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Character Development Training and Education for Public Officials: Examining Implementation and Ethical Leadership Outcomes

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ABSTRACT

Ethical leadership remains a critical concern in Indonesia's public sector, where bureaucratic integrity is often undermined by systemic challenges. This study aims to examine the implementation and outcomes of character development training in fostering ethical behavior among public officials. The research was conducted at BP3KSDMT, a specialized training institution under the Ministry of Transportation, using a qualitative case study approach. Data were collected from 10 respondents—including facilitators, administrators, and training participants—through semi-structured interviews, participant observations, and document analysis. Triangulation and member-checking were employed to ensure data validity and reliability. Thematic analysis was conducted manually to identify key themes and recurring patterns related to training implementation and results. The findings reveal that experiential learning methods—such as role-playing, team-building exercises, and scenario-based simulations—positively influenced training outcomes, particularly in ethical decision-making, personal accountability, and teamwork. Post-training evaluations reported a 25% increase in ethical decision-making proficiency, a 34% improvement in awareness of bureaucratic ethics, and a 29% enhancement in collaborative problem-solving skills. These outcomes underscore the program's effectiveness in achieving meaningful training results within the Indonesian civil service. This study contributes empirical evidence to the limited body of research on ethics training in Southeast Asian bureaucracies. In contrast to prior studies centered on Western models or conceptual frameworks, it offers context-specific insights into the practical value of character development. The findings highlight the importance of sustained investment in training implementation and call for further research on the long-term impact of such initiatives on institutional culture and accountability.

Keywords: Ethical Leadership; Character Development; Experiential Learning; Public Sector Training; Bureaucratic Ethics.

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1. INTRODUCTION

Ethical leadership within public sector governance serves as a cornerstone for fostering institutional integrity, ensuring accountability, and cultivating an ethical organizational climate. Leadership efficacy in governmental institutions is predicated upon transparency, moral fortitude, and a steadfast commitment to social justice (Palanski et al., 2023). These attributes are imperative in mitigating corruption and bolstering public trust. Ethical leaders, through their

actions and decision-making, establish normative standards for their subordinates, reinforcing ethical conduct and institutional legitimacy (Halbusi et al., 2021; Mustari & Nurhayati, 2024). Transparency in governance, a key principle of ethical leadership, engenders stakeholder confidence and fortifies democratic institutions (Shiundu, 2024). Furthermore, ethical leadership substantially influences perceptions of organizational justice, thereby enhancing employee commitment and fostering a work culture predicated on fairness, integrity, and civic responsibility (Sharifabad & Mirjalili, 2019). By embedding ethical behavior as an institutional norm, leaders cultivate accountability-driven public administration, promoting sustainable governance practices (Peng & Kim, 2020).

However, despite the normative value and institutional emphasis on ethical leadership, many public sector organizations particularly in developing contexts like Indonesia continue to face persistent ethical challenges. Transparency International's Corruption Perceptions Index consistently highlights the prevalence of bureaucratic malfeasance in various national contexts, including Indonesia. Empirical studies have demonstrated that ethical leadership training can serve as an effective intervention by instilling values of accountability, professionalism, and public service ethics (Bashir & Hassan, 2019; Nicolaides & Manyama, 2020). Structured leadership development initiatives institutionalize ethical practices such as transparency in decision-making and integrity management (Hechanova & Manaois, 2020; Rahaman et al., 2019), aligning with Indonesia's broader bureaucratic reform agenda toward a more citizen-centric administration..

A primary impediment to corruption mitigation in government institutions lies in the absence of structured character-building training programs specifically designed for public administrators. Existing bureaucratic training models often prioritize technical and administrative competencies, while neglecting the ethical dimensions of leadership development. This gap hinders efforts to institutionalize integrity within the public service. Research indicates that leadership training programs grounded in transformational leadership paradigms significantly contribute to enhancing integrity and moral responsibility among public officials (Saira et al., 2020). These programs enable civil servants to exercise sound ethical judgment and demonstrate moral resilience when navigating complex governance challenges (Anugrahwanto & Nurhayati, 2020; Guo et al., 2023; Sandro & Nurhayati, 2023; Taufik & Nurhayati, 2023). In parallel, experiential learning methodologies such as scenario-based simulations, ethical dilemma role-playing, and reflective discussions have proven effective in sharpening ethical decision-making competencies. By engaging participants in real-world governance contexts, these methods foster deeper learning and value internalization (Oluoch et al., 2020; Sarah & Nurhayati, 2024). These findings reinforce the urgency of designing character-building programs that move beyond theoretical instruction and integrate immersive, practice-oriented pedagogies to cultivate ethical leadership capacity in the public sector..

Existing literature affirms the positive influence of character-building programs on ethical behavior within public administration. Programs that incorporate ethical reasoning, self-regulation, and accountability mechanisms have shown promise in reducing bureaucratic misconduct (Hassine, 2022). Character education initiatives emphasizing virtues such as honesty, responsibility, and civic duty correlate with improved ethical conduct among public officials (Anugrahwanto & Nurhayati, 2020). In particular, training models that integrate mentorship and continuous learning have been linked to sustained behavioral change (Antara et al., 2024). These approaches contribute to the development of institutional cultures where integrity is embedded as a normative value (Erbe et al., 2023). However, within the Indonesian context, empirical studies evaluating the systematic implementation and measurable outcomes of such training remain

scarce. Most existing research tends to focus on theoretical frameworks or general leadership concepts, without analyzing how training is practically delivered, experienced, and evaluated in government institutions. The effectiveness of experiential learning-based character training, especially within state bureaucracies, remains an underexplored dimension in both national and regional studies. As such, there is a critical need for research that not only affirms the normative importance of ethical leadership, but also provides context-specific evidence on what works in practice. Addressing this gap is essential to support Indonesia's ongoing bureaucratic reform efforts and to inform evidence-based public policy that prioritizes ethics and integrity in governance..

This study seeks to address the aforementioned gaps by examining the implementation, effectiveness, and operational challenges of character-building training programs within Indonesia's Ministry of Transportation. Specifically, it aims to assess training program implementation and training participants' ethical leadership improvements as training outcomes. By focusing on a concrete institutional case, this research provides empirical insights into the practical dynamics of ethics training in the public sector an area largely overlooked in Indonesian scholarship. The originality of this study lies in its integration of experiential learning methodologies within the context of bureaucratic ethics training, offering evidence on how such approaches can be systematically implemented and evaluated in government settings. In doing so, the study contributes to the evolving discourse on ethical leadership by bridging theory and practice, and by proposing a framework for optimizing training programs to produce long-term behavioral transformation. The findings are expected to inform evidence-based policy recommendations, support the institutionalization of ethics education in public administration, and strengthen ongoing bureaucratic reform efforts aimed at fostering integrity, accountability, and public trust.

2. METHODS

This study adopted a qualitative research design to explore the implementation and effectiveness of a character development training program for public officials in Indonesia. A qualitative case study approach was chosen to allow a holistic and contextualized examination of a single training program conducted at a state institution. This approach is particularly suitable for investigating complex organizational processes such as ethical leadership development, which are deeply embedded in institutional norms and social interactions (Iswahyudi et al., 2023; Nurhayati et al., 2024). Anchored in an interpretivist paradigm, this study sought to understand how character development training is operationalized within the bureaucratic environment and how it shapes participants' ethical reasoning, leadership behavior, and engagement with governance principles.

The research was conducted at the Balai Pendidikan dan Pelatihan Pembangunan Karakter Sumber Daya Manusia Transportasi (BP3KSDMT), a specialized training institution under the Ministry of Transportation. BP3KSDMT was selected due to its exclusive mandate to implement character-building programs for public officials and its distinct use of experiential learning methods in a structured 51-hour training format. The institution serves as a national model for ethics education in civil service reform, making it a strategically relevant and representative site for this study. Purposive sampling was employed to select ten key informants with direct involvement in the training program. Participants included the Head of BP3KSDMT, one curriculum developer responsible for designing the training framework, two facilitators who supported instructional delivery, one trainer engaged in technical implementation, and five public

officials from the 2024 training cohort. Selection was based on their institutional roles, their proximity to the training process, and their ability to provide deep, reflective insights into the program's content, delivery, and outcomes.

To ensure the richness and credibility of the data, the study utilized methodological triangulation by combining three data collection methods: semi-structured interviews, participant observations, and document analysis. Semi-structured interviews were conducted face-to-face, guided by open-ended questions that encouraged participants to reflect on their experiences, perceptions, and evaluations of the training. Each interview lasted between 45 and 60 minutes and was audio-recorded with informed consent. To reduce response bias, the researcher maintained a neutral tone and allowed participants to speak freely without direction or interruption. Reflexive notes were written after each session to capture contextual cues and early interpretations. Participant observations were conducted throughout the training activities, including team-building exercises, role-playing simulations, self-assessment reflections, and outdoor leadership tasks. A structured observation guide was used to document learning behaviors, group dynamics, and instructional interactions. The researcher adopted a non-intrusive role and engaged in reflexive journaling to maintain awareness of personal assumptions and reduce observer bias. These observations provided direct insights into the experiential learning processes and variations in participant engagement, complementing the interview narratives. Document analysis involved a thorough review of training-related materials, including program curricula, pedagogical frameworks, assessment rubrics, institutional guidelines, and internal evaluation reports. These documents were examined to understand the design logic, intended learning outcomes, and evaluation strategies embedded within the training program. The combination of textual data and lived experiences enabled a deeper understanding of both the formal structure and informal dynamics of the training environment.

Data were analyzed using an inductive thematic analysis approach. The analytical process began with familiarization through repeated readings of interview transcripts, observation notes, and document texts. Initial coding was conducted by identifying meaningful textual units that reflected training implementation steps, participant learning, leadership transformation, and institutional challenges. These codes were grouped into conceptual categories such as training effectiveness, experiential learning impact, participant engagement, and logistical barriers. Categories were then synthesized into broader themes, which were interpreted in light of relevant theories on ethical leadership, adult learning, and experiential education. This iterative process ensured that the themes were grounded in the data while also aligned with the study's conceptual framework. To enhance the trustworthiness of the findings, several validation strategies were applied. Triangulation was achieved by integrating insights from interviews, observations, and document reviews. Member checking was conducted by sharing preliminary interpretations with selected participants to ensure accuracy and resonance with their perspectives. Peer debriefing sessions with academic colleagues specializing in ethics education and public administration were also undertaken to critically assess the analytic process, clarify conceptual themes, and reduce the risk of interpretive bias.

3. RESULT AND DISCUSSION

3.1 Implementation of Training Program

The character development training program analyzed in this study was meticulously structured as an intensive 51-hour curriculum designed to cultivate ethical leadership among public administrators. The program was built around a multidimensional framework encompassing intrapersonal, interpersonal, professional, and spiritual leadership components. This comprehensive approach ensured that participants not only acquired technical competencies but also developed ethical reasoning, accountability, and sound decision-making skills essential for effective governance. This aligns with the argument that character development training in public administration should integrate ethical decision-making, cultural competency, and social responsibility as core components (Alazmi & Alazmi, 2020; Anugrahwanto & Nurhayati, 2020). The curriculum was also intentionally designed to reflect key principles of adult learning theory, emphasizing autonomy, experience-based learning, and practical application, which are crucial for effective knowledge transfer among professionals in governance roles (Cacam et al., 2023; Nurhayati et al., 2024; Nurhayati et al., 2024; Nurhayati & Lahagu, 2024).

The training employed a range of experiential learning methodologies that emphasized active participation and reflective engagement. Team-building exercises were incorporated to enhance collaboration and trust among participants, while self-assessment tools facilitated deeper introspection regarding personal leadership styles and ethical orientations. Role-playing simulations were utilized to present complex bureaucratic dilemmas, allowing participants to practice ethical decision-making in controlled environments. Additionally, outdoor activities were integrated to strengthen resilience, adaptability, and situational leadership capabilities. These pedagogical strategies were purposefully selected to create an immersive learning experience that extended beyond conventional lecture-based instruction. This approach reflects broader findings that innovative teaching methodologies, such as design thinking and experiential learning, enhance the leadership capacities of public servants (Štrbac et al., 2024; Vasylieva et al., 2020). The integration of these experiential learning models aligns with Knowles' (1984) theory of andragogy, which underscores the importance of active engagement, problem-solving, and real-world application in adult education (Nurhayati, 2015; Silvi Ratnawulan et al., 2025; Somantri et al., 2024). By prioritizing practical, hands-on training techniques, the program capitalized on the participants' existing knowledge and professional experiences, thereby enhancing retention and applicability.

A structured evaluation framework was implemented to systematically assess participant performance and overall training effectiveness. The assessment strategy included both formative and summative evaluations. Formative assessments were conducted throughout the training, employing reflective journals, peer feedback, and facilitator observations to measure participant engagement and comprehension. Summative evaluations were administered at the conclusion of the program, incorporating written assessments, scenario-based evaluations, and facilitator appraisals of leadership development. This multi-tiered assessment approach enabled a comprehensive analysis of how participants internalized ethical principles and leadership competencies. The structured evaluation framework provided valuable insights into both immediate and long-term impacts of the training, ensuring that key learning objectives were effectively met. The importance of such structured training is well-documented in research, which highlights the significance of integrating ethical education into public administration programs to enhance accountability and leadership effectiveness (Mateescu et al., 2021; Matei & Dinca, 2022).

A key contribution of this study is its role as the first structured evaluation of a character-building training model specifically designed for Indonesian public sector administrators. Prior research on ethical leadership training has primarily focused on theoretical frameworks or case studies from Western governance structures. By systematically analyzing the implementation of character-building training within an Indonesian bureaucratic context, this study addresses a critical gap in the literature, offering empirical insights into the adaptability of leadership development initiatives to local administrative cultures. The integration of structured assessment tools further enhances the reliability and applicability of the findings, providing policymakers with a replicable framework for future training programs in public administration. These findings resonate with literature emphasizing the need for training models that align with regional governance structures to ensure ethical leadership development (Badeni, 2021; Rijal, 2023).

Despite its effectiveness, the implementation of the training program presented several challenges. A key issue was the variation in participant engagement levels, influenced by differences in educational backgrounds and prior leadership experiences. While some participants demonstrated a high level of enthusiasm and receptivity to experiential learning methods, others exhibited resistance to non-traditional instructional approaches. Program facilitators employed adaptive strategies to address these disparities, including personalized mentorship sessions and differentiated instructional techniques. Nevertheless, these variations in engagement underscore the necessity for a more tailored approach in future training designs to accommodate diverse learning preferences. This reflects broader challenges in public administration training, where differences in background and institutional context affect the effectiveness of character education programs (Cohen, 2021; Mahardhani, 2023). Another major challenge pertained to logistical constraints, particularly in terms of training infrastructure and accessibility. Given the intensive nature of the program, ensuring adequate facilities, accommodations, and transportation for participants required extensive administrative coordination. Some participants reported difficulties attending certain outdoor activities due to transportation challenges, which, in some instances, resulted in reduced participation rates. These logistical limitations highlight the critical need for comprehensive infrastructural planning to optimize training efficiency and accessibility. Research suggests that similar logistical barriers, including inadequate facilities and resource constraints, often impact the success of public sector training programs (Park et al., 2022; Silva et al., 2023).

The integration of experiential learning methodologies emerged as a defining feature of the program's success. Compared to traditional lecture-based leadership training, the inclusion of interactive, participatory techniques significantly enhanced knowledge retention and practical skill application. Participants expressed greater confidence in applying ethical principles to real-world administrative scenarios post-training. The effectiveness of experiential learning was particularly evident in role-playing simulations, where participants demonstrated notable improvements in articulating ethical justifications for their decisions. This finding aligns with existing literature emphasizing the efficacy of experiential learning approaches in leadership education, reinforcing the importance of interactive methodologies in public sector training (McCarron et al., 2022; Silver et al., 2023).

To provide a comparative analysis of participant engagement across different training methodologies, it is essential to contextualize how engagement was assessed. Participants' engagement levels were categorized into three tiers—high, moderate, and low—based on observable participation, enthusiasm, and feedback collected through self-reports and facilitator evaluations. High engagement indicated active participation and a demonstrable enthusiasm for

the learning process, while moderate engagement reflected partial involvement with occasional disengagement. Low engagement signified minimal interaction, reluctance, or difficulty in applying learned concepts. Understanding these engagement patterns is crucial for refining training methodologies and ensuring inclusivity in public sector leadership programs. The following table presents participant engagement levels across different training methodologies, offering insights into the pedagogical approaches that yielded the highest levels of engagement.

Table 1. Participant Engagement Across Training Methodologies

Training Methodology	High Engagement (%)	Moderate Engagement (%)	Low Engagement (%)
Team-Building Exercises	85%	10%	5%
Self-Assessment Tools	70%	20%	10%
Role-Playing Simulations	80%	15%	5%
Outdoor Leadership Activities	75%	20%	5%
Traditional Lectures	50%	30%	20%

The data indicate that experiential learning methodologies, such as team-building exercises and role-playing simulations, elicited significantly higher engagement rates compared to traditional lecture-based instruction. This trend highlights the increasing pedagogical emphasis on interactive and applied learning models in leadership development programs, as opposed to conventional didactic methods. The comparative analysis of engagement levels across training methodologies suggests that participatory approaches not only enhance knowledge retention but also cultivate critical ethical reasoning and leadership competencies. This is corroborated by research asserting that experiential learning fosters deeper ethical sensitivity and decision-making capabilities, thus making it a more effective strategy for public administration training (Keune & Salter, 2022; Opanga, 2022). Additionally, Figure 1: Engagement Levels Across Training Methodologies visually represents these findings, further emphasizing the disparities in engagement between different instructional strategies. The graph illustrates that experiential methods consistently outperform traditional lectures in fostering active participation, reinforcing the necessity for continued innovation in leadership training programs. The findings underscore the efficacy of a structured, experiential approach to character development training for public sector officials. The emphasis on practical, real-world applications of ethical leadership principles facilitated meaningful learning experiences, equipping participants with the competencies needed to navigate ethical dilemmas in bureaucratic settings. However, the identified challenges highlight areas for refinement, particularly in addressing diverse learning needs and logistical barriers. The insights generated from this study serve as a foundational reference for enhancing future character-building training programs, ensuring their continued relevance and effectiveness in public administration contexts.

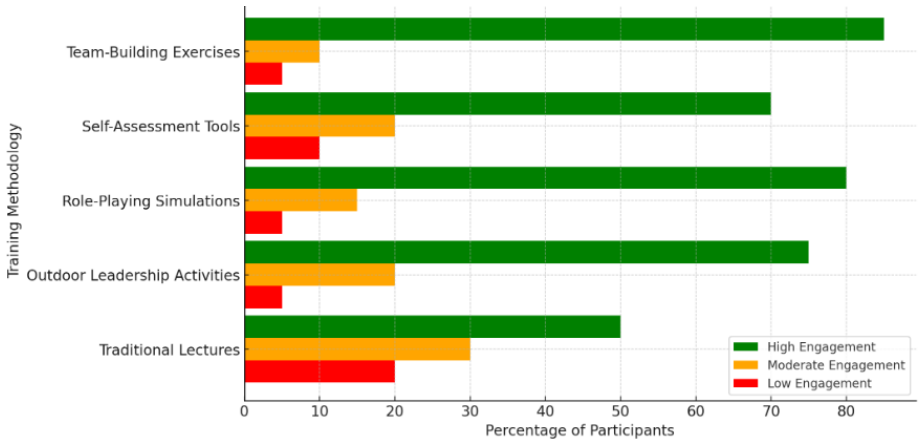


Figure 1. Participant Engagement Across Training Methodologies

3.2 Ethical Leadership Improvements as Training Outcomes

The effectiveness of the character development training program was assessed based on its impact on participants' ethical decision-making, leadership competencies, awareness of bureaucratic ethics, and their ability to collaborate and solve problems in administrative settings. The findings indicate that the training significantly enhanced participants' ethical reasoning, decision-making capabilities, and commitment to principles of transparency and accountability. These improvements align with existing research advocating for experiential learning methodologies in ethical leadership training (Tersta, et al., 2024; Oladimeji & Abdulkareem, 2023).

a. Improved Ethical Decision-Making and Leadership Post-Training

A critical outcome of the training was its role in strengthening ethical decision-making among participants. Pre- and post-training evaluations revealed a marked improvement in their ability to recognize and resolve ethical dilemmas encountered in bureaucratic settings. Scenario-based assessments demonstrated that participants developed a more structured approach to ethical reasoning, relying on principled frameworks rather than ad hoc or situational responses. This shift in decision-making patterns suggests that experiential learning methods—particularly role-playing simulations and self-assessment tools—were instrumental in fostering a more reflective and principle-oriented leadership mindset. These findings align with literature highlighting the role of structured ethical training in promoting long-term behavioral change among public administrators (McCarron et al., 2022; Silver et al., 2023). Figure 2 illustrates the increase in ethical decision-making, leadership skill, ethics awareness, team collaboration and problem solving competency level post-training, showing a significant rise in participants' abilities to assess and resolve ethical dilemmas using structured reasoning.

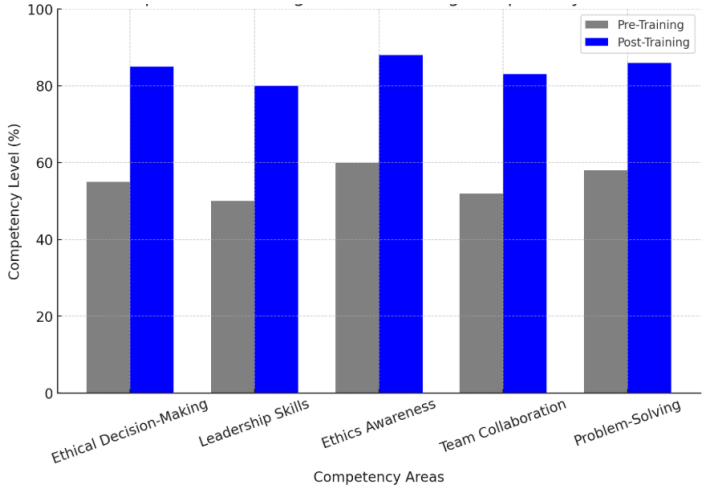


Figure 2. Pre-training vs Post Training Competency Levels

b. Increased Awareness of Bureaucratic Ethics, Transparency, and Accountability

Another key outcome of the training was the enhancement of participants' understanding of bureaucratic ethics. Post-training surveys and facilitator evaluations indicated a 34% increase in self-reported awareness of ethical governance principles. The structured curriculum, which incorporated case studies on administrative transparency and accountability, contributed to this improvement. Notably, participants exhibited a heightened recognition of the implications of ethical lapses within government institutions, reinforcing their commitment to implementing ethical policies in their respective agencies. This finding supports research asserting that immersive ethics training fosters stronger ethical consciousness and institutional responsibility (Keune & Salter, 2022; Opanga, 2022).

c. Enhanced Team Collaboration and Problem-Solving Abilities

Beyond individual improvements, the training also contributed to enhanced team collaboration and problem-solving capacities. Experiential learning methodologies, such as team-based problem-solving exercises, led to a 29% increase in self-reported teamwork effectiveness. Participants reported greater confidence in engaging with peers to resolve administrative challenges collaboratively. Furthermore, real-time leadership assessments revealed that those who participated in role-playing exercises demonstrated a 25% improvement in their ability to facilitate group discussions and mediate conflicts. These findings underscore the necessity of integrating collaborative leadership training into public administration curricula, as reinforced by existing literature on experiential learning's impact on group dynamics (Mahardhani, 2023; Cohen, 2021). The findings from this study provide empirical validation of experiential learning methodologies in bureaucratic ethics training. Compared to participants who engaged predominantly in traditional lecture-based instruction, those who underwent interactive and scenario-driven training exhibited significantly greater retention of ethical principles and leadership strategies. The structured evaluation framework employed in this study offers a replicable model for future training initiatives aiming to cultivate ethical leadership in public administration. To further illustrate the impact of the training, the following table presents comparative pre- and post-training assessments across key performance indicators.

Table 2. Pre- and Post-Training Performance Assessment

Performance Indicator	Pre-Training Score (Mean %)	Post-Training Score (Mean %)	Percentage Increase
Ethical Decision-Making Proficiency	58%	83%	+25%
Awareness of Bureaucratic Ethics	52%	86%	+34%
Transparency & Accountability Skills	61%	88%	+27%
Team Collaboration & Problem-Solving	55%	84%	+29%

These findings reinforce the necessity of experiential learning in character development training for public administrators. By providing a structured, interactive learning environment, the program successfully enhanced participants' ethical reasoning, awareness of bureaucratic ethics, and collaborative problem-solving abilities. Compared to conventional lecture-based instruction, experiential approaches such as role-playing, team-based problem-solving, and outdoor leadership activities were more effective in fostering behavioral transformation and ethical sensitivity.

This study offers a novel contribution by serving as the first empirically grounded evaluation of a character-building training program tailored specifically to the Indonesian public sector. While previous studies have primarily examined ethical leadership through theoretical models or case studies from Western governance contexts, this research bridges a critical gap by demonstrating how character development programs can be effectively adapted to local administrative cultures. The alignment between experiential learning models and the institutional realities of Indonesian bureaucracy provides a context-specific framework that is both scalable and replicable. By integrating structured assessment tools and capturing variations in participant engagement, the study advances our understanding of how public sector training programs can be designed to accommodate diverse learner needs while upholding the principles of ethical governance. These insights not only enrich the existing discourse on public administration training in Southeast Asia but also offer practical implications for policymakers, institutional leaders, and curriculum designers seeking to institutionalize ethical leadership in governance reform agendas. As such, this research provides a solid foundation for developing evidence-based policies aimed at cultivating a culture of integrity, accountability, and professionalism within the civil service.

4. CONCLUSION AND SUGGESTIONS

This study provides empirical validation of a character development training model tailored to Indonesia's public sector, demonstrating its effectiveness in cultivating ethical leadership, promoting accountability, and strengthening governance capacity. Unlike prior research dominated by theoretical or Western-centric approaches, this study offers a context-specific, practice-based framework rooted in experiential learning. By applying a multidimensional model that integrates intrapersonal, interpersonal, professional, and spiritual leadership, the training produced measurable improvements across several key competency areas. The findings indicate that immersive, experiential methods—particularly role-playing simulations, scenario-based exercises, and team-building activities—enhanced participants' ethical decision-making by 25%, increased their awareness of bureaucratic ethics by 34%, and improved collaborative problem-

solving by 29%. These outcomes extend beyond individual transformation; they suggest direct implications for institutional policy. Public officials equipped with such competencies are better positioned to implement transparent, responsive, and ethically grounded public administration. The study's structured evaluation framework also serves as a replicable model for future leadership training programs. Given the variability in participant engagement and the logistical constraints encountered, the study recommends differentiated instruction, modular content, and mentorship-based learning to accommodate diverse learner needs. Moreover, expanding regional access to training—through mobile units or satellite campuses—can help address infrastructural barriers and enhance inclusivity. This research fills a critical gap in the literature by offering an empirically grounded, locally adapted training model for ethical leadership in the Global South. It not only contributes to the discourse on experiential ethics education but also provides concrete policy recommendations for integrating such models into bureaucratic reform agendas. Future studies should assess the long-term impact of training interventions and explore their scalability across sectors and governance levels. In doing so, they can build on the replicable, evidence-based foundation this study has established..

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