Measuring the Post-Training Effectiveness of New Training Programs: A Study on *DIKLAT* PIM Reformer Model

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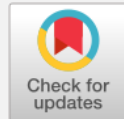and Johan Fahri *** [iD]

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ABSTRACT

Studies have shown indications of performance improvement due to a training program. In the public sector, this program is highly expected to impact how the officers can demonstrate their capacity to perform their duties well. This program includes a new leadership education and training program called DIKTLAT PIM Model Reformer. This study was aimed at contextually examining the effectiveness of this new model of a training program. This study demonstrated how the basic rule (Regulation of the Head of State Administration Agency Number 13 of 2013 concerning Guidelines for Organizing Level IV Leadership Education and Training) on post-training evaluation was conducted. This current study's novelty lies in its use of the grounded theory method as an evaluation approach for post-training effectiveness. This current study used the Grounded Theory Method (GTM) and focused on alumni training at the Municipality of Tidore Islands, North Maluku, Indonesia. The results indicated several aspects identified and defined by the alumni concerning the new training program model. The aspects include effectiveness and efficiency improvement, competency measures, leader morality and professionalism, teamwork, source financing, and performance evaluation. This current study enabled its basic regulation on measuring the effectiveness of the training program—DIKTLAT PIM Model Reformer. Future studies are also proposed to overcome this study's weakness.

1. Introduction

Mondy & Noe (1990) states that human resource development is a planned and sustainable management effort to improve worker competence through training, education and development programs. Increasing the competence of human resources for State Civil Servants through education and training can help State Civil Apparatuses develop various skills and innovations in running their organization. Education and training also provide opportunities for civil servants to learn and develop to improve organizational performance, create a positive work environment, and motivate and retain existing employees. In addition, there is also an increase in the competence of the creative State Civil Apparatus, which makes innovations so that the implementation of regional organizations is effective and higher in efficiency and productivity. This is in line with regulation number 5 of 2014 concerning State Civil Apparatus describes the development in article 70, paragraph 2, namely that development includes education and training, seminars, courses and upgrades.

"There are two main objectives in education and training programs to increase competence. Education and training are carried out to close the gap between the skills or abilities of civil servants and positions. The two programs are expected to increase the efficiency and effectiveness of civil servant's work in achieving work goals, which has been determined" (Handoko, 2012, p. 103).

Sigala (2011) states that education and training needs will be successful if the process of filling needs with proper education and training. The need is to meet the lack of knowledge and improve skills or attitudes, each of which vary, which are then classified into three, namely the need to meet current demands, the need to fulfill other positions, and the need to meet the demands of change.

In line with the development and implementation, Leadership Training and Education have changed patterns and methods which emphasize improving the training quality, efficiency and effectiveness. Changes in the implementation of the new leadership training pattern since the issuance of Regulation of the Head of the State Administration Agency Number 10-13 of 2013 and its implementation began in 2014. Meanwhile, the implementation of leadership training and education with the old pattern learning method is based on the Regulation of the Head of the State Administration Agency Number 540-541 of 2001, which is now considered irrelevant to the development and needs of the organization.

The goals and objectives of organizing Leadership Training and Education for State Civil Apparatuses are to develop leadership competencies for structural officials who will carry out their duties, responsibilities and functions within their respective organizational environment. Thus, organizing leadership training and education aims to produce civil servants who can lead in structural positions. Thus, organizing leadership training and education aims to produce civil servants who can lead in structural positions. The ability to lead is manifested by their ability to lead changes in their work unit. This change is realized if the structural official can determine the area and focus of change and then influence and mobilize the stakeholders to support the change.

In line with the goals and objectives above, the details of competency development that will be built in the leadership training and education are leadership competencies, namely the ability to plan agency activities and lead the successful implementation of these activities, which is shown by the ability to 1. build character and attitude-behavior integrity following laws and regulations and the ability to uphold public ethics, adhere to values, norms, morality and be responsible in leading their institutional units; 2. Make plans for the implementation of agency activities; 3. Collaborating internally and externally in managing organizational duties

towards the effectiveness and efficiency of implementing agency activities; 4. Making innovations per their respective duties to realize a more effective and efficient implementation of activities; and 5. optimizing all potential internal and external resources of the organization in implementing the policy strategy of its agency units.

Gibson et al. (1985, pp. 27-30) view the concept of organizational effectiveness from three perspectives: individual, group, and organizational effectiveness. Individual effectiveness emphasizes the implementation of individual duties and responsibilities as workers of an organization. The success of individual achievement is closely related to working in groups because individuals working in an organization must be directly related to the group. Group effectiveness focuses on the performance that groups of workers can give. In this context, the individual is also a "teamwork" where a task must be done as a group, not individually. And organizational effectiveness is an accumulation of individual and group effectiveness. This effectiveness can exceed the amount of individual and group effectiveness, meaning that the organization can obtain a higher level of achievement than the number of individual achievements.

Even Gomes (2000, p. 209) states that "in measuring the effectiveness of a training program, it can be evaluated based on the information obtained at five levels", among others: reaction, learning, behaviors, organizational results, cost effectivity. Reactions are to find out the participants' opinions regarding the training program. After attending the training, the participants are asked how satisfied they are with the training as a whole, with the speakers, the material presented, its content, the materials provided, and the training environment (room, rest time, food, air temperature). Learning finds out how far the participants have mastered the concepts, knowledge and skills provided during the training, usually done by conducting written tests (essays or multiple choice), performance tests and simulation exercises. Behaviors assessed by the participants before and after training can be compared to determine the level of influence of training on changes in their performance. Organizational results test the impact of training on the workgroup or organization. Data can be collected before and after training based on criteria for productivity, turnover, absences, accidents, complaints, quality improvement, client satisfaction and the like and cost effectivity aims to determine the number of costs spent on training programs and whether the costs for the training are small or large compared to costs arising from problems experienced by the organization.

Every year Staffing and Human Resources Development Agency of Tidore Islands City always conducts a study on the need for education and training for structural officials within the scope of the City of Tidore Islands by planning, budgeting and implementing Leadership Training and Education in stages through the Apparatus Resources Development Sector to meet the need for increased human resource capacity, namely through the scheme prioritize structural officials who have long held positions and have good performance, who then receive recommendations from their superiors, as mandated in Law Number 5 of 2014 concerning State Civil Apparatus in article 70 paragraph 1 that; Every State Civil Apparatus employee has the right and opportunity to develop competencies (Republik Indonesia, 2014).

Evaluation of the Leadership Training and Education alumni should be carried out, namely by measuring the performance through the organization of each Leadership Education and Training alumni organization which is not limited to seeing the output in the form of a Leadership Education and Training certificate from the Organizing Institution as a sign of graduation but also measuring the performance of alumni in each work unit.

Schermerhorn (2005) explains that performance is the quality and quantity of the achievement of good tasks performed by individuals, groups and organizations. Siagian (2003)

states that performance is the result achieved by someone effectively and efficiently. Based on this understanding, it can be understood that performance is the work achieved by employees personally and in an organization through the implementation of tasks following a full sense of responsibility.

Meanwhile, Prasetya (2000) explains performance as the result of a worker's work, a management process or an organization where the work results must be shown concrete evidence and can be measured by predetermined benchmarks. Mangkunegara (2004) explains that performance (achievement) results from work in quality and quantity achieved by employees in carrying out their duties following their responsibilities.

Manullang (1992) defines performance as an outcome achieved by employees who complete their work tasks effectively and efficiently. Gibson et al. (1985) argues that employee performance is the work achieved by a person concerning his position in the organization.

Government Regulation Number 46 of 2011, article 1, paragraph 3 defines "work performance (performance) as the work achieved by civil servants in organizational units following employee work goals and behavior".

Researchers also saw that alumni experienced several events after the implementation of Leader Education and Training, such as alumni who were transferred between Local Apparatus Work Unit, alumni who received promotions, and alumni change projects that are still being implemented until now. Still, there are also alumni change projects that are only implemented at the time running training activities. Regarding the above phenomena, the researchers felt the need to research to measure the success of the activities and to what extent the Leader Training and Education benefit the local government of the City of Tidore Islands.

As stated by Mathis & Jackson (2001, p. 193), "evaluation of education and training is to compare the results after training on the goals expected by the organization, trainers and training participants". This is because training is done too often without measuring and evaluating. It is a waste because training requires a lot of time and money.

Besides, this study is also in response to some early studies, such as those by Budiati (2016). It would be different in terms of the object of the Leadership Education and Training alumni. It needs to be studied to measure the success of Leadership Training in the Local Government of Tidore Islands City.

Other similar studies were conducted by Asnofidal (2018) and Mutaqin (2020). However, this research aims to examine the effectiveness of the training that is contextually grounded based on the alumnus's current conditions. In other words, the use of grounded theory was a distinguished point that differed this research from the other previous studies.

From the description of the background above, the main problem of this study is How Effective is the Implementation of Regional Government Leadership Training? In this case, the research location is in the City of Tidore Islands.

2. Research Methodology

The implementation of this research used a descriptive qualitative approach. According to Lincoln, as cited in Gunawan (2017, p. 86) explains that "qualitative research is research that aims to build ideographical knowledge so that it tends to be done not to find laws and not to make generalizations, but to make in-depth explanations (extrapolation) of these objects".

The researcher is an employee at the Staffing and Human Resources Development Agency of Tidore Islands City, who is in charge of the Apparatus Resource Development Sector, one of the tasks of the Development Sector's tasks is carrying out Level II, III and IV Leadership Education and Training. This issue was studied using a qualitative approach because the

researcher felt he could gather information from informants who were alumni of the Leadership Education and Training Center.

Qualitative research with interactive methods will focus on, First, the effectiveness of post-implementation Leadership Education and Training for Leadership Education and Training alumni in the local government of the City of Tidore Islands. This case study was carried out separately and in different timeframes, on the same focus of the problem, activity or program and can be a valuable input for the future implementation of Leadership Education and Training in the City of Tidore Islands. Second is the extent to which the Staffing and Human Resources Development Agency of Tidore Islands City utilizes Leadership Education and Training alumni in government administration.

This study will be carried out at the Tidore Islands City Government in an organizational unit with Leadership Education and Training alumni. After the secondary data collection stage, the organizational unit to be visited will be determined. The explanation of data included in secondary data will be explained in the following subsections.

The time needed for this study was 4 (four) months, starting in April 2020 - August 2020. To obtain data, this study used data sources:

1) Secondary Data

Secondary data is collected from second-hand or other sources that were available before the research was conducted (Silalahi, 2010). Secondary data are data obtained from library data. Secondary data in this study were obtained using library research and displayed in the form of spoken or written words that researchers observed and objects observed in detail so that the meaning implied in the document could be captured. The secondary data is the list of Leadership Education and Training alumni.

2) Primary Data

Researchers use observations or interviews in primary data collection. The source of the data is called the informant, the person who responds to or answers the researcher's questions through written or oral questions (Moleong, 2011),

To answer the problems and general conditions proposed in this study, researchers used three techniques: document study (secondary data), in-depth interviews and observation (primary data). Document study is a data collection technique by looking at physical evidence in data collection such as Leadership Education and Training alumni documents, and in-depth interviews are data or information collection techniques where a person talks to another person or a group of people and observes directly in the field where Leadership Education and Training alumni work.

The interview questions employed five main indicators for measuring the effectiveness of *DIKLAT-PIM* Reformer. Those questions were 1) How far do you feel after attending the Leadership Training? 2. From these benefits, what changes do you feel after attending the Leadership Training? 3. What is the desire to make changes in your agency upon completion of this Leadership Training? 4. From the benefits mentioned above, what performance improvements do you feel? 5. From the benefits and changes you mentioned earlier (above), do you feel the impact on the performance of your institution's organization? And 6. What do you think of the costs incurred personally with the benefits that are felt today?

3. Results and Discussion

The City of Tidore Islands in the number of State Civil Servants in the Regional Government of Tidore Islands City, totaling 3,829 consisting of 1,661 Structural personnel and

2,168 Functional personnel. The number of State Civil Apparatus holding structural positions was 729. The researcher then collected secondary data from related agencies, listing the alumni to serve as informants for further activities.

Table 1. Recapitulation of *DIKLAT PIM* Reformer Model Alumni of Tidore Islands City Government

Number of Alumni of Level II Leadership Education and Training	Number of Alumni of Level III Leadership Education and Training	Number of Alumni of Level IV Leadership Education and Training
21 Alumni	70 Alumni	30 Alumni

The Staffing and Human Resources Development Agency of Tidore Islands City

The data can be checked in the field. To get good informants, the researcher identifies by not entering the names of reformer leader education and training alumni who have entered retirement age or have retired. These alumni have transferred out of the city government. Tidore Islands to make it easier for researchers to find informant sources. Alumni of the Leadership Education and Training Center for the City of Tidore Kepulauan consisting of alumni of the Level II, III, and IV Leadership Education and Training from 2014-2019, totaling 121 alumni.

To make it easier for researchers to get Leadership Education and Training alumni informants, the researchers set a limit on the number of alumni to represent at each level: alumni of the Level II Leadership Education and Training Program as many as two people, Alumni of Level III Leadership Education and Training as many as four people and Alumni of Level III Leadership Education and Training as many as 2. So that all levels of Leadership training alumni are represented as informants in this study.

The reduction process carried out by the researcher at the time of the study found six categories of 6 questions. Five questions originating from Regulation of the Head of State Administration Agency Number 11-13 of 2013 concerning Guidelines for Organizing Leadership Education and Training, contained in point D regarding post-training of leadership education and training evaluation so that evaluation is carried out to be a means of measuring and assessing the achievements of the results of Leadership Training activities carried out objectively so that the level of success of leadership education and training can be determined. Question number 6 comes from the development results when the researcher conducts research.

Table 2. Suitability of the Questions and the Findings of the Six Categories

Interview Questions (drawing from Regulation of the Head of State Administration Agency Number 11-13 of 2013)	Findings--Identified Categories					
	(1) Improved Effectiveness and Efficiency	(2) Competency Level	(3) Morality and Professionalism	(4) Teamwork	(5) Negotiating source of funding	(6) Performance Evaluation
1. How far do you feel after attending the Leadership Training?			√			
2. From these benefits, what changes do you feel after attending the Leadership Training?		√				
3. What is your desire to change your agency upon completing this Leadership Training?						√
4. From the benefits mentioned above, what performance improvements do you feel?				√		
5. From the benefits and changes you mentioned earlier (above), do you feel the impact on the performance of your institution's organization?	√					
6. What do you think of the costs incurred personally with the benefits that are felt today?					√	

Table 2 shows the analysis results between the description of the effectiveness of post-implementation reformer education and leadership training and the findings. In Regulation of the Head of State Administration Agency Number 11-13 of 2013 concerning the Guidelines for the Implementation of Leadership Education and Training, it states that 5 points are taken to measure the effectiveness of the implementation of education and training or to evaluate the performance of Leadership Education and Training alumni in the organization (Lembaga Administrasi Negara, 2013a, 2013b, 2013c), by measuring:

1) Utilization Rate of Training alumni in structural positions

This point is formulated as a research interview question: 'How far do you feel after attending the Leadership Education and Training?' The question aligns with the researchers' findings during interviews and data processing, which is found in category 3, Morality and Leader Professionalism, where alumni feel a change in attitude and behavior and perform the task professionally following pos demands of doing the work as State Civil Apparatus, as has been implemented while attending leadership education and training. That all participants will comply with the rules of training that have been established by the training institution

stipulated in each implementation.

2) The development of the changes that have been implemented

This point is formulated as a research interview question:' From these benefits, what changes do you feel after attending the Leadership Training?' The question is in line with the researchers' findings when conducting interviews and data processing, found in Category 2, namely Competency Size. About wanting to make changes to the agency. With the implementation of education and leadership training, all participants can give birth to independent work related to daily work or following the main tasks and functions in the organization. This work will also prove that the participant has completed the training process.

3) The development of the changes that have been implemented

This point is then formulated as a research interview question 'What is the desire to make changes in your agency upon completion of this Leadership Education and Training? From that question, researchers found during interviews and data processing that it is Category 6 on Performance Evaluation. After attending education and training, one of the important tasks is providing input to the organization. Because with Leadership Education and Training, participants are taught how to see the problem comprehensively. That is, by reviewing many activities that have been carried out by conducting performance evaluations, both the work that has been done and the activities that are being carried out at each stage.

4) Improved level of performance of individual alumni

This point is formulated as a research interview question: 'From the benefits mentioned above, what performance improvements do you feel?' The above question, during the research in the interview and data processing phase, researchers found Category 4: Teamwork. Teamwork or cooperation is a much-needed thing in carrying out duties and responsibilities in government organizations. each State Civil Apparatus already has a job based on the description of the job analysis, which is the result of analyzing the needs of each organization. So that prospective leaders or alumni of Leadership education and training are required to move their resources to create a comfortable work atmosphere and a full sense of responsibility to generate cooperation and cooperation in every activity of the organization.

5) Improved level of performance of alumni organizational unit agencies

This point is then formulated as a research interview question 'From the benefits and changes you mentioned earlier (above), do you feel the impact on the performance of your institution's organization?' The process of processing data from the above questions is found in category 1, Increase in Effectiveness and Efficiency. In line with the findings that lead to the benefits of change and impact on the organization. This is in line with implementing the leadership education and training reformer model that promotes changes in the work system, creating innovations that prioritize effective and efficient work in the organization.

6) Training Funding

Question number 6 is a question that researchers develop when conducting research. Education activities and leadership training are activities that cost a lot of money. Both from government agencies and participants independently. Being considered and considered important according to researchers, then goes into interview questions. From the above problems, the researchers formulate questions such as 'What do you think of the costs that have been incurred personally with the benefits that are felt today?'

The interviews and data processing findings showed that category five is about Training Financing. Education and education activities model reformer that the local government of Tidore Islands City has always carried out. Most of the education costs are fully financed by the Tidore Islands City Budget, in this case being at the Staffing and Human Resources Development Agency of Tidore Islands City as the technical institution of the activity management, based on the organization's main tasks and functions. Development activities through education and training are activities that require great financing. Technical agencies in managing such activities are expected to consider utilization for the organization.

Hence, leadership education and training activities conducted by the Tidore Islands City Government have been very useful personally and organizationally. The field researchers' findings prove that all alumni feel the benefits, which is very helpful, especially in daily tasks.

The improvement in effectiveness and efficiency as an impact of training has been extensively discussed in the literature and recent studies (Obi-Anike & Ekwe, 2014; Khan & Islam, 2014). However, limited recent studies have paid attention to the impact of a leadership training program on improving effectiveness and efficiency. This current study refreshes early studies (Shafie et al., 2013; Sogunro, 1997) on the importance of training, even at the individual and interpretive level, in improving individual effectiveness and efficiency in performing their jobs. This is expected to be accumulated as organizational effectiveness and efficiency.

Next, the identified category on how to measure the effectiveness of *DIKLAT-PIM* is the level of competency. Nonetheless, not many recent studies (Thomas et al., 2018; Siengthai, 2015). discussed how a leadership training program impacted the increase of competencies. The studies also lack exploring how a leadership training program affects the level of competency at the individual level.

The findings suggest that the increase in morality and professionalism can notice the effectiveness of *DIKLAT-PIM*. Although the literature mostly discusses ethics and professionalism (Taichman et al., 2012; Thomas et al., 2018; Zuidema & Duff, 2009), this current research firmly asserts that morale is the main category of ethics. Studies have shown that morale is the core of ethics (Mouradian & Huebner, 2007; Kuczewski et al., 2003). Hence this current research argues that by possessing a high level of morality, individual professionalism will increase too. In other words, this current research strengthens the discussions on how morality and professionalism are consequential effects. *DIKLAT-PIM* should be measured for its effectiveness by assessing them, importantly when measuring morality and professionalism at the individual level.

In terms of teamwork, this category was found to measure the effectiveness of *DIKLAT-PIM*. This finding becomes crucial as, and at the individual level, the training program is expected to foster a sense of belonging and working together as a team. In other words, a leadership training program such as *DIKLAT-PIM* should be able to elevate teamwork skills. Recent studies are still discussing this, including the program's content that should include those teamwork skills (Ingelssont et al., 2020; Lehner, 2020; Kourtesopoulou & Kriemadis, 2020). This indicates the importance of teamwork skills in the training and how this set of skills should be demonstrated as a part of the leadership style. This research again proved this significant at the individual level and was generated through various subjective interpretations.

Furthermore, the finding concluded that accessing funding for attending and participating in *DIKLAT-PIM* was a negotiation skill, specifically negotiating sources of finance. This leadership training program is new as the trainee needs to have a change action (PROPER, *Program Perubahan*). This is also the reason to label the trainee as a Reformer because (s)he is expected to have reform something within the system through their PROPER. This PROPER

needs sufficient funding from their institution. The training candidate will likely negotiate limited funding during a fiscal year.

In a broader view, the finding of this current research claims that negotiation skills are also an element that should be used to measure the effectiveness of *DIKLAT-PIM*. Until recently, studies still show that negotiation skills should be gained from a leadership training program (Jeschke et al., 2017; Levine et al., 2015; Tsoh et al., 2019). In other words, this current research contributes to the discussion on the importance of negotiation skills, especially at the individual level of a potential trainee who will access limited funding.

The last category generated from this research was performance evaluation. At the individual level, *DIKLAT-PIM* has expected the alumni to be able to evaluate their performance and others'. In other words, the effectiveness of *DIKLAT-PIM* should be measured through the ability to self-evaluate the performance. Recent studies are still concerned about this (Hurwitz & Hurwitz, 2020; Lou et al., 2018; Seidle et al., 2016). This current study then demonstrates its contribution to the extant literature by providing an interpretative result on how important self-evaluation is for alumni performances.

By elaborating how the findings place on the recent discussions in the literature, this current research offers a preposition—a middle-range theory of measuring the effectiveness of *DIKLAT-PIM*—as follows.

The effectiveness of DIKLAT-PIM can be measured through the increase of the effectiveness and efficiency in performing the job description, the increase of competency, the improvement in morality and professionalism, negotiating sources of funding for training and development for oneself and others, and the ability to perform an honest self-evaluation.

The proposition is then followed by a proposed model that can be tested on many of the alumni of *DIKLAT-PIM*. The proposed model uses a t-test to examine the different responses before and after attending the training. The differences will be analyzed in each identified category and the total in both conditions—before and after. The differences will notify the effectiveness of *DIKLAT-PIM*.

Table 3. Proposed t-test model based on the identified categories

	Before DIKLAT PIM	After DIKLAT PIM
Improved Effectiveness and Efficiency	?	?
Competency Level	?	?
Morality and Professionalism	?	?
Teamwork	?	?
Source of Financing	?	?
Performance Evaluation	?	?

Furthermore, those six identified categories should be used to compare between two groups. In other words, the proposed t-test can also be used in an experimental design study by comparing the results from the two groups. These groups will be those who happen to attend *DIKLAT-PIM*. However, Group A will be a group of those who just finished attending *DIKLAT-PIM*; Group B will be those who finished attending *DIKLAT-PIM* for some time and received promotions.

Table 4. Proposed Analysis for Experimental Design

t-test for Group A	t-test for Group B

4. Conclusion

Based on the results of research conducted by measuring how effective leadership education and training implementation pattern reformer. It can be summed up according to the results that researchers have described in the previous discussion on these findings based on the analysis of data; namely, there are six categories—improved effectiveness and efficiency, competency level, morality and professionalism, teamwork, negotiating for the source of funding, performance evaluation.

These identified categories were then examined on how they were in line with: the benefits of leadership training are related to the findings in category (3)—morality and professionalism. The changes experienced after attending education and leadership training are related to the findings in the category (2)—competency level. The experienced changes are initiated after completing education and leadership training concerning the findings in the category (6)—performance evaluation. Performance improvement felt after education and leadership training is related to the findings in category (5)—teamwork. The impact of the changes felt on the performance of post-education organizations and leadership training of these findings is related to the findings in the category (1)—increased effectiveness and efficiency. And self-financing and the benefits were seen after attending the Leadership Training. These findings were related to the category (5)—negotiating the funding source.

Two major contributions from this current research can be drawn. First, the proportion with regards to measuring the effectiveness of *DIKLAT-PIM* Reformer. This proposition leads to the second contribution, which is a proposed model for measuring the effectiveness of the training. A simple t-test is proposed to be used where those six identified categories will be used to see the difference before and after attending the training. This simple test also suggests examining the difference between a group of alumni who just completed the training and those who finished it after a certain period.

The proposed model to test the effectiveness also indicates a limitation of this current research. As qualitative research, the findings are generated from a limited number of participants, and therefore it has an issue with generalizability. The suggestion for testing on both groups also showed another limitation of this research. The participants had ended *DIKLAT-PIM* for some time and had promotions. As a result, by subjectively analyzing, the participants tended to have positive sentiments on how *DIKLAT-PIM* contribute to their careers. Future studies then need to overcome the after-mentioned limitations.

5. Acknowledgment

6. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest concerning this article's research, authorship, and/or publication.

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