them at work:

1. I feel like I can make a lot of inputs to deciding how my job gets done.
2. I really like the people I work with.
3. I do not feel very competent when I am at work.
4. People at work tell me I am good at what I do.
5. I feel pressured at work.
6. I get along with people at work.
7. I pretty much keep to myself when I am at work.
8. I am free to express my ideas and opinions on the job.
9. I consider the people I work with to be my friends.
10. I have been able to learn interesting new skills on my job.
11. When I am at work, I have to do what I am told.

12. Most days I feel a sense of accomplishment from working.
13. My feelings are taken into consideration at work.
14. On my job I do not get much of a chance to show how capable I am.
15. People at work care about me.
16. There are not many people at work that I am close to.
17. I feel like I can pretty much be myself at work.
18. The people I work with do not seem to like me much.
19. When I am working I often do not feel very capable.
20. There is not much opportunity for me to decide for myself how to go about my work.
21. People at work are pretty friendly towards me.

### Response scale

1 to 7. Not at all = 1, Somewhat true = 3, True = 5, Very true = 7.

### Scoring

- Form three subscale scores (see below) by averaging item responses for each subscale, after reverse scoring the items that are worded in a negative direction.
- Any item that has (R) after it in the code below should be reverse scored by subtracting the person's response from 8. The subscales are:

Autonomy: 1, 5(R), 8, 11(R), 13, 17, 20(R)

Competence: 3(R), 4, 10, 12, 14(R), 19(R)

Relatedness: 2, 6, 7(R), 9, 15, 16(R), 18(R), 21

For more information see:

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*, 227-268.

Deci, E. L., Ryan, R. M., Gagné, M., Leone, D. R., Usunov, J., & Kornazheva, B. P. (2001). Need satisfaction, motivation, and well-being in the work organizations of a former Eastern Bloc country. *Personality and Social Psychology Bulletin, 27*(8), 930-942.

Ilardi, B. C., Leone, D., Kasser, R., & Ryan, R. M. (1993). Employee and supervisor ratings of motivation: Main effects and discrepancies associated with job satisfaction and adjustment in a factory setting. *Journal of Applied Social Psychology, 23*, 1789-1805.

Kasser, T., Davey, J., & Ryan, R. M. (1992). Motivation, dependability, and employee supervisor discrepancies in psychiatric vocational rehabilitation settings. *Rehabilitation Psychology, 37*, 175-187.

## Chapter 7

### Measuring valuing diversity and procedural justice

#### A measure of valuing diversity

- a. Managing diversity helps my organisation to be more effective.
- b. My organisation has classes, workshops and seminars on diversity.
- c. My organisation puts a lot of effort into diversity management.
- d. My organisation values diversity.

#### Response scale

Strongly disagree = 1, Disagree = 2, Somewhat agree = 3, Agree = 4, Strongly agree = 5.

#### Scoring

Calculate an overall score for valuing diversity by averaging item responses across all four items.

#### A measure of procedural justice

- a. Consistent rules and procedures are used when making decisions in this organisation.
- b. Procedures used in this organisation are free from bias.
- c. Procedures in this organisation use just and fair standards.
- d. Accurate information is used for making decisions.
- e. We can get feedback about decisions made in this organisation.

#### Response scale

Strongly disagree = 1, Disagree = 2, Somewhat agree = 3, Agree = 4, Strongly agree = 5.

#### Scoring

Calculate an overall score for procedural justice by averaging item responses across all five items.

## Chapter 8

### Measuring collective leadership

Collective leadership – the health and social care systems of all four UK nations have a commitment to developing collective as well as compassionate and inclusive leadership. This questionnaire has already been used successfully (in terms of reliability and validity) in NHS organisations. Either the complete measure or a shortened four item version (with just those items marked with an asterisk) can be used.

1. Leaders here prioritise overall patient/service user care, not just their own work area.\*
2. Leaders across different departments work together to ensure high-quality overall patient/service user care.
3. Leaders here go out of their way to help each other across different departments to provide high-quality care.
4. Everyone in this organisation is expected to act as a leader in ensuring high-quality care.\*
5. Team leaders encourage everyone to lead changes in order to improve the work we do.
6. We all play a leadership role in our teams in this organisation.\*
7. We all listen to each other's views so we can best lead this organisation.\*
8. Leadership in teams is shared rather than the responsibility of only one person.

### Response scale

Strongly disagree = 1, Disagree = 2, Somewhat agree = 3, Agree = 4, Strongly agree = 5.

### Scoring

Calculate an overall score for collective leadership by averaging item responses across all eight items (or, in the case of using the shortened version, all four items).



## Chapter 9

### Assessing compassionate partnership working across boundaries

Michael West and AffinaOD have developed a multi-dimensional survey to assess partnership working across boundaries. This examines nine dimensions listed below (along with examples of items from the questionnaire):

#### *Shared vision and values*

1. There is a clear, shared vision for our work in the partnership.
2. We have taken the time to carefully agree a set of partnership values to guide our work together.

#### *Roles and teamworking*

1. Partnership members are committed to achieving the partnership's goals.
2. There is good leadership in this partnership.

#### *Frequent positive contact*

1. We meet regularly to review our objectives and our progress.
2. There is a lot of face-to-face interaction between key people in the partnership.

#### *Long-term commitment*

1. There is a strong sense that we are in this partnership for the long term.
2. We plan a long way ahead together, not just for the short term.

#### *Conflict management*

1. We identify potential conflicts between us quickly and openly.
2. Conflict does not tend to linger in the partnership.

#### *Mutual support*

1. We are strongly focused on how we can help each other in this partnership.
2. Members of the partnership do not just focus on what they can get out of it for their organisations.

### *Trust*

1. Those in the partnership act with integrity in their dealings with each other.
2. We can rely on members of this partnership to do what they commit to.

### *Innovation*

1. The way the organisations in the partnership work together is readily changed in order to achieve the vision.
2. The methods we use to achieve the vision are often discussed.

### *Compassion*

1. People in the partnership are very compassionate towards each other when they face problems.
2. People in the partnership are quick to help each other when they are under pressure.

This tool is subject to copyright (Michael West and AffinaOD).

For more information see: <https://www.affinaod.com/> or contact

Dr Thomas West, Lecturer of Leadership in Healthcare and Occupational Psychology within Health Sciences at the University of Southampton (T.H.R.West@southampton.ac.uk).

## Chapter 10

### Measuring team innovation and positivity

#### Team innovation

An eight-item measure that can be used for assessing team innovation in teams, groups, departments, or organisations.

1. This team is always moving toward the development of new answers.
2. Assistance in developing new ideas is readily available.
3. This team is open and responsive to change.
4. People in this team are always searching for fresh, new ways of looking at problems.
5. In this team we take the time needed to develop new ideas.
6. People in the team co-operate to help develop and apply new ideas.
7. Members of the team provide and share resources to help in the application of new ideas.
8. Team members provide practical support for new ideas and their application.

#### Response scale

Strongly disagree = 1, Disagree = 2, Somewhat agree = 3, Agree = 4, Strongly agree = 5.

#### Scoring

Calculate an overall score for team innovation by averaging item responses across all 8 items.

#### Team positivity

This 12-item measure provides a simple measure of the affective climate in a team, group, department or organisation.

1. Team members willingly provide support for each other.
2. Team members complain about the contribution of other team members.
3. Team members celebrate the team's achievements.
4. Team members are cynical about the team's work.
5. Team members celebrate each other's achievements.
6. Team members express doubts about the team's ability to succeed.

7. Team members are enthusiastic about the team's vision.
8. Team members dwell on failures and difficulties.
9. Team members encourage each other to succeed.
10. Team members talk about the obstacles they see at work.
11. Team members joke and laugh together.
12. Team members talk about their wish to leave the team.

### **Response scale**

Strongly disagree = 1, Disagree = 2, Somewhat agree = 3, Agree = 4, Strongly agree = 5.

### **Scoring**

- Sum the totals across all team members for answers to the positive items (1, 3, 5, 7, 9, 11) and divide by six (the number of items).
- Sum the totals across all team members for answers to the negative items (2, 4, 6, 8, 10, 12) and divide by six (the number of items).
- Divide these two figures by the number of people who completed the questionnaire and you can then use this information to assess the climate for positivity in your team.

Average scores for each of the two dimensions will be between 1 and 5.

### **Interpretation**

The overall ratio of reported positive to negative features in your team indicates the likely health and effectiveness of your team now and in the future.

- An average positivity score of four and above suggests your team is generally highly positive and likely to be optimistic, effective, innovative, and cohesive.
- An average positivity score of 3 or below suggests low levels of optimism, cohesion and efficacy, and this will affect team performance and team member health and well-being negatively.
- An average negativity score of 3 or above suggests a high degree of cynicism and pessimism and an expectation of team failure. This will have a negative impact on team member health and well-being as well as on team performance.

The Team Positivity tool was developed by Michael West. You may also wish to use other evidence-based diagnostic tools such as the AffinaOD Real Team Profile+ or the AffinaOD Team Performance Inventory (<https://www.affinaod.com>).

## Chapter 11

### Measuring self-compassion

Kristin Neff offers a very helpful and free questionnaire to assess self-compassion with scores on dimensions of self-kindness, self-judgment, common humanity, isolation, mindfulness, over-identification and an overall score. For full details of how to use the questionnaire and receive an online interpretation go to:

<https://self-compassion.org/test-how-self-compassionate-you-are/>

1. I'm disapproving and judgmental about my own flaws and inadequacies.
2. When I'm feeling down, I tend to obsess and fixate on everything that's wrong.
3. When things are going badly for me, I see the difficulties as part of life that everyone goes through.
4. When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world.
5. I try to be loving towards myself when I'm feeling emotional pain.
6. When I fail at something important to me, I become consumed by feelings of inadequacy.
7. When I'm down and out, I remind myself that there are lots of other people in the world feeling like I am.
8. When times are really difficult, I tend to be tough on myself.
9. When something upsets me, I try to keep my emotions in balance.
10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.
11. I'm intolerant and impatient towards those aspects of my personality I don't like.
12. When I'm going through a very hard time, I give myself the caring and tenderness I need.
13. When I'm feeling down, I tend to feel like most other people are probably happier than I am.
14. When something painful happens, I try to take a balanced view of the situation.

15. I try to see my failings as part of the human condition.
16. When I see aspects of myself that I don't like, I get down on myself.
17. When I fail at something important to me, I try to keep things in perspective.
18. When I'm really struggling, I tend to feel like other people must be having an easier time of it.
19. I'm kind to myself when I'm experiencing suffering.
20. When something upsets me, I get carried away with my feelings.
21. I can be a bit cold-hearted towards myself when I'm experiencing suffering.
22. When I'm feeling down, I try to approach my feelings with curiosity and openness.
23. I'm tolerant of my own flaws and inadequacies.
24. When something painful happens, I tend to blow the incident out of proportion.
25. When I fail at something that's important to me, I tend to feel alone in my failure.
26. I try to be understanding and patient towards those aspects of my personality I don't like.

Kristen Neff also provides a range of questionnaires on self-compassion that researchers can use, including the self-compassion scale, scales for youths, self-compassion short forms, and a measure of state self-compassion (self-compassion in the moment).

<https://self-compassion.org/self-compassion-scales-for-researchers/>