

TOPIC

Qualitative Methods

Qualitative Evaluation Methods and Procedures

Richard A. Krueger

Book Review

Thomas W. Valente:

The Evaluation of Communication Programs

Wolfgang Neurath

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Klaus Zinöcker

Preface

I am quite convinced that discussions on evaluation methods are – in principle – rather contemplative. The way control groups are set up, the method that was chosen to demonstrate process effectiveness - these are topics that are, for many people (even in the R&D community) as interesting as the Dutch championship in ski jumping.

For me it is interesting to see how spirits change, when we discuss the scopes and limits of qualitative versus quantitative methods. People get involved and debates often become heated.

This newsletter is in fact not a contribution to an embittered discussion, but a constructive and interesting insight on the scopes and limits of qualitative evaluation methods and procedures. This newsletter should contribute, that policy makers and evaluators are respectful of both qualitative and quantitative methodology.

Richard A. Krueger, former president of the American Evaluation Association AEA, shares with us these insights in qualitative research as well as about the people who are involved in this kind of research. In conclusion, he says, that “the popularity of certain methods rise and fall, but there are certain things we can do to assure the quality of qualitative research: Know the limitations of our methods and use what is appropriate, work with others to improve our qualitative research skills, develop good questions and test them ahead of time, involve others to increase use, remember to use your

best social skills when conducting qualitative research—respect, empathy and humor help, and, finally, let participants know what happens as a result of their sharing.”

At this point, please notice, what the Plattform postulates in its standards: The necessity of multiple research methods and a balance of qualitative and quantitative methodology (due to the fact that quantitative information alone cannot usually provide an adequate basis for strategic-political decisions).

Wolfgang Neurath provides us with a book review on Thomas W. Valente’s “The Evaluation of Communication Programmes”, a manual in evaluating health communication campaigns. The book, says Neurath, is a comprehensive guide to the frameworks, theories, methods, procedures, and techniques used to evaluate health promotion programs. It is a very useful step-by-step introduction to evaluation, ranging from an exploration of the context of evaluation to a toolbox for researchers with software, links to more in-depth information and questionnaires. “The book links a high theoretical standard with a practical approach that can easily be adopted in everyday work” and should be interesting for those who work with (the evaluation of) communication programs in the field of research and technology policy, too.

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Richard A. Krueger, PhD

Qualitative Evaluation Methods and Procedures

I've had the opportunity to conduct qualitative research for over 30 years. I've had the chance to use a variety of method for gathering and analyzing data. I've written reports and had to defend those reports. Over the years I've developed several observations about qualitative research that I'd like to share with you today. These seven insights are about qualitative methodology as well as about the people who are involved in the research.

1. SOME PEOPLE DON'T BELIEVE IN QUALITATIVE RESEARCH — AND PROBABLY NEVER WILL

Some researchers, policy makers and academics are skeptical of qualitative research and they are unlikely to change their minds. For these individuals the scientific method is clear and precise. It consists of control groups, random selection and quantitative, objective measurement. It is a view of science that others consider to have formidable limitations and the potential for error.

One case in point that is occurring in the USA at this time is the national educational initiative of the Bush administration called "No Child Left Behind." This program places heavy emphasis on testing and retesting children to determine academic progress and then providing rewards and sanctions to schools based on the

performance of their students. The US Department of Education has proposed a very limited concept of what type of research is credible and worthy of use. Researchers who apply for federal monies to conduct research face a competitive process with the most "worthy" research proposals receiving federal monies. The most favored forms of research are random, control experiments. Qualitative research is at the bottom of the list.

It is interesting to note that the uproar that occurred when these funding criteria were announced. Social scientists, educational professionals, evaluators and researchers were troubled by this approach and argued strongly that the criteria be changed. There was a small group of evaluators who defended the criteria policy, but their arguments were narrowly focused and there was a perception that they were promoting their own interests.

One might wonder why the Bush administration is advocating this policy when it draws such strong opposition from the research community. Perhaps one reason is the simplicity allure of quantitative methods in that it produces seemingly clear and straight-forward answers. Educational policy is a complex endeavor and qualitative methods tend to reinforce and add to that complexity. When top policy makers want simplicity and easy answers that compares one treatment to another or compares one school to another, it is logical that they might turn to easy methods of quantitative comparison.

It is my observation that professional associations and societies in most fields of education and social science support multiple research methods and are respectful of both qualitative and quantitative methodology. A small number of professional evaluators cling to the notion that quantitative methods are

superior, but clearly the vast majority of American evaluators support and endorse both qualitative and quantitative methods.

Over the years I've learned how important it is to be thoughtful and careful about responding to criticism. The procedures of qualitative research are different in a number of respects and qualitative research should not be judged by quantitative research criteria. Articles for professional journals and refereed papers at professional meetings are sometimes evaluated by researchers who are not familiar with the standards of good research. Qualitative researchers need to explain how their efforts are both systematic and verifiable---criteria that are also widely accepted by their quantitative colleagues. One of the difficulties is that qualitative research is a mystery to many people. The qualitative researcher faces the challenge of carefully documenting his or her effort, using established protocol, being systematic in their research, and always being mindful of the limitations of their research.

2. CRITICISM OF QUALITATIVE RESEARCH IS NEEDED — BUT OFTEN THE WRONG THINGS ARE SEEN AS LIMITATIONS

We teach researchers to be open to criticism and to be skeptical of their methods. This quality helps us learn from others and to constantly improve the quality of our work. Over the years I've sought out criticism of qualitative research in general and of focus group research in particular. I'd like to share with you some observations about the criticisms of focus group research.

The first observation is that much of the criticism has been vague and trivial. The criticisms are often based on hear-say or limited research. For example, a writer will criticize focus group research because in one study it produced inadequate results. Or,

consider this logic. In one controlled study focus groups were compared to individual interviews and the focus groups didn't yield additional data, so therefore focus groups were considered not efficient. Those conducting the study never took into consideration that the topic, the participants, or the environment might influence the outcome. Criticism that is cited in journals and books varies greatly, and too often it is poorly done, regularly uses faulty logic and often fails to consider alternative explanations.

Another problem is that focus groups are plagued by false maxims that have come to be accepted as truth, but are more likely only true in a narrow range of situations. For example, focus group professionals often believe that repeat participants should be avoided, that focus group participants should not know each other, or that focus group participants might be biased by knowing the sponsor of the study. These maxims are sometimes valid and should be seen as suggestions to review how they might impact a particular study.

Still another type of criticism is that a researcher will point out a shortcoming of focus group research and then argue that they have a solution to the problem. They have developed some type of propriety system, survey, instrument, or strategy that alleviates the problem and overcomes the weakness of focus group research. Their solution, naturally, is available only by paying a price. To me the critical factor is whether the "new and improved" strategy is well described and transparent or whether it is only available to those who are willing to pay. It is understandable that within our capitalistic system entrepreneurs would seek to obtain profit from creative ideas and hard work. But it

is distasteful and borderline unethical to exaggerate the weaknesses of the status quo in order to profit from a product that is only marginally better.

I suggest that we raise the level of criticism to areas that ought to be discussed, but are largely neglected. I am a supporter of focus group research, but as with all research methodology, there are some major weaknesses. For example, one of factors critical to success is good questions. Too often focus group questions are hastily developed without careful thought to alternatives. The questions are at the heart of the study and ought to demand far more time in developing than what is currently being used. Another concern is too many participants in the focus groups. Groups with 10 or 12 participants, which are common in American market research, are just too large for complex issues in the academic, governmental or non-profit sectors. These large focus groups result in superficial comments because participants don't have time to discuss questions in depth. Another concern is the danger of group thinking and mental ruts. Groups have a tendency to lock in on fewer alternatives and, unless the moderator recognized this and takes corrective action, the results are limited. Another limitation in focus group research that receives limited attention is the danger of inadequate analysis. Those who commission or use focus group results may be unaware of these analytic limitations.

It would be nice to shift our criticism from the trivia items to those that really depict quality or present serious threats to the quality of focus group results. Let's move the dialog to a higher level.

3. QUALITATIVE RESEARCH IS HARDER THAN ONE THINKS

One of the intriguing features about qualitative research is that it often seems easier than it really is. Interviewing, focus groups and observation seem so effortless when done by a skillful researcher. These tasks seem intuitive and similar to tasks that we routinely do—watching things, listening to others and talking to people. But what makes qualitative research so difficult is that the researcher must be prepared, must focus full attention to critical areas of interest, and must use a disciplined set of skills. In any form of research, whether it be qualitative or quantitative, we are concerned about the quality of the research instrument. When we think of the instrument we often envision a survey, a questionnaire, or perhaps an organizational database. The quality of the instrument is directly related to the quality of the analysis. In qualitative research the instrument is the researcher—the person conducting the interview or doing the observation. If that researcher is not mentally ready to listen or to observe then the ability to capture data is limited and the quality of the data is diminished. Interviewing requires a discipline to hold back on your personal views and skill in getting reluctant individuals to share their opinions. It has been my observation that some people have a natural affinity for interviewing. They are able to put others at ease, they ask good questions, develop rapport, listen attentively and document carefully. And there are others who just cannot do this task. They are too nervous or rigid and the conversation is stifled or they get too involved in the conversation and begin to share their own views or disregard data that doesn't neatly fit into the researcher's paradigm.

We need to give more thought to the importance of skills in qualitative research. Skill

is developed by experience, coaching and corrective feedback. If you are the researcher and you want to enhance your skills, seek out a mentor to help you improve. Take on qualitative assignments and hone your skills. I am continually amazed at the number of graduate students who use interviews as the methodology for their dissertation and this is the first actual time where they have played the role of a research interviewer. I encourage students to find opportunities to practice the skills of interviewing. You can learn a little by reading and you can learn a little by watching others. But the greatest learning is actually conducting the interviewing yourself and getting feedback from colleagues and participants.

4. GOOD QUESTIONS ARE CRITICAL

Poor questions yield poor data and no amount of analysis can compensate for poor questions. Here are some features of good questions.

Good questions are well thought out. The questions are clear and unidimensional. The questions use appropriate language and avoid jargon and terms unfamiliar to the participants. These questions are tested first with researchers and then later with participants to ensure that they clearly express the intent of the researcher.

Good questions are sequenced or focused. This is a distinctive feature of the focus group interview. The questions are intentionally sequenced so that they focus on or lead up to the most important question. This is done in order to allow participants to become well grounded in the topic of discussion and to collect their thoughts. Memory is retrieved in stages and the sequence of questions helps improve the recall of focus group participants.

Good questions are straight-forward and can be simply stated. Complicated, multi-part

questions are often confusing and don't work well in group conversations.

Good questions are conversational. Avoid dichotomous questions and phrase your questions so that they invite conversation and allow for a range of viewpoints.

Good questions are anchored in actual experiences. We often use "think back" questions to let people know that we want discussion about actual experiences as opposed to theoretical or philosophical points of view. We find that this emphasis on concrete experiences keeps the discussion honest and based on reality as opposed to an ideal or what they might like their reality to be.

Good questions lend themselves to analysis. For every question in the focus group, the researcher should think about how the question will be analyzed. Questions are purposeful and deliberate, and not merely to evoke discussion. Questions should yield answers that are important in the study. Too often questions are included that are unneeded, unimportant or impossible to analyze.

Good questions allow individuals to express themselves in multiple ways. Some people are comfortable with responding orally to questions, but others might appreciate alternative strategies. For example, some like to write down their answers before they speak, some like to express themselves visually through diagrams or pictures, others like to respond to objects, examples or other cues. The researchers might use a variety of strategies to allow individuals multiple ways to express themselves.

5. IF YOUR GOAL IS TO HAVE RESULTS USED AND APPLIED, THEN INVOLVE OTHERS.

For several decades evaluators had been concerned that evaluation results are often unused. Evaluators invest a considerable amount of effort in preparing the evaluation, only to discover later that the report was ignored. Professional evaluators often discuss how to increase the likelihood that their reports will be used.

One of the major discoveries is that evaluation results had greater use if stakeholders invested their time and effort in the study. Traditionally, evaluation was conducted by experts and the prevailing wisdom was that special knowledge and training were required to conduct the study. Some evaluators began inviting others to help with the study. Sometimes the extra hands were needed, other times the helpers had special knowledge, contacts or experiences that enriched the study. Those involved were of many types. Sometimes they were the staff within an organization, but other times they were community volunteers, or others who were concerned about the topic and were willing to lend a hand.

In our experience with focus group research we found that local residents have special talents and contacts that enhance the studies. These individuals help us plan the study, recruit participants, moderate focus groups, analyze results and report findings. Often these individuals have unique rapport within the community and the participants trust these local individuals more than the professional evaluators. Over the years we have helped scores of communities and organizations by training, mentoring and coaching local individuals to conduct focus group studies. These studies have often been

community-related topics such as teenage use of drugs, alcohol, or tobacco, needs assessment for communities or organizations, or for strategic planning or social marketing purposes.

But what is most interesting about our experiences is the commitment that the volunteers develop for the study. Those who are involved in the studies become advocates for using the results. They share the results in formal and informal environments. They talk to community leaders and encourage adoption of the results. It is amazing what a small group of dedicated, like-minded citizens can do. It is the chance to work together on a focus group study that brought them together and we find that they are much more effective than professional evaluators in getting the results used.

Over the past decade there has been continued discussion and writing on involving others in the evaluation and the strategy can take on many forms. It is sometimes called action research, empowerment evaluation, participatory evaluation or other labels as well, but the concept is simple. Let others become involved and let the evaluator serve as a trainer, coach, cheerleader and mentor. It is not a strategy that should be used in every situation, but it is very effective when your goal is to get local people to actually use the results.

6. HOW YOU TREAT PEOPLE INFLUENCES THE RESULTS

After doing qualitative research for many years I've discovered an important lesson: How you treat people influences the results. People are social creatures and sensitive to their environment and the people around them. A number of factors can influence the willingness of individuals to talk and share their insights.

Let me review some of the factors that might influence this disclosure.

The immediate environment is critical. Do they feel they are in a permissive and non-threatening situation? The researcher needs to create a safe place to talk and to be thoughtful about social pressures to conform or to say socially correct things. When we plan for locations for focus group interviews we often think about where our target audience might naturally go when they talk about the issue. Institutional offices and buildings can be intimidating and instead we seek out neutral and friendly environments such as homes, community meeting rooms, or restaurants. One-way mirrors, which are common in market research focus groups, are often intimidating and threatening when talking about personal issues such as family health or organizational morale.

Food helps. We have found that food improves the focus group. It signals to the individuals that you appreciate and value their presence. Food builds bonds and helps people become comfortable with each others. It doesn't seem to matter whether it is an entire meal, a light snack or just treats. What matters is that you are providing them with something that demonstrates your thoughtfulness and appreciation.

One of the challenges for the focus group moderator is to develop a trusting relationship with the participants. If participants are skeptical, frightened or apprehensive about the discussion they will hold back on their comments, or they might change the emphasis on the points they wish to make. We've tried to establish a trusting relationship between the moderator and the participants that we hope will produce candid and forthright sharing of information. The moderator must be sincere,

welcoming and provide sufficient information to begin the discussion. Small factors such as eye contact or smiles can be important in developing this rapport.

Throughout the conversation the moderator must be an active and respectful listener. The moderator might personally disagree with what is being said, but withholds comment. Appreciative listening and sincere efforts to seek out all opinions from participants are critically important.

7. PEOPLE APPRECIATE SOMEONE WHO LISTENS

Over the years we've discovered an interesting fact about qualitative research. Those who participate in interviews, and especially in focus group interviews, appreciate that someone has listened to them. Perhaps it is because organizations and institutions have a difficult time communicating the fact that they want to listen. The public expects answering machines and recorded messages instead of interacting with a real person. The public is often skeptical that anyone important looks over comment forms. So it is in this light that focus groups have unique potential. In the focus group environment the participants tell us that they feel honored, appreciated and that someone really is interested in their viewpoint.

Perhaps it is that the questions being asked are carefully considered and planned before they are asked. And perhaps it is that the moderator looks as the speaker and takes notes and records the comments. This process conveys the impression that this is serious business that someone is really concerned and is paying attention.

Interestingly, when people leave the focus group we often hear comments from participants who express their appreciation for the chance to share their views and admiration to the sponsoring organization for taking time to listen.

We've also discovered that there is an interesting expectation that develops in this process of listening. When people share their thoughts in a focus group and especially when there seems to be some consensus of thought, the participants expect that something will happen as a result of the conversation. They don't realize that this is often a research effort, and not an action effort. Those who conduct the study might want to consider how they convey the results back to those participating in the focus groups. These final reports review the findings and indicate what next steps might be taken by those conducting the study. When working on public or non-profit topics we recommend that you automatically offer participants a copy of the findings. We suggest preparing a shortened version of the report that can be shared along with a letter thanking participants for their involvement in the study.

In conclusion, the popularity of certain methods rise and fall, but there are certain things we can do to assure the quality of qualitative research:

- Know the limitations of our methods and use what is appropriate.
- Work with others to improve our qualitative research skills.
- Develop good questions and test them ahead of time.
- Involve others to increase use.

- Remember to use your best social skills when conducting qualitative research - respect, empathy and humor help.
- Let participants know what happens as a result of their sharing.

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Wolfgang Neurath

Book Review: Valente: "The Evaluation of Communication Programms"

THE EVALUATION OF COMMUNICATION PROGRAMS

**A manual by Thomas W. Valente in
Evaluating Health Communication
Campaigns, Oxford University Press 2002**

At first glance the book seems highly specialized, but there are at least three reasons for evaluators in the field of research and technology to be interested in this book. Every research and technology program is in some way or other related to communication campaign aspects. The idea of changing behaviors and values has played a significant role in research and innovation programs. Public awareness campaigns, which aim at triggering behavioral changes, are an integral part of research and innovation programs. The players involved are forced to promote new and innovative programs or to attract new target groups for already well-established programs. Most of the institutional actors try to raise the awareness for research and innovation topics.

The book also provides a good introduction to the framework of "diffusion of innovation" and its application in the evaluation process.

Furthermore, most of the frameworks, theories, methods and procedures can also be applied to evaluation in other fields. For Valente "evaluation refers to the systematic application of research procedures to access the conceptualization, design, implementation, and

utility of intervention programs. It is used to determine which programs have been effective and how they achieved that effectiveness thus enabling researchers to plan and implement more effective programs in the future." (p. 4.)

Who is Thomas W. Valente? Dr. Thomas W. Valente is the director of the Master of Public Health program and an associate professor in the Department of Preventive Medicine in the Keck School of Medicine. He worked for the Johns Hopkins University School of Public Health before. He is presently teaching health communication, program evaluation, and network analysis. His main research interest is understanding health-related behavior through mathematical and network models using empirical studies and computer simulations.

Valente has conducted research on substance abuse prevention and treatment programs. He is also interested in the evaluation of communication programs designed to promote health-related behavior. To find more about his research you can go to his website: <http://www-hsc.usc.edu/%7Etvalente/>.

First I would like to give you an overview of the book and then focus on two topics, i.e. intervention strategies and behavioral change theory.

The book is divided into three sections. The first addresses pre-program topics such as strategic planning, specification of goals and objectives, and framework and theories that guide the process. Part II deals with topics such as data collection techniques, sample selection, sample size calculation, data management, data cleaning, scale creation, and data analysis. Part III focuses on the calculation of program effects and their interpretation and dissemination. The

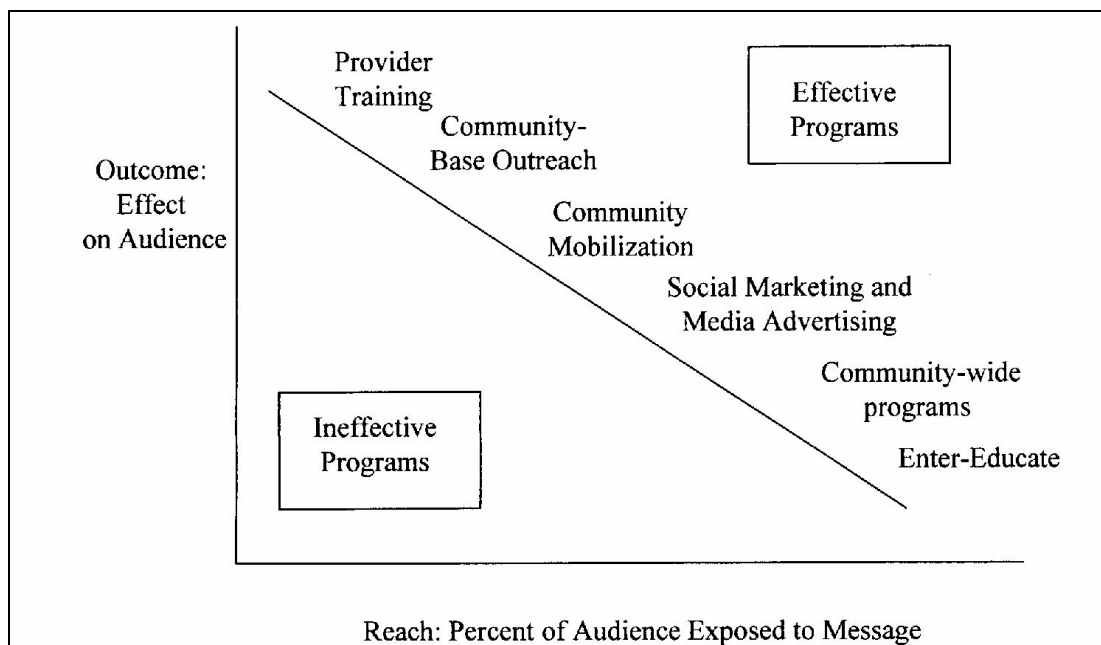
final section presents examples of statistical analysis used to assess program outcomes.

INTERVENTION STRATEGIES

In communication campaigns you must decide which communication strategy to place in your campaign portfolio. The players also have to select which strategies they use in communicating with different target groups. At the same time the condition under which strategies are applied must be taken into

account. Valente describes eight strategies, which represent a hierarchy of interventions from small to large audiences. The following diagram “presents a conceptual model of the trade of between program reach and outcome. The y-axis presents outcome, the degree of change in behavior expected by the program; the x-axis represents reach, the size of the audience reached by the program. As reach increases, the degree of change in behavior expected by the intervention decreases.” (p. 26)

Figure 1: Conceptual model of tradeoff between program reach and outcome



Source: Valente, 2002, p. 26

Valente characterizes each strategy, discussing potential methods of evaluation and gives examples about practical usage of the strategy. He ends with a debate of program impact conditions.

THEORIES OF BEHAVIORAL CHANGE

In the past “black box evaluations” were very common. “Black box evaluation has given way to theory-based evaluation in which the designers and evaluators use theory to inform their activities.” (p.32) Theory-based evaluation makes use of theory to explain how an intervention is expected to change outcomes. The choice of theoretical framework for the evaluation plays an important part throughout the entire assessment and has to be made

explicitly. Valente describes in depth seven theories about human behavior that are useful in the evaluation of communication campaigns: diffusion theory, hierarchy of effects, steps to behavioral change, stages of change, theory of reasoned action, social learning theory and health belief model.

Diffusion theory (Rogers) developed a model for the adoption of innovation. Diffusion theory has five major components: (1) diffusion takes time, (2) people pass through stages in the adoption process, (3) they can modify the innovation and sometimes discontinue its use, (4) perceived characteristics of the innovation influence adoption, and (5) individual

characteristics influence adoption. The process of adoption is conceptualized through awareness of an innovation, learning phase (persuasion), decision about the adoption of the innovation, implementation and confirmation.

In the 1990s McGuire and Potrow expanded the stages of adoption to create a hierarchy of behavioral change that is more specific. Their model includes numerous sub-steps. The concept allows us to measure the process of adoption step by step. By contrast Prochaska and co. conceptualize the stages of change in terms of classes of people, with each class representing a mental shift toward adoption of behavior change.

Figure 2: Comparison of Stages of Behavior Change

INNOVATIONS (ROGERS, 1995)	HIERARCHY OF EFFECTS (MCGUIRE, 1989)	STEPS TO BEHAVIOR CHANGE (PIOTROW ET AL., 1997)	STAGES OF CHANGE (PROCHASKA ET AL., 1992)
1. Awareness	1. Recalling message 2. Liking message 3. Comprehending message 4. Knowledge of behavior	1. Recalls message 2. Understands topic 3. Can name source of supply	1. Pre-contemplation
2. Persuasion	5. Skill acquisition 6. Yielding to it 7. Memory storage of content	4. Responds favorably 5. Discusses with friends/family 6. Thinks others approve 7. Approves oneself 8. Recognizes that innovation meets need	2. Contemplation
3. Decision	8. Information search and retrieval 9. Deciding on basis of retrieval	9. Intends to consult a provider 10. Intends to adopt 11. Go to provider	3. Preparation
4. Implementation	10. Behaving in accordance with decision	12. Initiates use 13. Continues use	4. Action
5. Confirmation	11. Reinforcement of desired acts 12. Post-behavior consolidation	14. Experiences benefits 15. Advocates that others practice behavior change 16. Supports practice in the community	5. Maintenance

Source: Valente, 2002, p. 36

Valente also discusses the “theory of reasoned action” (Fishbein et al.) and the social learning theory of Bandura and colleagues. The “health belief model” is pertinent for the evaluation of health related activities.

SUMMARY

The book provides you comprehensive guide to the frameworks, theories, methods, procedures, and techniques used to evaluate health promotion programs. It is a very useful step-by-step introduction to evaluation, ranging from an exploration of the context of evaluation to a toolbox for researchers with software, links to more in-depth information and questionnaires. The book links a high theoretical standard with a practical approach that can easily be adopted in everyday work.

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Forschungs- und Technologieevaluierung

PLATTFORM FORSCHUNGS- UND TECHNOLOGIEEVALUIERUNG

Die Plattform Forschungs- und Technologieevaluierung GesbR ist eine Initiative der folgenden Organisationen: Österreichisches Bundesministerium für Bildung, Wissenschaft und Kultur (bmbwk), Bundesministerium für Verkehr, Innovation und Technologie (bm:vit), Bundesministerium für Wirtschaft und Arbeit (bmwa), Österreichische Forschungsförderungsgesellschaft mbH (FFG), Fonds zur Förderung der wissenschaftlichen Forschung (FWF), Joanneum Research, KMU Forschung Austria, ARC Systems Research, Technopolis Austria GmbH, Österreichisches Institut für Wirtschaftsforschung (WIFO), Wiener Wissenschafts-, Forschungs- und Technologiefonds (WWTF) und dem Zentrum für Innovation und Technologie GmbH (ZIT), Rat für Forschung und Technologieentwicklung, Christian Doppler Gesellschaft (CDG), Austria Wirtschaftsservice (awsg).

Im Rahmen der Plattform werden Themenstellungen zur Forschungs- und Technologieevaluierung erarbeitet und – z.T. unter Einbeziehung namhafter ExpertInnen – in einem Fachkreis diskutiert. Der Newsletter beinhaltet Fachbeiträge zu Fragen der forschungs- und technologiepolitischen Evaluierung. Die Herausgabe erfolgt in zeitlicher als auch inhaltlicher Abstimmung mit Plattform-Veranstaltungen, um die Synergiewirkungen eines breiten Austauschforums zu nutzen.

