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Factors affecting members' retention in Toastmasters International

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Graduate School of Education and Psychology

FACTORS AFFECTING MEMBERS' RETENTION

IN TOASTMASTERS INTERNATIONAL

A dissertation submitted in partial fulfillment

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

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May, 2014

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And most of all, to God Almighty!

VITA

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ABSTRACT

Toastmasters International (TI) is a well-known worldwide association focused on communication skills and leadership development. TI clubs are designed to build confidence in public speaking. Despite the benefits that members gain from joining Toastmasters clubs, the organization is concerned with the factors that affect members' retention in TI.

This mixed-methods study of TI clubs in Southern California included member surveys completed at club meetings, interviews with club leaders, and the researcher's extensive field notes. A stratified purposeful sampling method was used to ensure that the sample size included each club category and quota of the target population of TI club members and leaders. One hundred twelve members completed the members' survey, representing a 56% response rate of the paid members in the clubs surveyed. Twelve club leaders participated in long semi-structured interviews.

The findings revealed that members join TI for self-improvement and development in speaking: the purpose of the TI curriculum. The surveys revealed that 45% of the members join TI to improve communication skills and advance their career. Fifty-six percent indicated that constant participation and attendance at TI meetings helped them to overcome their fear of public speaking. Fifty-seven percent of the members stated that they continue their membership with TI to alleviate their fear of public speaking, improve their communication, and participate in speech contests.

The survey indicated that 64% of the members enjoyed activities that allowed them to speak during the club meetings. Thirty-nine percent of the members surveyed were able to achieve their competent communicator (CC) and competent leader (CL) awards. Another 39% of the members were also in progress of completing these awards.

The convenience and location of the club was important for members in terms of their attendance. Members attended meetings when there were enough parking spaces, the club was centrally located and accessible to public transportation, and the club was comfortable as well as conducive for club meetings. It is recommended that TI develop facilities requirements to meet the needs of members and encourage them to remain in the club.

KEY WORDS: Toastmasters International, communication skills, leadership skills, fear of public speaking, members' retention, impromptu speech, self-improvement and development, mentorship.

Chapter 1: Problem and Purpose

Introduction

Actor George Jessel (as cited in McCabe, 2006) said, "The human brain starts working the moment we are born and never stops until you stand up to speak in public" (p. 18) The fear of public speaking affects many people (Anderson, Zimand, Hodges, & Rothbaum, 2005; Pertaub, Slater, & Barker, 2002; Wieser, Pauli, Reicherts, & Muhlberger, 2010), often keeping them in their chairs when they are asked to speak and preventing them from getting out of their comfort zone (Botella et al., 2010; Cornwell, Johnson, Berardi, & Grillon, 2006). Jessel further explained that, although one might think that a person could never do what inspirational speakers do, a person can teach himself/herself enough about public speaking to undo the chains that hold him back (Pertaub et al., 2002; Witt & Behnke, 2006). Founded in 1924, Toastmasters International (TI) is an organization that supports public speaking as a skill that can be learned and developed much like other skills, such as playing the piano or painting: over time, with practice and some guidance (Gupta, 2006; Pallos & Pallos, as cited in Shih, 2010; Toastmasters International, 2013c; Wang, 2009; Wu, 2008,). However, because due to the fear of public speaking, many avoid learning opportunities (Stein, Walker, & Forde, 1996), choosing to flee rather than confront the challenge (Hofmann & Barlow, 2004; Kessler, Stein, & Berglund, 1998; Pollard & Henderson, 1988).

McCabe (2006) argues that effective public speaking is one leadership quality that is so evident that the top management can easily identify an employee who speaks well for promotion (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005). Furthermore, other candidates might be rejected for promotion because of a lack of public speaking abilities (Anderson et al., 2005; Pearson, Child, Herakova, Semlak, & Angelos, 2010). In order to improve their prospects for

promotion, McCabe suggests that employees participate actively in group discussions, introduce a new team member to the rest of the team, or even introduce oneself whenever required (Matson, Luers, Seto, Naylor, & Ortiz-Monasterio, 2005). In his study, Frischknecht (1977) found that 56% of the members slightly agreed that their membership in TI helped them at their job. More than half of the participants (55%) strongly agreed that people made them feel welcome in the organization. An individual may lack experience in public speaking (Buss, 1980), or he/she may fear meeting the audience's expectations (Ayres, 1986; Hofmann & Barlow, (2004). A person may encounter nervousness in his/her first few attempts of speaking in public. As they do more of it, the stress begins to subside and disappear altogether (Daly, Vangelisti, & Weber, 1995; Slater, Pertaub, Barker, & Clark, 2006).

TI is a world leader in communication and leadership development (Petrausch, 2002). TI clubs are designed to build one's confidence and to push members outside their comfort zones (Frischknecht, 1977). The clubs provide a safe place in which every attempt at public speaking is accepted and critiqued kindly (Cornwell et al., 2006; Ekey, 2012). TI's membership averages 280,000 per year. These members improve their speaking and leadership skills by attending one of the 13,500 clubs in 116 countries that make up TI's global network of meeting locations. Even the best speakers were once terrified novices, feeling the same symptoms as someone facing an audience for the first time (Hofmann & Barlow, 2004; Wieser et al., 2010). As TI emphasizes, "Fear no more" (Toastmasters International, n.d.a.).

A Toastmasters meeting is a learn-by-doing workshop (Enfield, Schmitt-McQuitty & Smith, 2007; Halverson, Gee, Shaffer & Squire, 2005) in which participants hone their speaking and leadership skills in a no-pressure atmosphere (Steinberg, Allensworth, & Johnson, 2011). There is no instructor in a Toastmasters meeting; instead, members evaluate one another's

presentations. This feedback process is a key part of the program's success (Carless, 2006; Geister, Konradt, & Hertel, 2006).

Despite of the benefits that members gain from joining Toastmasters clubs, some members do not continue to attend club meetings (Akhavan, Jafari, & Fathian, 2005; Harris, Kacmar, & Witt, 2005; Ibrahim, Levitt, & Ramsey, 2005). According to TI, Success 101 Educational Program, and Daniel Rex, Executive Director of TI membership, "about 40% current members that will leave every year" (Toastmasters International, n.d.d.). In the 2013 TI Non-Renewing Member Survey Report on June 2013, participants recognized that membership retention and individual success need attention (Bassi & Polifroni, 2005; Kane & Ransbotham, 2011). Further, the TI World Headquarters staff were asked to develop a formal model and strategies to offer members the opportunity to achieve educational goals, fulfill leadership roles, and motivation to stay in their clubs (Doz & Kosonen, 2010; Zheng, Yang, & McLean, 2010).

Statement of Problem

TI clubs will lose many of their members each year for a variety of different reasons. If local clubs could retain members longer, TI could increase its effects and benefits in the areas of knowledge gained, leadership progressed, life skills learned, responsibility to provide community service, and development of personal ability. Additionally, the dynamics of the program would likely change if the number of years an individual was involved in TI increased. TI is interested in learning more about the factors that determine why members leave TI programs. Determining factors that affect members to remain or rejoin TI programs would be valuable for TI's planning and program development all over the country as well as worldwide.

Statement of Purpose

The purpose of this study was to explore retention factors among registered members in TI and investigate characteristics or trends related to TI member retention and attrition. The study sought to uncover various factors associated with retention of TI members.

Research Questions

Tyler's (1949) influential work in curriculum development provided the basis for the development of the research questions for this study. The issues surrounding affiliation, and the ability to set goals and informed decisions making, could be accomplished best within the framework of Tyler's four questions, Eisner's (1985) conceptual framework and Goodlad's (1975; Goodlad, Von Stoephassius, & Klein, 1979) description of different hierarchal levels. The research questions for this study were:

1. What are the reasons people join TI?

2. What are the members' experiences that are useful in attaining these purposes?

3. Why do TI members quit attending meetings?

4. What activities do members partake in at TI meetings?

5. How should the success of Toastmasters' members be assessed?

Theoretical basis. This study used the Curricular Decision Making Model by Hiatt-Michael (2008) as a theoretical basis (see Figure 1). This model was framed by Tyler's (1949) seminal work on curriculum development. Tyler posed four questions: (a) "What educational purposes should the school seek to attain?" (p. 3), (b) "How can learning experiences be selected which are likely to be useful in attaining these objectives?" (p. 63), (c) "How can learning experiences be organized for effective instruction?" (p. 83), and (d) "How can the effectiveness of learning experiences be evaluated?" (p. 104). Answering the research questions generated data

that address Tyler's first and second questions from the perspective of members' needs. These findings yielded conclusions and recommendations that addressed the third and fourth questions, which were related to the interventions and evaluation methods.
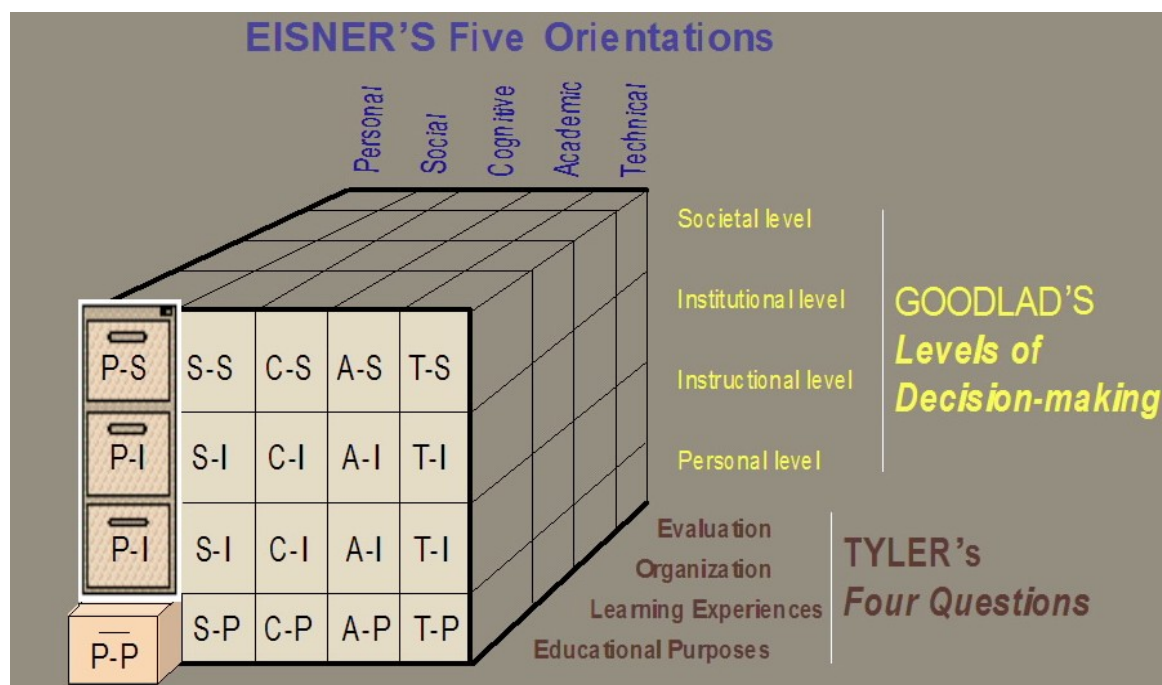
Figure 1. Theoretical model of curriculum design. Reprinted from *Teaching, Curriculum, and Community Involvement,* p. 52, by D. B. Hiatt-Michael, 2008, Charlotte, NC: Information Age. Copyright 2008 by D. B. Hiatt-Michael. Reprinted with permission.

Bearing in mind Tyler's (1949) questions, this study was further framed by taking into consideration and adapting Eisner's (1985) conceptual framework, which describes different ways to consider the aims of education and their implications for curriculum planning and teaching practices. This concept is grounded in the belief that the appropriateness of any given educational practice is dependent upon the characteristics and context of the school program and the values of the community the program serves. The researcher used the personal level in this study, which clearly describes the personal reason why the member joined TI. It was also important to consider Goodlad's (1979) proposal that curriculum making occurs at different hierarchical levels that can be described by their remoteness from the learner. These levels are:

the personal, the instructional, the institutional, and the societal. The researcher used the societal level to determine what topics should be taught at TI and what materials should be used. This level of decision-making allows TI's program development group and administrators to determine whether their curriculum meets the needs of the members and the objectives of TI. The needs assessment for these levels results in the ability to conduct a gap analysis that compares what is with what should be (Tyler, 1949).

Significance of Study

This section provides a brief description of the theoretical, methodological and practical significance of the study. This study contributed to the pool of existing knowledge about members' retention and their motivation to stay in TI. This study used current, innovative methods of data collection, analysis, and presentation. Lastly, the study served as a source of practical information about strategies regarding how to maintain and increase membership in TI clubs.

Theoretical significance. Tyler (1949) focused on developing the educational purposes that a school should seek to attain. He also explored the selection of learning experiences for educational programs. Goodlad (1975; Goodlad et al., 1979) asserted that curriculum making occurs at different hierarchical levels. The objectives of TI need to be consistent with learner objectives and, for the purposes of this study, TI members' objectives. The gap between what is and what should be (Tyler, 1949) was determined through a comparison of the current educational and leadership programs. Developing and understanding the gap can aid in setting specific educational objectives and can help to determine whether the programs require adjustment. The research project validated the components of Hiatt-Michael's (2008) Curricular Decision Making Model. The outcome of this proposed research project may advance the basic

principles of Hiatt-Michael's conceptual model and reveal some areas that could improve the conceptual model and framework to be used by organizations such as Toastmasters to better serve the needs of its members.

Methodological significance. This research study advanced the methodology that Toastmasters can apply to determine the factors that influence membership retention. A review of the literature revealed a gap between TI's program and the outcome of their activities. The research project could potentially expand Hiatt-Michael's (2008) model by testing other variables and identifying other potential factors using the existing model.

The mixed methods approach that the researcher used allows for the collection and analysis of data that addressed the research questions. With qualitative data, the researcher uncovered the responses and expounded upon the information that was gathered using the quantitative approach. The use of an interview gave the researcher the opportunity to gather robust information that could address the problems of the research.

Practical significance. TI's 30% membership retention rate has been maintained for many years with little documented efforts to diminish this rate. The findings of this study provided evidence to help local and national groups decrease this rate. Membership retention should be improved for a variety of reasons, including:

- A happy and contended organizational community,
- A group of members on whom one can rely to help when needed,
- A pool of members who have the potential to be future leaders, and
- A strong indicator of organizational success.

This research project added to the growing literature on the effectiveness of the programs and activities at TI. By learning more about the needs of TI's members, as well as what programs

work and what programs do not work, TI's educational program administrator may be able to make changes to improve the quality of TI programs. If programs are improved and members' needs are met, it is likely that their length of stay in the club will increase.

Definition of Terms

The following terms used in the study are defined so that the readers can understand their specific meaning as well as the context in which the words were used (Castetter & Heisler, 1977). Creswell (1994) emphasizes the importance of defining the terms that individuals outside the field of study may not understand.

- Ah-Counter – The purpose of the Ah-Counter is to note any word or sound used as a crutch by anyone who speaks during a Toastmasters meeting. Words may be inappropriate interjections, such as *and, well, but, so,* and *you know*. Sounds may be *ah, um,* or *er*. The Ah-Counter role is an excellent opportunity to practice one's listening skills (Toastmasters International, n.d.a.).

- Communication and Leadership Development Education Program – The educational program is the heart of every Toastmasters club. It provides members with a proven curriculum that develops communication and leadership skills one step at a time, with many opportunities for awards and recognition along the way. Each project includes an evaluation guide, which gives club members an easy way to provide immediate feedback as the projects are completed (Toastmasters International, n.d.a.).

- Competent Communication Manual – The 10 speech projects in this manual will help develop speaking skills one step at a time. When finished with all of the projects, the member is eligible for Competent Communicator (CC) recognition (Toastmasters International, n.d.a.).

- Competent Leadership Manual – This is the core of TI's leadership track. It features 10 projects that members complete while serving in various club meeting roles. An evaluator will give feedback on each project, helping the member to improve. When the manual is completed, the member is eligible for Competent Leader recognition (Toastmasters International, n.d.a.).

- Distinguished Club Program (DCP) – The DCP is a recognition program for clubs that promotes quality, ensures productive meetings, provides structure and guidance, and increases the enthusiasm of the club. Every year, high-performing clubs are recognized, and may proudly display either a Distinguished Ribbon, or Select Distinguished Ribbon, or a President's Distinguished ribbon on their club banner (Toastmasters International, n.d.a.).

- General Evaluator (GE) – GE responsibilities include:
  - Ensuring the speech and leadership project evaluators know their responsibilities.
  - Supervising the timer, grammarian, and Ah-Counter.
  - Evaluating everything that takes place during the club meeting.
  - Making sure each activity is performed correctly (Toastmasters International, n.d.a.).

- Grammarian – One benefit of Toastmasters is that it helps people improve their grammar and word use. Being the grammarian also provides an exercise in expanding listening skills. The grammarian has several responsibilities: introduce new words to members, comment on language usage during the course of the meeting, and provide examples of eloquence (Toastmasters International, n.d.a.).

- Table Topics™ – Table Topics is the most challenging part of a Toastmasters meeting. Table Topics continues a long-standing Toastmasters tradition: every member speaks at a meeting. Table Topics is about developing the ability to organize one's thoughts quickly and respond to an impromptu question or topic. The Topicsmaster will present a brief description of the purpose of Table Topics and mention whether or not the topics will carry a theme. The Topicsmaster will state the question or topic briefly and then call on a respondent. Each speaker receives a different topic or question and participants are called on at random (Toastmasters International, n.d.a.)

- Timer – One of the skills Toastmasters practice is expressing a thought within a specific time. The timer is responsible for monitoring time for each meeting segment and each speaker. The timer operates the timing signal, indicating to each speaker how long he/she has been talking. Serving as timer is an excellent opportunity to practice giving instructions and time management (Toastmasters International, n.d.a.).

- Toastmaster – A member of TI whose duties and obligations are to adhere to the guidelines and rules for all Toastmasters educational and recognition programs (Toastmasters International, n.d.a.).

- Toastmasters International (TI) – A non-profit educational organization that teaches public speaking and leadership skills through a worldwide network of meeting locations. Headquartered in Rancho Santa Margarita, California, the organization has more than 280,000 members in 13,500 clubs in 116 countries. Since 1924, TI has helped people of all backgrounds become more confident about speaking in front of an audience (Toastmasters International, n.d.a.).

- Toastmasters' Meeting – A workshop in which participants hone their speaking and leadership skills in learn-by-doing, no-pressure atmosphere. A typical group has 20-40 members who meet weekly, biweekly, or monthly. A typical meeting lasts 60-90 minutes. There is no instructor in a Toastmasters meeting. Instead, members evaluate one another's presentations (Toastmasters International, n.d.a.).

Assumptions

The following assumptions were incorporated into the design and the implementation of the study:

- It was assumed that the sample gathered represents the population under study.
- It was assumed that the instrument used to gather the data as well as the interpretation of the results were valid.
- It was assumed that participants responded to the instrument truthfully without reservations.

Limitations and Delimitations

The following factors were considered as limitations and delimitations to the study:

- Geographical Limitations – The study was conducted in District 5, which includes San Diego County, Imperial County, and Yuma, Arizona.
- Participants' Time Constraint Limitations- The amount and depth of information given during the scheduled interviews.
- Personal Bias by the Researcher – Given the researcher's professional membership with TI, the researcher needed to monitor personal bias and opinions carefully while conducting the study and conversing with the participants.

Chapter 2: Review of Related Literature and Research

Introduction

The review of literature will provide an overview of member satisfaction, self-continuity drive, and membership retention. Past studies reveal a variety of factors and combinations of factors that may influence members' desire to join or not rejoin TI.

The review of literature will provide a theoretical framework for this study. The theories used in this study will address membership retention and the intention to leave TI. The theoretical framework will guide this study's exploration of relationship, self-improvement, and goal setting, setting priorities, self-improvement in business, financial choices, and geography.

Speech Communication

Most college students experience a basic oral communication course, sometimes titled *Oral Communication*, *Speech Communication*, or *Fundamentals of Public Speaking* (Cronin & Glenn, 1991). Some researchers (Gibson, Hanna, & Huddleston, 1985; Johnson & Szczupakiewicz, 1987) focus on problems associated with this type of course in terms of its effectiveness (Shih, 2010). For example, Gibson et al.'s (1985) investigation of the basic speech course at U.S. colleges and universities found that out of 552 institutions, "students lacking basic communication skills" (p. 287) ranked fourth out of 11 as the most reported problem in the basic course.

Johnson and Szczupakiewicz (1987) also studied the basic public speaking course in terms of its effectiveness in preparing students for work-related public speaking skills. The authors polled faculty members and alumni from five universities across the U.S. to determine similarities between public speaking styles taught in the college classroom and actual usage in the workplace. The authors reported that faculty perceived informative speaking, persuasive

speaking, and gathering supporting materials as the three most important public speaking skills. Alumni perceived informative speaking, listening, and handling questions and answers as the most important speaking skills in the workplace. Faculty and alumni rated extemporaneous and impromptu delivery as important delivery styles and reported that both these styles are used in the workplace. The authors recommend that speech communication educators devote more time to presentational speaking, entertainment speaking, and small group discussion, since the workplace often requires these speaking styles. The authors also concluded that because *Introduction to Public Speaking* is a basic communication course lasts only one semester, it cannot possibly cover every aspect of public speaking. TI's advanced project manuals address two of the three speaking styles that Johnson and Szczupakiewicz (1987) recommend: entertaining and presentational speaking. Smedley (1959) stated that public speaking teachers often sought Toastmasters as a place to send their students for ongoing oral communication practice. Little research regarding the history, program dynamics, and membership of TI exists. Further, Academic journal articles regarding the organization are even more scarce. However, one can easily find literature supporting the need for improved public speaking instruction.

As early as 1962, secondary and post-secondary public speaking instructors affiliated themselves with Toastmasters Clubs in order to secure a place to send their students for supplemental public speaking practice. More than 60 years later, researchers assert that college students still leave the academic setting with inadequate communication skills (Cronin & Glenn, 1991). This deficiency is due to the fact that college students frequently experience only one communication course during their post-secondary programs and non-speech majors typically do not receive further speech communication or interpersonal communication training during their degree programs.

Fear of Public Speaking

Social conditions, such as meeting an unfamiliar person for the first time or speaking in front of people, stimulate anxiety in many people. According to Kessler et al. (1998),

> The National Comorbidity Survey, a large scale epidemiological survey focusing on mental health issues, found that 38.6% of the sample reported experiencing some sort of social fear; of that number, 34.5% met criteria for a DSM-III-R diagnosis of social phobia, a disorder in which social fears cause clinically significant distress and behavioral avoidance. (p. 10)

Social phobia is considered the most common anxiety disorder and the third most common mental health problem (Hofmann & Barlow, 2004). Public speaking is one of the most consistently reported anxiety-producing situations; as the result the body can fall into a strong anxious state even among people that typically experience little or no anxiety (Pollard & Henderson, 1988). Results of a randomized survey found that one-third of respondents reported being "much more nervous than other people" while in front of an audience (Doz & Kosonen, 2010; Stein et al., 1996). The National Comorbidity Survey found a 30.2% lifetime prevalence rate of public speaking anxiety (Kessler et al., 1998).

The Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV; American Psychiatric Association, 1994) considers public speaking a type of social phobia. Generalized social phobia is classified under specific social phobias by considering the occurrence of the situation that provokes anxious reactions (Anderson et al., 2005). Individuals with generalized social phobia may experience cognitive and physiological indicators of anxiety in a wide variety of situations, whereas individuals with particular social phobia will show this pattern only in a small number of social situations and may proceed to function without indication of distress. Public speaking anxiety is commonly defined as the steady experience of discomfort during or avoidance of social situations in which the individual is the subject of

analysis by others who are predominantly inactive observers or evaluators rather than interactional participants (Kessler et al., 1998, Wieser et al., 2010) Speech communication researchers have rigorously investigated this type of construct.

McCroskey (1977) describes communication anxiety as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p. 78). McCroskey recognizes disparity in experiences of communication apprehension, mainly the experience of public-speaking focused fear. Researchers examining communication anxiety (e.g., Beatty & Behnke, 1991; Boohar & Seiler, 1982; Burgoon & LePoire, 1993; Greene & Sparks, 1983) have diligently prepared the contexts in which they have chosen to examine the construct. Consequently, enough points of contrast take place between the psychological and communication structures field that can be reflected as informative to the theoretical foundations of the other. The present assessment will primarily explore communication apprehension in the context of psychological information on public speaking and social anxiety overall (Botella et al., 2010).

Public speaking anxiety is common and it can have powerful effects on individuals. As noted previously, moderate or severe levels of social and performance anxiety are typically accompanied by attempts to avoid the feared social situation (Hofmann & Barlow, 2004; Rapee & Heimberg, 1997). If the focus of anxiety is public speaking, such evasive tendencies can present a substantial impediment to educational and occupational accomplishment, as speeches and public presentations have become progressively more common aspects of college programs and many middle-class professions (Slater et al., 2006). With respect to the educational effects of communication apprehension, students reporting high levels of communication apprehension typically report lower grade point averages and scores on standardized testing, signifying that

communication fears may result in considerable educational impairment (McCroskey, 1977). Boohar and Seiler (1982) found that students in an undergraduate bioethics course who earned high scores on a measure of communication apprehension received lower grades on exams and term papers and were not likely to speak with the professor during office hours. Ample evidence exists to suggest that public speaking anxiety can yield detrimental results.

Luckily, public speaking anxiety has shown to be highly responsive to psycho education and treatment, and many models exist to explain the phenomenon. As a subtype of social anxiety (American Psychiatric Association, 1994; Witt & Behnke, 2006), public speaking anxiety can be explained using recent descriptive theoretical models of social phobia (e.g., Clark & Wells, 1995; Rapee & Heimberg, 1997), which discuss the interaction between internal cognitive factors and overt behavioral elements in making and supporting the anxious response. To prevent a flexible description of anxiety processes, these cognitive-behavioral models are thought to simplify instances of subclinical anxiety (Rapee & Heimberg, 1997). Social anxiety treatment has become both more applicable and more useful, supplementing these innovations with theoretical formulation. Short-term therapy that emphasizes cognitively-based interpretations and controlled behavioral experiences now comprise the standard for treatment of social and performance anxiety (Bitran & Barlow, 2004), even supplementing pharmacotherapy, which may actually impede the elimination of the behavioral response (Birk, 2004).

In spite of these substantial gains, there is still room for development in the theory and clinical conceptualization related to public speaking anxiety. Improvements can take the form of improving the existing theoretical framework and treatment to incorporate particular idiographic characteristics that distinguish between the diverse subtypes of social and performance anxiety. A significant first step toward achieving these improvements is the formulation of measures

explicitly targeted towards determining such subtypes using empirically derived and externally validated methods. The development of reliable and valid measures of detailed subtypes of social anxiety that feature strong affiliations and construct validity will allow for more targeted evaluation and will subsequently open the door to more specific and individualized treatments.

The present research aims to acquire and validate a self-report measure particularly designed to evaluate public speaking anxiety. Existing measures of public speaking anxiety suffer from restrictions that result from not having been developed using empirical systems of item grouping or not having been developed to measure anxiety about public speaking exclusively (Hofmann & DiBartolo, 2000). Attempts to mitigate these weaknesses by engaging an empirically-based and naturalistic technique of item generation have manifested in a technique termed the *thought-listing method* (Cacioppo, Glass, & Merluzzi, 1979), in which scale items are refined from actual thoughts experienced by speech-anxious individuals involved in public speaking. Limitations of existing self-report assessments of public speaking anxiety include the fact that most measure only positive or negative emotional knowledge (hereafter referred to using the term *affective valence*), which is correlated with public speaking.

A growing body of empirical and theoretical work assessing the effects of converging awareness toward the self or other people (Clark & Wells, 1995; Woody & Rodriguez, 2000) suggests that evaluating one's focus of concentration might provide an incomplete picture of speaking anxiety. The public speaking anxiety assessment developed and validated by this study addressed this by openly including an intentional focus factor. The main goals of the current study were to use empirical techniques to verify a self-report measure of public speaking anxiety that is supported in the current empirical and theoretical literature on the topic and to obtain preliminary psychometric facts on the reliability, validity, and factor structure of this appraisal.

Public speaking fear or anxiety has been referred to variously as: *stage fright* (Clevenger, 1955), *social anxiety* (Buss, 1980), *communication apprehension* (McCroskey, 1970), *public speaking apprehension* (Beatty, 1988), *speech anxiety* (Behnke & Carlile, 1971), and *public speaking anxiety* (Beatty, 1988; Macintyre & MacDonald, 1998). Public speaking anxiety is a form of social anxiety (Clevenger, 1984; Cornwell et al., 2006) and a transitory emotional reaction triggered by a specific situation such as performing before an audience (McCroskey, 1977). Thus, oral communication apprehension and public speaking anxiety are triggered by either the anticipation of a performance or the actual performance itself. Research has established that some individuals tend to perform better when they experience an optimal level of stress or anxiety, but too much or too little anxiety can impair performance (Allen, Hitt, & Greer, 1982). Murray and Dufrene (1993) conducted a student survey using a modified McCroskey instrument to determine whether certain demographics were correlated with self-reported public speaking anxiety. The researchers found a correlation between gender and level of public speaking anxiety, with females reporting higher anxiety than males.

It is normal for an individual to experience anxiety while delivering or performing before an audience as individuals can have many reasons behind their fear of speaking in public. An individual may lack experience in public speaking situations (Buss, 1980), or he/she may fear that he/she will not meet the audience's expectations (Ayres, 1986). Poor preparation can also lead to stage fright (Daly et al., 1995). Data from the previous survey found that speakers who were apprehensive about public speaking reported significantly less knowledge about their self-selected speech topics than did non-apprehensive speakers. Bippus and Daly (1999) researched undergraduate students without any formal background in communication on what they thought caused stage fright; the students offered nine explanatory factors: making a mistake, unfamiliar

role, humiliation, negative results, rigid rules, personality traits, preparation, audience interest, and physical appearance. Participants in this study reported experiencing these same factors. The results showed that respondents' own previous public speaking experience impacted their ratings of these factors, but their personal level of public speaking was unrelated.

Toastmasters International

Dissertations by Leone-Rundell (1993) and Petrausch (2002) served as useful resources in obtaining information regarding the TI organization. In circumstances where information conflicted between sources, verification was obtained through a telephone conversation with a member of the educational department of TI in Rancho Santa Margarita, California.

History. When people hear the word *basement* they are more likely to picture mold and spiders than the birthplace of a global communication and leadership training organization. But, as a surprise to many, in a basement in a Young Men's Christian Association (YMCA) in Santa Ana, California is where, in 1924, Ralph C. Smedley held the first meeting of what would eventually become TI. Smedley began working as director of education for a YMCA after he graduated from college. He observed that many of the YMCA's young patrons needed "training in the art of public speaking and in presiding over meetings" and Smedley wanted to help them. He decided the training format would be similar to a social club. During the early 1900s the word *toastmaster* referred to a person who proposed toasts and introduced the speakers at a banquet. Smedley named his group *The Toastmasters Club* because he thought it suggested a pleasant, social atmosphere that would appeal to young men (Toastmasters International, n.d.a.).

When Smedley started the first Toastmasters group at the YMCA in Santa Ana, California, members practiced speaking skills in a supportive, informal atmosphere while the club's membership blossomed. Word spread about Smedley's YMCA experiment and soon

people in other communities and even other states began asking for permission and help to start their own Toastmasters meetings. By 1930 the burgeoning clubs had established a federation to help coordinate activities and provide a standard program. Toastmasters became TI after a speaking club in New Westminster, British Columbia, Canada, expressed interest in joining the organization. A series of rented office spaces in Southern California served as TI's home office until 1962. That year the staff moved into its first World Headquarters building in Santa Ana, not far from the YMCA where the first Toastmasters club met (Toastmasters International, n.d.b.).

Over the next 3 decades the number of Toastmasters grew, and so did the need for a larger staff to serve them. TI's World Headquarters relocated in 1990 to its new building in Rancho Santa Margarita, California, about 20 miles south of Santa Ana. The evolution of its educational programs and resources are a big part of TI's success and growth. Training has expanded from the 15-project manual Basic Training for Toastmasters, developed by Smedley, to include other materials to help members develop skills in listening, giving feedback, decision-making, delegating, and mentoring. With 13,500 clubs and more than 280,000 members in 116 countries, Ralph Smedley's *basement brainstorm* continues to thrive in the 21st century (Toastmasters International, n.d.a.).

Mission, Values and Envisioned Future

- The mission statements, the value statement and envisioned future succinctly express the function of each organizational unit (Toastmasters International, n.d.a)

TI Mission:

- To empower individuals to become more effective communicators and leaders.

- District Mission:

- To build new clubs and support all clubs in achieving excellence.

TI Values:

- Integrity

- Respect

- Service

- Excellence

TI Envisioned Future:

- To be the first-choice provider of dynamic, high-value, experiential communication and leadership skills development.

Club Goals and Objectives

- The Toastmasters bylaws state the Club's purpose as:

  "To afford practice and training in the art of public speaking and in presiding over meetings and to promote sociability and good fellowship among members" (Leone-Rundell, 1993, p. 33).

Objectives as stated in Article II of Toastmasters Standard Club Constitution include:

- To help its members improve their ability to communicate effectively,

- To provide instruction for its members, educational materials, and opportunities which will give them skills and experience in the preparation and delivery of speeches,

- To encourage its members to read and listen analytically,

- To increase its members' knowledge of the rules of parliamentary procedures and their skills in regards to conducting meetings and participating in group discussions,

- To afford leadership training for its members, and

- To provide opportunities and encouragement for its members to appear before audiences and to creditably express their thoughts. (Leone-Rundell, 1993, p. 34).

Toastmasters Clubs can be found in the U.S. Senate and the House of Representatives, as well as in a variety of community organizations, prisons, universities, hospitals, military bases, and churches (Petrausch, 2002). Some of America's top executives and management leaders have graduated from the TI training programs. Many U.S. corporations endorse and support the TI program by sponsoring in-house programs and paying the dues of employees who join. Roughly, 4,000 clubs are both sponsored by companies and meet conveniently within the workplace (Harris et al., 2005).

A typical club has 20-40 members who meet weekly or biweekly to learn and practice public speaking. Leadership skills acquired through participating in Toastmasters can help members gain self-confidence to meet the life and business challenges they must confront on a daily basis (Komives et al., 2005). Upon joining a TI Club, members progress through l0 speaking assignments designed to instill a basic foundation for public speaking. TI recognizes that many of its new members are terrified of giving their first speeches and may have difficulty succeeding in this new environment. Therefore, the program is designed to help members achieve early success in the basic program and then move on to the more advanced program. While TI builds many challenges into the program for new members such as preparing and delivering speeches, handling Table Topics (i.e., impromptu talks), working on club assignments, and learning parliamentary procedures, the inevitable fact is that in unfamiliar situations, people need support, personal contact, and reassurance to succeed (Toastmasters International, n.d.a.).

TI often assigns new members to work with more accomplished TI members in order to help them "learn the ropes of getting through the basic and more advanced programs. New members also have many informal mentors in the program who help guide them throughout their assigned speeches with useful feedback" (Carless, 2006, p. 15). However, mentors are not just for new members in the organization; they can be assigned to anyone in TI who wants to develop a new skill or master leadership skills. Mentoring plays a vital role in helping TI members learn how to speak and develop leadership skills. Mentors assigned by the TI club, guide new members through the early initiation of club activities, explain the program, and show the new members how to prepare for various meeting roles and work to familiarize them with available resources. Further, the mentors also coach the new members in regards to their speeches, in order to provide the new members with all of the necessary tools to advance more quickly in the program. When finished with the basic manual (10 speeches), members can select among 15 advanced programs to develop speaking skills that are geared to their specific career needs. These programs include public relations, specialty speeches, entertaining speeches, speaking to inform, the discussion leader, speeches by management, the professional speaker, persuasive speaking, technical presentation, communicating on television, storytelling, interpretive reading, interpersonal communication, special occasion speeches, and humorous speaking. TI members also have the opportunity to develop and practice leadership skills by working in the High Performance Leadership Program and serving as leaders at various organizational levels (Toastmasters International, n.d.a.).

As members gain more experience within TI, the level of challenge in the program becomes proportionally greater. For example, a TI member may be asked to conduct the following programs:

- Youth Leadership – public speaking training for high school students.

- Speechcraft – a *short course* in public speaking for adults in business, education, industry, and government.

- Speakers Bureau – helping other non-profit organizations and government groups tell their stories to the community.

- Gavel Clubs – bringing Toastmasters to prisons and other institutions.

- Success/Leadership and Success/Communication Programs – how-to educational modules on topics such as conducting productive meetings, effective listening, parliamentary procedure, evaluation, creative thinking, leadership, management, and training.

Academic research on TI. Five dissertations known to this researcher have been written about TI. The authors' examination of TI encompasses three main topics: (a) TI as an educational program, (b) social comfort among the membership, or (c) public speaking anxiety.

Leone-Rundell's (1993) study compared the educational programs of the Dale Carnegie Course and TI to see if participants learned what the programs intended to teach and if participants considered teachings within both programs to be effective or important components of their lives. The author surveyed a total of 195 individuals: 47 Dale Carnegie graduates, 60 TI members, 52 students in undergraduate communication courses, and 36 students in undergraduate psychology courses at a New York university. The author found that all participants learned what their respective programs attempted to teach. The Dale Carnegie sample group ranked highest on accuracy and personal value, as opposed to the other sample groups. The author also reported that the participants garnered a "positive sense of self out of the participation in the programs," and "100% of the members of both groups would recommend the

programs to other people" (p. 117). The speech communication course participants also positively responded to the Carnegie course's effect on their lives and confidence in speaking. The author concluded that Dale Carnegie and TI members "perceive that these programs changed their lives and made them better, and more confident persons," noting that "the positive feeling of self-experienced as a result of participation cannot be overlooked" (p. 118).

Frischknecht (1977) also examined how participation in TI improved the speech communication competency and performance of its members. The author reviewed the educational method, history, growth, and organizational structure of TI. She also mailed a membership survey to Toastmasters in the "conterminous states" (p. 2; the author did not explain which states this encompassed), conducted interviews with TI members in California and Colorado, and observed 20 Toastmasters clubs in the same states. Based on 519 responses, the author found that the learning by doing method and the peer evaluation process account for the program's success. Respondents also reported that they appreciated TI's autonomous nature and relevance, the learning climate of the clubs, and the opportunities for individual involvement in club activities that TI promoted (Zheng et al., 2010). However, participants perceived some weaknesses in the program, specifically: small membership, not enough leadership training, and not enough training in parliamentary procedure. With respect to the educational manuals, participants also reported a desire for advanced Toastmasters projects and a need for the basic educational manuals to be rewritten.

Frischknecht (1977) found that 56% of the members slightly agreed that their membership in TI helped their job. More than half of the participants (55%) strongly agreed that people made them feel welcome in the organization. With respect to the part of the TI program they found most helpful, respondents gave these top three responses: giving prepared speeches

(67%), impromptu speaking (46%), and receiving evaluations (27%). Members also compared TI's educational program to a formal school course. Almost half of the participants (47%) reported that TI's educational program was "much more beneficial" than a formal school course, whereas others (27%) reported that it was "better" (p. 362).

The top three reasons participants joined Toastmasters included: (a) to overcome fear (28%), (b) to develop general public speaking skills (20%), and (c) to develop impromptu speaking ability (19%). Frischknecht (1977) also cited a 1973 Dropped Member Survey included in *The Toastmaster* magazine, which reported that 58% dropped their membership within 17 months of joining their club and 42% within 11 months of joining the club. Frischknecht's participants included an overwhelming number of males (93%), and half of the participants ranged in age from 35-54 years. Fifty-one percent of the respondents reported that they had completed college, and 39% had taken at least one academic speech course. Occupations of respondents included professional (20%), upper middle management (30%), people service (17%), sales/advertising (11%), production (nine percent), retired (six percent), and self-employed (five percent). Frischknecht concluded that the membership considers the TI program successful, and that all the important factors in the TI program could be incorporated into curricula at all academic levels, particularly in a learning by doing laboratory setting.

Kime (1998) surveyed 131 adult Toastmasters in 20 Southern California clubs to examine the social comfort of members—how comfortable or secure members feel in various types of social situations—since they joined the organization. Based on the Coppersmith Self-Esteem Inventories survey, the author examined comfort in public speaking, comfort in speaking in social or occupational situations, comfort in hearing positive or negative feedback, and satisfaction with one's social life. Based on a minimum comfort level of 1 and a maximum

comfort level of 5, the author found that Toastmasters members reported that their comfort level in public speaking settings increased more than 34% since joining the organization, and their comfort in speaking in social and occupational situations increased more than 18%. The author also reported that respondents' satisfaction with their social life increased more than 12% since joining the organization. Kime concluded that male participants' mean self-esteem scores were five points higher than those of females, and that the more frequently an individual attended the meetings, the more socially skilled and comfortable the individual became.

Baucom's (1995) study addressed another aspect of social comfort: public speaking anxiety in relationship to audience familiarity. The author utilized the Public Speaking Inventory, which included two standardized instruments—the Personal Report of Communication Apprehension and the Family Environment Scale-Form—and three instruments designed by the investigator: the Background Information Sheet, the Audience Familiarity Scale, and the Audience Exploration Scale. The Inventory assessed participants' backgrounds as well as their anxiety levels when speaking before audiences of differing degrees of familiarity. The Inventory also measured participants' thoughts and feelings when they imagined speaking before audiences of differing levels of familiarity, their public speaking anxiety, and their perceptions of whether their family members experienced high or low public speaking anxiety.

Based on responses from 107 TI members, Baucom (1995) found that a significant subgroup of people experience more anxiety delivering a speech before a familiar audience than before an audience of strangers. The results also indicated that members who felt negatively toward their audience experienced higher degrees of public speaking anxiety than those who felt neutral or positive about their audience. The author did not find a correlation between participants whose family background consisted of either high or low public speaking anxiety.

Boland (1981) did not include any review of TI. Rather, the author produced an alternative doctoral project in lieu of a dissertation; he designed media programs for professional listening and speaking workshops. He cited "24 years of communication and leadership training as a member of Toastmasters International" (p. iii) as credentials to develop the programs.

Although most of the dissertations reviewed here offer some information regarding TI the effort appears disjointed. For example, Frischknecht's (1977) dissertation offers the most comprehensive historical account of TI membership. Although Leone-Rundell's (1993) study may offer a more updated perspective of the educational aspects of TI, she cited much of Frischknecht's dissertation for a historical perspective. The other dissertations regarding social comfort and public speaking anxiety failed to give much insight into the organization itself. It appears that the authors utilized TI members for a sample population, rather than as a mechanism by which to develop greater awareness regarding TI.

Reasons for Joining Organizations

In her research, White (2005) indicated that individuals join organizations for a variety of reasons; reasons for affiliation, participation, and membership continuance in voluntary professional organizations remain largely unexplored. She mentioned that research from sociology and applied psychology, primarily exploring the employer-employee relationship, must be extrapolated to attempt to explain similar phenomena in voluntary organizations.

Relationships. Most research supports the idea that all human behavior is driven by the desire to satisfy needs and that the more needs a relationship satisfies, the more likely an individual is to value that relationship and to want to continue (White, 2005). Human needs may be classified into lower-order (deficiency or hygiene) needs and higher-order (growth or motivational) needs (DuBrin, 2002). Belonging might be classed as a lower-order or more basic

need. Baumeister and Leary (1995) found such a need to be powerful and fundamental, contributing to forming social relationships. Individuals may be motivated both extrinsically and intrinsically to join voluntary organizations in an effort to satisfy the need to belong, as well as various other needs.

The theory of planned behavior posits that individuals' base decisions are moderated by intention (determined by attitudes, norms, and perceived control), whereas the functional approach posits that behavior results from evaluation of the benefits to be derived (Greenslade & White, 2005). Both theories play a part in predicting levels of participation in voluntary activities.

Organizational participation in search of need fulfillment may entail attendance at meetings and member communication (Catchings, 2004). More and more, organizations must emphasize communication because most employees (members) expect not only to be well-informed about the organization and its activities but also to be part of the dialogue of decision-making (Mai & Akerson, 2003).

Toastmaster Elaine Love (2009) of the Meridian Mid-Day Toast club has added an evening Speak-A-Thon. According to Love,

> Lunch hours are never long enough. Time flies by so fast when our noon group gathers. Some of us just can't get enough speaking time in a weekly one hour meeting. To solve this dilemma, we created the evening Speak-A-Thon. (p. 7)

Once a month, the group gathers at a member's home for appetizers, beverages and fellowship. The initial mingle time blends into a fun evening of speeches and evaluations. The evening is relaxed and comfortable as the members enjoy each other's company. The goal they all strive to accomplish is to present an excellent, organized, and well delivered speech. Preceding the speech

with fun and fellowship seems to help the speaker's nerves to relax and allows the anxious butterflies to fly in formation.

The need to belong: Voluntary membership and social affiliation. Curtis (1971) studied tendencies for voluntary association in six democratic societies: Canada, the United States, Great Britain, Germany, Italy, and Mexico. Of the 7,617 people from these societies studied over the course of 10 years, he found that 50% of U.S. citizens reported voluntary association affiliation, excluding unions. Similarly, Curtis found a direct relationship between educational level and affiliation; 80% of U.S. citizens involved in organizations had some college education.

While Curtis (1971) explored the fact that people join organizations, Sze and Ivker (1990) discussed why people affiliate themselves with groups. They maintain that group affiliation can provide unquestioned acceptance, as well as a basis for self-evaluation, identity, self-definition, place, role, and status. According to Sze and Ivker, "the function of the group...might serve to enhance the individual's knowledge base or professional status. A community of scholars, professionals, or even hobbyists, might meet to share ideas" (p. 527).

Haggard and Williams's (1992) research also examined the theme of self-definition or identity affirmation as a motivation for leisure activities. In their two surveys of 168 U.S. undergraduates who participated in eight leisure activities, such as backpacking, volleyball playing, playing guitar, and weight training, they found that "individuals experience significant motivation to understand themselves, as well as to be understood more accurately by those around them" (p. 8). They also discovered that participants cited specific identity images associated with certain leisure activities. For example, participants who enjoyed backpacking, outdoor cooking, and kayaking described themselves similarly as "adventurous," "fun loving,"

and "likes scenic beauty" (p. 9). Based on the results, the authors concluded that "leisure research has not been about self-affirmation as an aspect of leisure...it has been about leisure as an aspect of self-affirmation" (p. 16).

O'Connor and Rosenblood (1996) further explained motivations behind social affiliation by proposing their social affiliation model (SAM) as a framework to determine everyday affiliative behaviors (Geister et al., 2006). The authors hypothesized that SAM operates in a homeostatic manner: that people seek relatively stable levels of social affiliation over time. To support their hypothesis, they studied 70 Canadian students in a third-year psychology course who carried beepers that signaled at random intervals over the course of 4 days. Upon signaling, the participants recorded their state of social contact: whether they were alone or with others and whether or not they wished to be alone at that time on an experience sampling form. The authors found that when participants desired solitude, they had a "greater-than-chance occurrence of being alone, and when participants desired social contact, they had a less-than-chance occurrence of being alone" (p. 518). The authors concluded that individuals who involve themselves in social circumstances will attempt to remain in those circumstances in the near future. They added that even if outside factors in people's lives change, they will seek to re-establish an optimal range of social affiliation.

Cohen and Metzger (1998) provide an alternative reason as to why people seek group membership, positing that some people join clubs as a way to control shyness and fear of chaos in their lives. The authors explore the idea of *ontological security*—"the development of a feeling of mastery and control over the chaotic and threatening conditions of modem life" (p. 50)—that people perceive in their interpersonal communications and social affiliations. With regard to interpersonal communication, they state that "a sense of identity in relation to others is crucial to

the process of achieving ontological security" (p. 44). They contend that ontological security requires that people identify with how others think and feel in order to predict others' reactions. The authors conclude that interpersonal communication offers a valuable, albeit high-risk, sense of social affiliation.

Although some people may join clubs to offset life's chaos, others, as suggested by Albrecht, Burleson, and Goldsmith (1984), seek social networks for supportive communication. The authors posit that "social support is a fundamental form of human communication, transacted between people within structures of their ordinary and extraordinary relationships and life events" (p. 419). The authors briefly review literature stating that social support and supportive communication may benefit people's physical and emotional health. Although the authors focus largely on supportive communication within interpersonal relationships such as those involving friends' family and co-workers, they also state that this type of communication "may manifest in network patterns that reflect a sense of community among participants" (p.439).

Although the researchers mentioned here have mainly examined people's motivation to join clubs, other researchers discuss participants' membership habits in voluntary organizations. For example, Cress, McPherson, and Rotolo (1997) studied 1,050 individuals' membership habits over a 15-year period to attempt to contradict a *commitment thesis* that "the more a member participates, the longer the duration of membership" (p. 61). The authors found that organizations requiring more from their members have trouble retaining members. This finding offered "strong and consistent support" (p. 61) for an alternative thesis—the *competition thesis*— which contends that the more a member participates, the shorter the average duration of membership. The authors concluded that their findings directly contradict previous arguments

that "organizational demands (via sacrifice) maintain members by making membership more valuable" (p. 73). The authors suggest that future authors will clearly distinguish the intensity of participation and membership duration in groups since social movements such as petition-signing and group rallies require less commitment and less formal membership than social organizations.

Leisure activities. Social affiliation literature offers a rationale as to why people join organizations, but researchers should give equal importance to the nature of people's chosen activities in their leisure time. These *spare time* activities appear as diverse as the people who participate in them. While some people consider kayaking a leisure activity, others choose to join motorcycle enthusiast organizations or crafting clubs. Members select TI as additional public speaking practices as their leisure activity of choice. Thus, literature that explores the definition of leisure and what motivates people to pursue leisure activities may offer further insight into what fulfillment people derive from their outside-of-work pursuits.

Kleiber (1999) defines leisure as "the combination of free time and the expectation of preferred experience" (p. 3), and states that preferred experiences can range from "intense involvement to relaxed detachment" (p. 5). The author describes elements for intrinsic motivation for leisure, such as autonomy, competence, connectedness and optimal arousal. Kleiber also describes the concept of *flow*—"when energies and personal resources are sufficiently well matched to the challenges of a situation to elicit an extended rapt of attention" (p. 23)—as another consideration for leisure. The author discusses changes in leisure behavior over the lifespan, stating that, for adults in midlife, leisure activities can alleviate self-expression needs and offer an opportunity to "explore those neglected aspects of oneself'" (p. 54).

Serious leisure. Stebbins (1982) takes the definition of leisure to an intense level that he calls "serious leisure" (p. 3). The author cites six qualities that distinguish serious leisure from casual leisure: (a) perseverance: participants stick with the activity through thick or thin; (b) career-amateurs, hobbyists, or volunteers often have enduring pursuits of the activity, which includes histories of turning points and achievement stages; (c) personal effort based on acquired knowledge, training, or skill, or a combination of all three; (d) durable benefits, such as self-actualization, self-gratification, self-expression; (e) unique: the participants develop subcultures that embody values, traditions and moral principles; and (e) identification: participants speak proudly, excitedly, and frequently about their leisure activity. Yoder (1997) summarizes Stebbins's definition thusly: "The systematic pursuit of an amateur, hobbyist or volunteer activity sufficiently substantial and interesting in nature for the participant to find a career there in the acquisition and expression of its special skills and knowledge" (p. 1).

Other researchers, such as Roggenbuck, Loomis, and Dagostino (1990) discuss what people derive from their leisure pursuits. The authors cite previous studies showing that men and women who take part in activities such as reading, making crafts, attending plays and concerts, and driving for pleasure reported that learning served as an important element of satisfaction than relaxation. Thus, the authors conclude, "Learning is a high priority motivator for engaging in leisure activities often following only relaxation in importance" (p. 120). The authors suggest that future research regarding learning and leisure encompass: (a) the *big issues* of learning, such as environmental sensitivity and stewardship, pride and commitment for American heritage and ideals, and a sense of who members are as individuals and as a people; and (b) whether or not leisure environments simply facilitate or coincidentally relate to the degree of learning. The authors also suggest that future theory-based learning research and experimental research designs

explore learning gains from leisure over long periods of time. Similarly, Arai and Pedlar's (1997) study of participants engaging in a Healthy Communities initiative—a program for citizens who wish to take an active role in developing cleaner and safer communities—found a common trend of learning and leisure. The authors stated that based on participant response, five themes emerged from their involvement, primarily "learning and developing new skills," as well as "becoming more vocal" (p. 167). Participants also reported that joining the activity afforded them balance and renewal, group accomplishment, and the ability to influence change and community development. The authors concluded that "participants in this study were able to clearly articulate the ways in which they had benefited from their individual and collective action" (p. 178).

TI does not require its members to undertake a philanthropic activity, as in the Healthy Communities initiative. However, similar outcomes may emerge; TI members do learn and develop new skills, and the communicative nature of the organization may inevitably help those who wish to become more vocal to do so. Shamir (1988) asserts that the term "'commitment' denotes obligation, duty, restriction, and routine" (p. 238), terms not typically associated with leisure. He states that commitment falls into two categories: external and internal. External commitment revolves around an individual's obligation to continue a line of action, a role performance, or a relationship. Internal commitment refers to an individual's motivational disposition to continue the activity, and the way an individual defines himself/herself in terms of the activity, role, or relationship. The author recommends that future researchers: (a) locate further evidence that internal commitment to *serious leisure* may potentially substitute for absent work roles or compensate for unsatisfactory work situations, and (b) discover the conditions under which internal commitment to serious leisure pursuits develops.

TI as a leisure pursuit. Research appears to suggest that people seek membership in organizations for a myriad of purposes, including self-fulfillment, self-identification, supportive communication, maintaining a pre-established level of social contact, and controlling stress (Albrecht et al., 1994; Sze & Ivker, 1990). Since membership in TI wholly revolves around a stressful and fearful activity (i.e., public speaking), these proposed reasons for social affiliation may represent why people join the organization accurately. Overcoming public speaking apprehension could, indeed, lead to increased self-esteem and greater self-fulfillment. However, based on the communication education literature, the practical need for public speaking skills may also pose a greater motivation for membership in TI.

With respect to people's membership habits once they join clubs, Cress et al.'s (1997) hypothesis (that the more a member participates, the shorter the duration of membership) might contradict the dynamics of TI membership. The nature of membership in TI presupposes that in order to achieve the maximum benefit of the organization, a member will, at the very least, engage in public speaking actively on a regular basis. Higher-level commitment to the organization includes leadership roles: another encouraged function of TI. Exploring members' duration of membership and achievement levels in the organization, which also represents their level of leadership, may help to explain members' commitment to this organization.

Albrecht et al.'s (1994) explanation that the social support derived within communities of participants often results in supportive communication networks which serves as an explanation as to why members remain in TI. TI offers a comfortable, non-threatening, supportive environment in which people partake in public speaking practice. Similarly, the formal evaluation system as well as the informal support, evidenced in the written notes passed by members in the meeting, invokes a level of supportive communication and camaraderie. The

combination of these supportive elements may also explain why people remain in the organization.

Financial considerations: Enrollment/fees at TI. Membership in a TI club is open to men and women aged 18 years or older. The minimum number of active members to constitute a club is eight, and the maximum number is 40. To date, more than one million people have been members of Toastmasters clubs. A survey conducted in 1974 by Toastmasters World Headquarters found that the primary age group of membership was 25-44 years. Seventy-five percent of the members were high school graduates, 50% had completed 2 years of college, and 25% were college graduates. Over 50% of the members identified themselves as professionals or middle/upper management, 25% were involved in *people oriented* occupations, and 15% worked in *production oriented* occupations. In 1973, TI conducted a survey of 6,816 Toastmasters who dropped out of clubs. The results indicated that 42% of those surveyed had remained active members for at least 18 months. The current fee for a 6-month membership is approximately $40, which includes manuals with information necessary to complete speaking assignments, and a subscription to *The Toastmaster* monthly magazine (Frischknecht, 1977).

Kristine Metter (2002), director of membership for the Academy of Health Services Research and Health Policy, explores the ins and outs of membership recruitment. With the current economic downturn, association members are carefully evaluating how they spend their money, whether it is their own or their employer's. As a result, it is even more important for associations to demonstrate real value for each membership dollar. When recruiting members, when members join, and when it is time for them to renew, organizations need to tell members what they are going to get in exchange for their dues.

James Jorkasky (as cited in Metter, 2002), senior vice president for membership and strategic development at the American Association of Homecare, uses current advocacy issues to demonstrate strong value to his members. He keeps them apprised of the association's leadership in this area through daily and weekly alerts, updates, and calls to action. He reduced the amount of *about us* language on his website and instead dedicated space for the top four or five issues and activities affecting members. Jorkasky believes that focusing on what the association does for his members shows real, tangible value and will help his member retention.

Susan Chandler (as cited in Metter, 2002), vice president of membership management for the American Trucking Associations, also shows her members the real value of membership by sending regular one-page updates by fax or e-mail detailing recent actions taken. Chandler states, "We've worked on quantifying to our members what it means for them if we are not successful" (p. 11). By pointing to the financial effects on individual businesses and constantly telling them what their association is doing, Chandler believes, that with more open communication, members learn the true value of their association's work.

Geography. Geographic proximity has long been regarded as a predictor of an individual's involvement with activities and organizations. Judith White (2005) stated in her research that the closer an individual is to an activity, the more likely he/she is to become and stay involved. She made an analogy that geographers have posited an adaptation of Newton's law of universal gravitation that the attraction between two bodies decreases proportionally to the square of the distance between them (Hagerstrand, 1970; Wheeler & Stutz, as cited in White, 2005).

Fotheringham (as cited in White, 2005) notes the importance of the distance decay concept to urban and economic geography; it has been viewed as a "behavioral measure of the

relationship between distance and interaction" (p. 12), although such relationships may not necessarily be strictly linear. Debates have taken place in regards to the explanatory and predictive utility of distance decay formulations. The idea has found its greatest application in seeking to identify the effect of location and distance on joining an organization (Olsson, as cited in White, 2005). It also stands to reason that other motivating factors might be sufficient to overcome any disadvantage of location and resulting distance, although no research was found bearing directly on this point.

Analysis of geographic data from White's (2005) research revealed no statistically significant correlation between members' home region and retention of membership in the organization. However, members' proximity to the location of the annual meeting, which is held in different places, was significantly positively correlated with retention index scores and was significantly negatively correlated with intermittency of membership. These results imply that the location of the meetings is relevant to the members of the group.

However, the distance decay concept was formulated at a time when people did less cross-country travel, and debate exists in regards to the explanatory and predictive utility of distance decay formulations (Olsson, as cited in White, 2005). It also stands to reason that other motivating factors might be sufficient to overcome any disadvantage of location and resulting distance, although no research was found bearing directly on this point. Perhaps what is needed is an updated formulation of the distance decay concept, taking into account not the absolute distance measured in miles, but rather, the ease of access. For example, flying into Washington, DC from almost anywhere on the globe is considerably easier than flying into Rapid City, South Dakota, or Moscow, Idaho; all these places have played host to the Association for Communication Excellence in Agriculture, Natural Resources, and Life and Human Sciences

(ACE), annual meeting, and White's (2005) study did not differentiate between ease of access to each of them.

Retention

    Statistics. In 2009, the Board of Directors of TI set a course to develop a blueprint that would guide the organization's growth and retention, education program development, revenue generation, and global impact. This plan was designed thoughtfully; benchmarking, statistical analysis, and a review of Toastmasters-specific business trends were conducted. The final result: a measurable and aggressive yet realistic plan for the Toastmasters' continued success. At the same time, continually engaging members and helping them to achieve their personal and professional goals was hoped to result in increased retention, and further solidify the foundation of the organization. It is also TI's goal to increase members and clubs by 5.5% annually, and to create measurement mechanisms to gauge retention and reasons for non-renewal (Toastmasters International, n.d.d.).

    During the 2011-2012 year, according to Daniel Rex, Executive Director of TI membership grew by 3.3% to 282,893, as shown in Table 1. This represents a smaller percentage of growth compared to the previous year. Historically, the organization experienced slower growth following a dues increase; however, despite the dues increase that went into effect on October 1, 2011, the rate of growth reflects a continuing upward trend (Toastmasters International, n.d.a.).

Table 1

Total TI Membership as of March 31, 2012

Year	Number of Members	% Increase
2008	214,925	1.6

(continued)

Year	Number of Members	% Increase
2009	226,033	5.2
2010	234,797	3.9
2011	250,938	6.9
2012	262,033	4.4

Member satisfaction and retention. Several studies have highlighted the impact of member satisfaction in addressing an individual's intention to remain with an organization (Behery & Paton, 2008). Studies also have examined the role of member satisfaction in the switching or leaving behavior of members in an organization. Member satisfaction also has been addressed in studies about church attendance (Hansen & Woolridge, 2002; Mehta & Mehta, 1995). Research has shown that when members are satisfied with the service that an organization provides, it is less likely that they will leave (Motheral & Heinle, 2004). Satisfaction contributes to the process of turnover; satisfaction has been found to be positively related to retention (Behery & Paton, 2008; Hansen & Woolridge, 2002) and negatively related to intention to leave (Hwang & Kuo, 2006).

Researchers suggest that identifying the factors that influence turnover could be useful for taking preventive actions against the behavior (Hwang & Kuo, 2006). Researchers have found that behavior can be predicted by intentions (Bibby, 2008; Labatmediene, Endriulaitiene, & Gustainiene, 2007). Ajzen's (as cited in Bamberg, Ajzen, & Schmidt, 2003) theory of planned behavior suggests that attitude, subjective norms, and perception impact one's behavioral intentions. The theory identifies three major constructs: behavioral belief, which deals with the attitude regarding a behavior; normative belief, which is the subjective norm of the behavior; and control belief, which has to do with the perception of being able to carry out the behavior. The theory proposes that the stronger an individual's intent is to perform a behavior, the more likely

the person is expected to exhibit such behavior (Dawkins & Frass, 2005). Also, intention can be influenced if intervention significantly affects attitude, subjective norm, or perception (Bamberg, et al., 2003). In addition, a person's prior experience will affect the degree of stability of his/her beliefs, attitudes, and intentions during a tested period (Doll & Ajzen, 1992). This theory is socially significant in addressing essential issues about an individual's behavioral intent and is useful in predicting a church member's intent to leave.

Samad (2006) used a self-administered survey with a random sampling of 300 Malaysian government doctors in an explanatory (correlational) research design to test the relationship between organizational commitment, satisfaction, and turnover intention. Results found a significant negative relationship between satisfaction and turnover intention. Samad concluded that higher levels of satisfaction lead to lower turnover intention. This supports other findings about the negative relationship between satisfaction and turnover intention. This study has implications for membership retention. A major limitation of this study is the sample population being specific to Malaysian government doctors, which does not allow the results to be generalized to other populations.

An understanding of the factors that predict satisfaction could be useful in improving member satisfaction. Some studies have suggested that socio-demographic characteristics such as gender, age, and income could predict satisfaction. However, there has been inconsistencies in the findings related to this subject (Motheral & Heinle, 2004). Motheral and Heinle (2004) used a random sampling method with a final sample size of 3,680 drug prescription plan members in a non-experimental, quantitative research design to examine the relationships between socio-demographic and health plan characteristics and health plan member satisfaction. This study

used a four-part survey with questions about members' socio-demographic characteristics; medical benefits; knowledge, attitude, and drug prescription benefit preferences; and satisfaction.

Predictors of satisfaction were examined using logistical regression. Results found no significant relationship between the characteristics of age, sex, and income and overall satisfaction. However, health plan characteristics, such as size of the organization, were found to be significant predictors of satisfaction. In addition, Motheral and Heinle (2003) noted that negative experiences with health benefits also affected satisfaction. The results of this study have implications for church membership retention. The major limitation of this study is the sample population of drug prescription plan members, which does not allow the results to be generalized to other populations. The focus on variables that impact church member satisfaction and membership retention is needed in order for organizations to be pro-active (Hansen & Woolridge, 2002).

Non-profit organizations such as churches are focusing on improving satisfaction among worshippers (Mehta & Mehta, 1995). Some strategies are aimed at ministering the whole person, enhancing congregational programs (Johnston & Benitez, 2003), and designing sermons to address need-specific issues. Some churches also have adopted an entertaining approach, which includes dance and drama in their services. Supporting arguments have expressed that this strategy is critical to reaching the non-member market segment (White & Simas, 2008). Also, it is suggested to be important to the sustainability of the church (Sherman & Devlin, 2000). Satisfaction is essential to generating repeat customers and could be significant in maintaining loyal church attendees (Mehta & Mehta, 1995), as the managing of satisfaction is critical in retaining members in the church (Hansen & Woolridge, 2002).

Mehta and Mehta (1995) used a multiple-choice questionnaire with a cluster random sampling of 319 residents in an exploratory (comparative) and explanatory (correlational) research design to determine church worshippers' satisfaction. The questionnaire was organized into the following three main sections: (a) rating important attributes of worship, (b) respondents' satisfaction with current church attributes and the four components, and (c) personal data and background information. Each section ended with a measure of overall satisfaction of each of the four components. This study also examined if worshippers' attitudes toward the church and worship service could account significantly for their overall worship satisfaction. The overall satisfaction with the service was concluded to be a function of satisfaction with the attributes of the service. These attributes, in order of importance, were: relevance of message; pastor's speech; guest speakers and quality of message; quality of choir, hymns and songs, and congregational singing; time for mediation; tithing or pledging; participation in communion; responsive reading and being prayed for; childhood facilities; friendly congregation; sound system; youth activities; convenient location; singles activities; and floral decoration. No significant differences in attitude and satisfaction were found according the member demographics of marital status, number of children in household, and income. However, significant differences were found according to religious preference, gender, age, and church attendance. This study has implications for religious organizations and, specifically, church administrators, who also assess the satisfaction of TI members. The major limitation in this study is the convenience sample of respondents from one location at one time, preventing results from being generalizable to other populations.

Recruiting, satisfying and retention. Organizations strive to retain their current volunteers and gain new ones; they work actively to avoid loss of volunteers. According to

Hagar and Brudney (2004), "the prevailing wisdom is that unless organizations pay attention to issues of volunteer management, they will not do a good job of recruiting, satisfying and retaining volunteers" (p. 2). There are many adverse outcomes from loss of existing volunteers. Fischer and Shaffer (as cited in McCurley & Lynch, 2005) note, "Typically, ex-volunteers or almost-volunteers take away their acquired learning and leave little behind" (p. 3). Zappala and Burell (as cited in McCurley & Lynch, 2005) assert:

> Our findings suggest that those volunteers that have been associated with TSF for longer periods of time were significantly more likely to make larger financial contributions compared to those that were relatively new to the organization. Having loyal volunteers pays in more ways than one! (p. 3)

McCurley and Lynch (2005) observe that motivation and "motivational needs" differ from person to person, concluding that, "at its most fundamental level, retaining volunteers is a matter of making sure that the volunteer gets what we call 'the motivational paycheck'" (p. 12). When the *paycheck* does not arrive, or does not motivate the volunteer into giving of his/her time, talent, and money, it is most likely that retention will not be achieved. Walker (2001) states that volunteers need to understand how they can benefit from their volunteer experience, beyond the knowledge that they make a difference. If they gain experience, learn a new skill, or make contacts in the community, for example, long term retention is much more probable. McClintock (2004) encourages readers to find out what motivates volunteers, and suggests tailoring volunteer recognition in a way that will be most meaningful to the individuals.

McCurley and Lynch (2005) describe what volunteers look for in their involvement. They want to feel needed, they want to know that what they do is important, that their time is valued, that their wants and needs are taken into account, and that their efforts are appreciated. Volunteers also want to do a good job. The best way to ensure volunteers' satisfaction, and therefore long-term involvement, is to make use of their strengths and potentials. Walker (2001)

recommends, "In any way possible, leverage their experience. Use their knowledge. By all means, rely on their expertise" (p. 15). As Merrill (2002) states, "Today's workers want to feel there is real meaning in the work they do" (p. 4). Volunteer recognition is acknowledged as a tool for maintaining long-term volunteer engagement.

Hagar and Brudney (2004) advise that "charities interested in increasing retention of volunteers should invest in recognizing volunteers" (p. 1), as well as giving them training and matching their skills with tasks. Moreover, they conclude that charities, the organizations on which the research concentrated, are being well advised "to provide a culture that is welcoming to volunteers" (p. 1). Merrill (2002) holds that "volunteers like not just the pins, plaques, and letters, but the symbolism behind them" (p. 10). McClintock (2004) affirms in her research "Understanding Canadian Volunteers" that "The best recognition is personal. The best way to offer personal recognition is to link it to the volunteer's reasons for volunteering" (p. 29). Volunteer Canada (n.d.) also reminds volunteer managers:

> Personalizing your volunteer recognition component of your program is the best form of showing appreciation for the contribution of volunteers. A generic message does not recognize an individual's contribution, which is the only external cue that tells a volunteer that they are doing a good and worthy job. (para. 5)

Ellis (2005) suggests that while leaders continue to recognize long-term volunteers, leaders also need to reward those volunteers "who did the most in the least amount of time" (p. 11).

It is important to avoid sending the message that the only volunteers who are valued are those who give years of their life to the organization, and the only kind of volunteering that is expected has no end in sight. In their book *Keeping Volunteers*, McCurley and Lynch (2005) quote some of the studies that look into reasons for loss of volunteers. Those studies found that poor volunteer management is the main culprit for volunteer loss, as well as burnout and a lack of expressed appreciation. Volunteer management is recognized as vital to running any volunteer

program. Yet with that knowledge, Hagar and Brudney (2004) found that "adoption of volunteer management practices [is] not widespread" (p. 1). Moreover, Hagar and Brudney point out that the charitable sector, the non-profit volunteer sector, is acting more and more professionally, imitating the business sector. Hagar and Brudney suggest that volunteer organizations are expected to be more professional in managing volunteers. Funders, board members, and volunteers alike are less patient with non-professional management methods. It is interesting to note that the same tactics used for recruitment are also valuable for retention.

> Charities that use volunteers to recruit other volunteers have higher retention rates. Having volunteers represent the charity implies trust, evidence of a positive organizational culture and confidence that the charity provides a worthwhile experience for volunteers. (Hagar & Brudney, 2004, p. 11)

A particular group of volunteers that needs special attention are the volunteer leaders. While volunteer leaders have to employ all the strategies, and lead all efforts to recruit and keep the volunteers, they themselves need further leadership development, encouragement, and recognition. Drum (2002) suggests "train the trainers" courses as a tool "to expand the capabilities of volunteers and to increase the level of talented, skilled members who have the potential to serve the organization" (p. 1). Organizations that employ such means, and others, to support their leaders will be able to retain them and create life-long involvement.

The success of an organization, such as a church, is measured according to its growth (Dougherty, 2004; Warf & Winsberg, 2010). The megachurch phenomenon has exemplified congregational success through the rate of growth and membership size. Researchers have noted an association between Protestants and Non-denominational churches and megachurches. About two percent of megachurches are Protestants and one-third are Non-denominational churches. The characteristics of a megachurch include non-traditional ways of delivering the church message, a focus on social and charitable issues, and the promotion of civic and political duties.

The membership is more diverse, and the ministries are oriented towards member needs and interests rather than theology. Mega churches feature huge modern buildings. Both the interior and exterior generally have an attractive architectural style. The enormous number of attendees is one characteristic that attracts others (Warf & Winsberg, 2010), and the increase in membership is usually a main characteristic indicating success (White & Simas, 2008).

Although numerical growth is important, certain other characteristics of a church should also be developed. These characteristics include prioritizing worship, teaching sound doctrine, uniting in prayer, and nurturing biblical fellowship. Prioritizing worship is about the passion to praise Christ. The characteristic of teaching sound doctrine deals with preaching messages that change hearts (Hemphill, 2006). This finding has to do with Mehta and Mehta's (1995) *pulpit ministry* attribute of worship component, which is about the relevance and quality of message. This worship component sometimes challenges supporters of church growth, who are generally more inclined to downplay doctrines in order to reach the younger generation. The characteristic of uniting in prayer involves a devotion to prayer (Hemphill, 2006), a factor that deals with Mehta and Mehta's (1995) attributes of worship and congregational participation, including time for meditation and prayer. Nurturing biblical fellowship deals not only with member gatherings, but also reaching out to help meet the needs of others (Hemphill, 2006). This characteristic is referenced with Mehta and Mehta's *church environment* attribute of worship component, which includes a friendly congregation, youth and singles activities, and childhood facilities.

By nature, the existence of the church involves an understanding of individuals' social and relational concepts (Cusick, 2006). Sustaining spiritually based communities requires not only the reinforcement of spiritual teachings, but also the act of providing the opportunities for social support. Attracting, building strong relationships, maintaining, and enhancing those

relationships are key marketing concepts that are historically linked to retention (Aspinall, Nancarrow, & Stone, 2001).

Research has found that some of the strategies that are being used with the aim of ministering to persons, providing assistance, and enhancing congregational programs include the implementation of faith based programs, such as exercise, health programs, and after-school care (Johnston & Benitez, 2003). Overall, 78.4% of adults in the U.S. identify as Christians. In regard to gender, between 40-47% of adults in the Christian religion are male and 53-60% are female. Regarding diversity in educational background, approximately 11-16% percent are college graduates, and between 25-47% earn less than $30,000 per year. Of the percentage of the population that is identified as Christians, approximately 51.3% identify as Protestants. Approximately 13-21% makes over $100,000 per year and between 54-59% is married. In terms of age diversity, approximately 21% are between the ages of 18-29, 54% are between the ages of 50-64, and 42% are over the age of 65 (The Pew Forum on Religion and Public Life, 2008).

A troubling aspect of the characteristics of church members is the lack of racial and ethnic diversity among the members. Within Christian communities, only eight percent of the churches are considered multi-racial (The Pew Forum on Religion and Public Life, 2008). While contextual factors such as church location could, to some degree, account for the lack of racial diversity, the nature of the religious market contributes, in part, to an evangelism strategy that drives members to reach out to others with similar characteristics in an effort to increase membership (Dougherty, 2003).

Self-continuity drive and retention. Demographic similarities have been identified to serve as the basis for how individuals categorize themselves in order to maintain or reinforce positive identities. The desire to maintain positive identity with others of similar or dissimilar

demographics has to do with an individual's level of self-continuity drive. The level of self-continuity drive can vary from low to high and can vary according to individual (Goldberg, 2005; Goldberg, Riordan, & Zhang, 2008). Henri Tajfel's (1986) theory of social identity in regards to comparisons of social category identification and group values in intergroup behavior proposes that people categorize themselves into groups with which they want to be positively identified (Van Dick, Wagner, Stellmacher, Christ, & Tissington, 2004). The theory also proposes that organizational satisfaction influences a member's level of identification (Bhattacharya, Hayagreeva, & Glynn, 1995; Swanson & Davis, 2006), and that a relationship exists between higher levels of identification and positive attitude (Van Dick et al., 2005). The theory is socially significant in addressing essential issues about member satisfaction (Swanson & Davis, 2006) and is useful in predicting relationships between those with high and low self-continuity drive.

Goldberg, Riordan, and Schaffer (2003) used a non-experimental, quantitative research design with 108 middle-level to upper-level managers in city government to examine the ways in which demographic variables moderate the relationship between group members with similarities and group cohesiveness. This study tested two hypotheses. One addressed the mediating role of self-continuity in the relationship between similarity and work group processes, asserting that that similarity will positively impact group processes with individuals who have a high desire for continuity, and negatively impact group processes with individuals who have a low desire for continuity. The other hypotheses addressed the mediating role of status in the relationship between similarity and work group processes, asserting that similarity will have a positive impact on group process with individuals who do not perceive their work group as status enhancing, and little impact on group process with individuals who do.

Perceived demographic similarity was assessed using three separate single-item measures about similarity in demographic variables such as age. A six-item scale was created to assess deep-level similarity such as perspective and outlook. A four-item measure was created to assess perceptions about status enhancement. Also, a four-item scale about one's preference to be with similar people was created to measure continuity. Group effectiveness and group cohesiveness were assessed using Knouse and Dansby's (1999) measures, and items from the Michigan Organizational Effectiveness Questionnaire measured open group process and internal fragmentation. Riordan and Weatherly's (1999) six-item scale measured group identification. Reliability of the measures was not reported. Results found that the relationship between race similarity and feelings of group cohesiveness and the relationship between gender similarity and perception of group cohesiveness were moderated by self-continuity. Participants with low desire for self-continuity had positive attitudes in diverse groups. Those with strong desire for self-continuity indicated a positive attitude in groups with similarities. Limitations of this study included using perceived similarity items as dependent variables controlling for social desirability. Areas for future research study should examine diversity or similarity in organizational norms and the impact of the interaction among demographic similarity, motives, and employee outcomes.

Intrinsic motivation theory. Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge, within the limits of the critical bounding assumptions (Torraco, 1997). A theoretical framework is a structure that can hold or support a theory of a research study. Theories in this study are limited to those exploring motivation to join, membership retention, and intention to leave. In this particular study the following theories served as the foundation: intrinsic motivation theory and theory of

planned behavior. These theories describe and explain why the research problem under investigation exists.

Intrinsic motivation refers to motivation that comes from within an individual rather than from any external rewards, such as money or grades (Deci & Ryan, 1985). Intrinsic motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. For example, an intrinsically motivated person will work on a math equation because it is enjoyable, or because of the pleasure that comes along with finding a solution to a problem. In neither case does the person work on the task because there is some reward involved, such as a prize or a payment. Students working out of a sense of intrinsic motivation do so for the pleasure of learning, and not because of the grade they will ultimately earn.

Lepper and Hodell (1989) indicate four sources for enhancing intrinsic motivation: challenge, curiosity, control, and fantasy. When engaging in challenging activities, learners receive the message that they have competitive abilities. However, the task should strike a balance between the learners' competencies and difficulty of the objectives. The difficult goal is not practical enough to raise the learners' motivation to attempt the task. In contrast, the easy goal is not demanding enough to influence the learners to hone their skills. With respect to curiosity, presenting ideas that are divergent from learners' prior knowledge or beliefs can provoke them to look for the information and find the discrepancies. Moderate discrepancies are most effective because they are easily incorporated into an individual's mental framework, and large discrepancies may be discounted rapidly (Pintrich & Schunk, 1996). Regarding control, learners will develop a sense of responsibility if they can make meaningful options in the

learning process. Finally, regarding fantasy, for example, the design of simulations and games that involve fantasy can increase intrinsic motivation.

Some theorists (e.g., Combs, 1982; Purkey & Schmidt, 1987; Purkey & Stanley, 1991) argue that there is only a single kind of intrinsic motivation, which can be described as a motivation to remain in activities that enhance or maintain a person's self-concept. However most theorists (e.g., Malone & Lepper, 1987) describe the term more broadly. Many activities in which teachers, students, and other people engage are most directly influenced by extrinsic rather than intrinsic motivation. For example, most people use a knife and a fork in a certain way not because they find a knife and fork use to be intrinsically motivating, but because the correct use of these utensils leads to such intrinsic benefits as the ability to enjoy a good meal or showing respect for people about whom the individual cares. This action is not a serious problem unless the person feels coerced or in some other way alienated by having to use the utensils (Csikszentmihalyi & Nakamura, 1989).

One of the most common failures in education is that students seldom say that they find studying to be intrinsically gratifying (Csikszentmihalyi & Larson, 1984). One of the most direct conclusions of research from the past 2 decades is that extrinsic motivation alone is likely to have precisely the opposite impact from what was intended on student success (Lepper & Hodell, 1989).

Malone and Lepper (1987) have defined intrinsic motivation more simply in terms of what people will do without external encouragement. Intrinsically motivating activities are those in which people will engage for no reward other than the interest and enjoyment that accompanies them. Malone and Lepper have conducted a large amount of research on motivational theory, developing combinations of ways to create environments that are

intrinsically motivating. This combination is summarized in Figure 2 and Table 2. As Table 2 shows, the authors subdivided the aspects that enhance motivation into individual factors and interpersonal factors. Individual factors are individual in the sense that they function even when a student is working alone. Interpersonal factors, in contrast, play a role only when someone else relates with the learner.
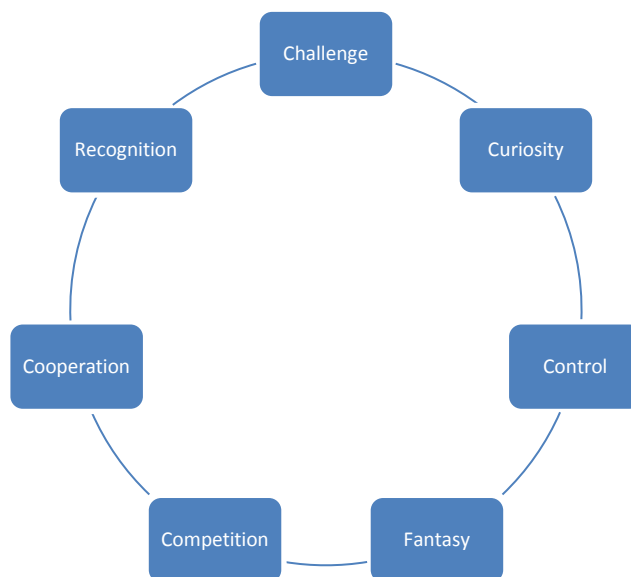
Figure 2. Factors that promote intrinsic motivation

Table 2

Factors That Promote Intrinsic Motivation

Factor	Description	Related Guidelines
Challenge	People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.	Set personally meaningful goals. Make attainment of goals probable but uncertain. Give en route performance feedback. Relate goals to learners' self esteem.
Curiosity	Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity.	Stimulate sensory curiosity by making abrupt changes that will be perceived by the senses. Stimulate cognitive curiosity by making a person wonder about something (i.e., stimulate the learner's interest).
Control	People have a basic tendency to want to control what happens to them.	Make clear the cause-and-effect relationships between what students are doing and things that

Factor	Description	Related Guidelines
		happen in real life. Enable the learners to believe that their work will lead to powerful effects. Allow learners to freely choose what they want to learn and how they will learn it.
Fantasy	Learners use mental images of things and situations that are not actually present to stimulate their behavior.	Make a game out of learning. Help learners imagine themselves using the learned information in real-life settings. Make the fantasies intrinsic rather than extrinsic.
Competition	Learners feel satisfaction by comparing their performance favorably to that of others.	Competition occurs naturally as well as artificially. Competition is more important for some people than for others. People who lose at competition often suffer more than the winners' profit. Competition sometimes reduces the urge to be helpful to other learners.
Cooperation	Learners feel satisfaction by helping others achieve their goals.	Cooperation occurs naturally as well as artificially. Cooperation is more important for some people than for others. Cooperation is a useful real-life skill. Cooperation requires and develops interpersonal skills.
Recognition	Learners feel satisfaction when others recognize and appreciate their accomplishments.	Recognition requires that the process or product or some other result of the learning activity be visible. Recognition differs from competition in that it does not involve a comparison with the performance of someone else

Theory of planned behavior. Some studies have focused on the influence of member satisfaction in focusing an individual's intention to remain with an organization (Bibby, 2008; Hansen & Woolridge, 2002). Research has revealed that when members are satisfied with the assistance an organization offers, it is less likely that they will leave.

Ajzen's (1991) theory of planned behavior asserts that attitude, subjective norms, and perception influence one's behavioral intentions. Intentions to achieve behaviors of different kinds can be foreseen with high precision based on attitudes concerning the behavior, subjective norms, and perceived behavioral control. These intentions, together with perceptions of behavioral control, account for considerable difference in actual behavior. Attitudes, subjective norms, and perceived behavioral control have been found to be related to suitable sets of relevant behavioral, normative, and control principles about the behavior, but the exact nature of these relations is still unclear.

The theory asserts that the stronger an individual's intent to accomplish a behavior, the more likely the person is expected to display such behavior (Dawkins & Frass, 2005). Additionally, intention can be swayed if intervention substantially affects attitude, subjective norms, or perception (Bamberg et al., 2003). Also, a person's previous experience will affect the extent of stability of his/her beliefs, attitudes, and intentions during a tested phase (Doll & Ajzen, 1992). This theory is socially important in addressing vital issues about an individual's behavioral intent and is beneficial in predicting the intent to leave. Figure 4 presents the three major constructs of behavioral belief: the attitude concerning a behavior; normative belief, the subjective norm of the behavior; and control belief, the perception of being able to carry out the behavior (Bamberg et al., 2003).
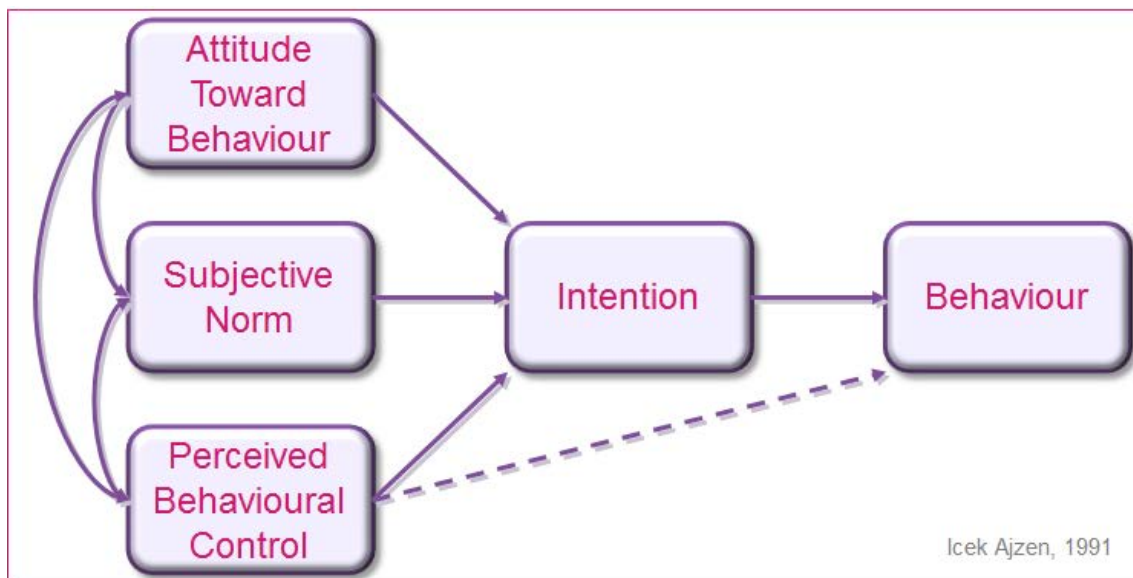
Figure 3. Intrinsic motivation theory.

Motivational aspects. The motivational literature addresses motivation and the components of motivation, self-efficacy, and self-regulation in the decision-making process. For example, Howe (1990) claims that "to a large extent, the motives, interests, and inclinations that fuel a person's daily activities" (p. 181) influence his/her decision to continue these activities.

Wundt (as cited in Gredler, 1997) and James (1892) were among the first researchers to use the empirical process to study motivation. They maintained that a relationship exists between will (motivation) and the active pursuit of goals. Freud (1961) examined the concept of self in motivation, arguing that psychic energy underlies human motivation. Psychic energy, which is often unconscious, is aimed at responding to such inner forces as hunger, sex, and fear. In other words, psychic energy is an urge, drive, or need to reduce excitation and tension and reach a state of homeostasis. Vygotsky (2000) began his research on self-regulation and the Zone of Proximal Development at about the same time that Freud developed his psychoanalytic theory. Although Vygotsky did not talk about motivation in a literal sense, it is interesting to note that he proposed that motivation acts as both, a way for goal-directed behaviors to be pursued and a channel for mental functioning to develop.

From Vygotskian (2000) and Freudian (1961) perspectives, motivation is based on social, cultural, and biological factors. Freud's focus was on drive, instincts, and conflicts. The key to his theory is that drive, instincts, and conflicts are mainly approached at the level of the unconscious. Vygotsky's emphasis is on the development of higher forms of human consciousness. Bandura (1977), a more recent social-cognitive theorist addressing the role of motivation in the decision-making process, focused on the behavioral aspects of motivation. He addressed motivation in terms of its contribution to learning by claiming that implicit motivation to engage in, repeat, or sustain a behavior or an activity over a long period is the notion or belief that "certain actions will bring valued benefits, that others will have no appreciable effects, and that still others will avert future trouble" (p. 8).

In other words, personal beliefs and attitudes, including judgment of one's performance competency and sociocultural environment conditions, such as verbal reinforcement from

parents, teachers, or peers, affect a person's future behavior. Although Bandura (1977) lived in a different era than Vygotsky and based his theory on the assumption that there is an end-state to be achieved, both theorists recognize that social and contextual factors influence the tendency for humans to repeat certain actions. While Bandura claimed that modeling and verbal persuasions foster motivation, Vygotsky (2000) argued that various sociocultural experiences acquired within a particular setting, such as learning with more knowledgeable adults and using the tool of language, mediate learning.

Decision-making and self-efficacy. Bandura (1986) explained that "people's beliefs about their abilities have a profound effect on" (p. 90) their future behavior, and that those with high self-efficacy bounce back from failure; they focus more on how to handle their behavior than on worrying about what can go wrong. He described self-efficacy as a person's belief in his/her own competency in organizing and carrying out actions. The current literature on self-efficacy associates students' decisions to continue pursuing goals with their confidence in being able to attain their goals, especially when they believe that positive outcomes will result (Schack, 1989; Zimmerman, 2001). Schack (1989) acknowledges that gifted children's initial self-efficacy perceptions influence the likelihood that they will continue their creative endeavors.

Pintrich and Schrauben (1992) found that those who are more motivated are "more likely to monitor or regulate their learning, persist in the face of difficulty or boring tasks, and manage their time and study environment more effectively than students low in efficacy" (p. 19). Shell, Murphy, and Bruning (1989) used the Degrees of Reading Power Test to investigate how undergraduate students' self-efficacy beliefs about their reading and writing increased the likelihood that they would continue pursuing their tasks and goals. They found a positive relationship between undergraduate students' expectations that they would continue writing and

their self-efficacy beliefs. However, determining a student's degree of self-efficacy in reading and writing does not show what contributed to his/her self-efficacy belief, particularly since the measurements were pre-determined by the researchers and not by the students' own perspectives.

Studies by Asmus (1985) connected self-efficacy with the decision to continue studying music associated a student's self-efficacy belief with an outcome expectation. Asmus's inquiry focused on grade six music students from three different schools. He found that their decision to continue studying music depended on their perceptions of success. However, he did not delve into how the sociocultural learning context or how the teacher's use of language affected the decision to continue reaching towards long-term musical goals. Hylton (1981) administered a Likert-type scale to 673 secondary high school choral students to learn what choral singing experiences meant to them. He defined meaning "as a psychological construct with cognitive and affective aspects, manifested overtly through behavior, reflecting an individual's evaluation and valuing of an experience" (p. 288). He found that the choral students' sense of achievement, improvement from their prior experiences, and feeling good inside influenced their decision to continue singing. Using a Likert-type scale to analyze the data is limiting. Although the statements on the Likert-type scale were adopted from an assortment of statements elicited by the participants in the pilot and pre-pilot studies, the selection of statements for the main study were only based on psychological, communicative, integrative, and musical-artistic factors. Using a Likert-type scale only tested and verified the degree to which the participants agreed or disagreed that there a relationship existed between feeling more accomplished and being internally satisfied.

Analyzing the meanings students give to their musical learning experiences under controlled conditions excludes why they feel more accomplished and/or what contributes to their

beliefs about their musical abilities. Brandstrom (1996) investigated the significance of piano students' self formulated goals and self-evaluation of their music education. The students in his study were from the Pitea School of Music in Sweden. Brandstrom found that students from a cross-section of piano ability were capable of planning what to do independently. However, he also based his findings on quantitative measures. Although Brandstrom found that teachers play a role in developing the students' inner motivation and positive attitudes towards studying piano, he did not examine what the teachers did, how the students felt about their teachers' interventions, or whether these interventions influenced their decision to continue studying music.

Decision-making and self-regulation. Vygotsky's (2000) views on self-regulation explain how an individual learns to organize and execute a course of action or actions on his/her own. To understand the role of self-regulation in the course of a student's decision to continue studying music, Wertsch (1984), and math teacher-researcher Zack (1988) examined this rationale. Both researchers used a qualitative paradigm to investigate how teachers mediate their students' ability to self-regulate actions. Wertsch observed castle-building activities, noting that in the beginning, students focused on their teachers' directives. As the learning activities proceeded, the teacher shifted from giving explicit instructions to offering just a few suggestions on how to construct castles from wooden blocks, and the students began to create their own plans. Zack found that the teacher's manner of providing information, offering explanations, and giving directives mediated her mathematics students' understanding of mathematical concepts and their ability to select problem solving strategies on their own.

Curriculum Assessment

In order to develop a successful Toastmasters club meeting and retain members who are successful and satisfied, the club's activities and environment need to align with the members' goals and the mission of TI. "Most experts agree that human learning, training, and performance-improvement initiatives should begin with a needs assessment" (Gupta, Sleezer, & Russ-Eft, 2007, p. 13). In an effort to retain club members the club's curriculum needs to be assessed. A needs assessment is required in order to address dissatisfaction with the lack of a local program and to satisfy the desire for change. "Needs Assessment is a diagnostic process that relies on data collection, collaboration, and negotiation to identify and understand gaps in learning and performance and to determine future actions" (p. 15).

The theoretical foundation for this curriculum assessment will depend on the seminal curriculum development works of John Dewey (2001) and Ralph W. Tyler (1949). Tanner and Tanner (2007), the leading curricularists of the 20th century, reaffirmed Dewey's constructivist learning theory and stages of scientific investigation in his attempt to encourage systematic methods to curriculum development. Even in today's age of distance learning and the influx of the super-university, Dewey's work is still relevant and represents forward thinking. His work demonstrates a profound understanding of educational developments and supports a democracy of wealth (Boyte, 2004). In this new era, Dewey's viewpoint of education is still pertinent and appropriate to education (Carver & Enfield, 2006). Tyler's four questions that speak to educational purpose, experiences, organization, and evaluation also remain valid and significant today.

Dewey's (2001) argument can be used to set the organization of thinking to approach a needs assessment related to higher education. Dewey stated, "The fundamental factors in the

educative process are an immature, underdeveloped being, and certain social aims, meanings, values incarnate in the matured experiences of the adult" (p. 104). Dewey described three primary sources of curriculum development: learners, society, and organized subject matter (Tanner & Tanner, 2007). Dewey asserted that the three sources are frequently viewed separately and that educators are apt to favor one source to the exclusion of the others. In this study, three methods were recognized: the social demands approach, the adolescent needs approach, and the specialized subject matter approach, which coincide with Dewey's three sources (Tanner & Tanner, 2007).

Based on Dewey's (2001) work, Tyler (1949) posed four questions: (a) "What educational purposes should the school seek to attain?" (p. 3); (b) "How can learning experiences be selected which are likely to be useful in attaining these objectives?" (p. 63); (c) "How can learning experiences be organized for effective instruction?" (p. 83); and (d) "How can the effectiveness of learning experiences be evaluated?" (p. 104). Bearing in mind Tyler's questions, this study was further structured by taking into account and adapting Dewey's description of the essential basis of educational purposes. The three structures were the learners and program participants, the society/institutions/communities that are included, and the content, subject knowledge, or abilities to be obtained (Tanner & Tanner, 2007).

Tyler (1949) discusses the analysis of the gap between what is and what should be—the need—which has direct relevance for this study. Tyler proposed that the methodical and intelligent study of educational programs necessitates full comprehension of the purposes to be attained, and recognition of the gaps concerning what is and what must be offered to serve as the foundation for identifying needs and deciding objectives.

Key individuals who have made contributions to curriculum development theory include Inglis, Rugg, Bode, Giles, McCutchen, Zechiel, and Taba. In 1918, Inglis was a primary member of the commission on Reorganization of Secondary Education. Rugg was the lead of the Committee on Curriculum Making in 1927. Giles, McCutchen, and Zechiel were on the team of the Eight Year Study and circulated the findings in a curriculum report in 1942 (Tanner & Tanner, 2007). According to Tanner and Tanner (2007), "the curricularists of the twentieth century restated Dewey's ideas…in their efforts to promote systematic approaches to curriculum development" (p. 130). Benjamin Bloom, for whom Ralph Tyler was an adviser (Sarangapani, 2006), solidified the nature of the cognitive procedure in Bloom's Taxonomy, which has since been changed and redeveloped (Tanner & Tanner, 2007). Howard Gardner expanded his theory of multiple intelligences (Brualdi, 1998); however still, within the background of a needs assessment, Dewey's argument of basic factors (Dewey, 2001) and Tyler's (1949) questions offer a straightforward framework for research organization.

Summary

Daily life involves a great deal of communication among people. People speak to express their thoughts and what they believe and to understand one another. Public speaking is so important that it impacts people's success in whatever endeavor they choose. Some companies are looking to promote their employees based not only on their technical skills but also on their ability to speak and express themselves. Good oral communication skills are assets for everyone who want to succeed in their chosen field. However, the fear of public speaking is difficult to overcome. There are different ways to improve and remedy this situation; one of them is to join TI. TI is a worldwide organization that helps individuals to hone their leadership and speaking

abilities. It offers a place where members help one another through TI's guidance and materials. It provides a non-threatening environment where every member will have a chance to develop his/her speaking and leadership skills. Members who join TI assert that they gain confidence in public speaking and can attest that they benefit from joining TI.

Despite the fact that TI offers wonderful opportunities to improve individual speaking skills, a high percentage of members leave their clubs. Few studies have been conducted about members' retention in TI, and it would be important to conduct a study on this issue. This research will not only help TI improve its programs and strategies to retain members, but also address the reasons why members were not satisfied with their clubs. This study will also give guidance to other organizations to encourage and motivate their members. Thus, this research was conducted in an interest of the benefits it can contribute to TI and other organizations of a similar nature.

Chapter 3: Methodology

Overview of the Study's Design

The purpose of this study was to determine the factors that affect members' retention in TI and to identify characteristics or trends associated with retention in Toastmasters clubs. Chapter 3 presents the methodology necessary to complete the study, the population, the sample, research design, instrumentation, data collection procedures, and protection of human subjects.

Utilizing descriptive research, the study employed quantitative and qualitative research methods. According to Creswell (2009), mixed methods research is an approach to inquiry that combines both qualitative and quantitative ways to examine a given problem. Creswell and Plano Clark (2007) emphasize that this type of research involves more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is more robust than either the qualitative or quantitative research on its own.

Description of Population

Cone and Foster (2006) state that the participants in the study should be described by three common questions: (a) who will participate? (b) how many will participate? and (c) how will they be selected? They suggest sorting the participants into groups based on some participant characteristics and not randomly assigning them to groups. The subjects for this study were District 5 TI members, as shown in Appendix A.

All the members present at given meetings of the specifically selected clubs were invited to participate in the study. The researcher collected data from a population that was representative of the types of clubs in District 5. District 5 serves clubs located in San Diego County, Imperial County, and Yuma, Arizona. District 5 has five divisions: Central, Eastern,

Northern, Southern and Western. Each division is divided into several areas. Presently, Central division has six areas: Area 5, Area 10, Area 19, Area 22, Area 22 and Area 26. Eastern division has five areas: Area 2, Area 4, Area 15, Area 20, and Area 27. Northern division has six areas: Area 3, Area 11, Area 16, Area 18, Area 23, and Area 28. Southern division has six areas: Area 1, Area 6, Area 9, Area 12, Area 14, and Area 21. Lastly, Western division has six areas: Area 7, Area 8, Area 13, Area 17, Area 24 and Area 29.

Appendix B presents the club distributions according to division based on the 2013-2014 District club alignments. At the time of this study, the five divisions in District 5 were distributed into clubs as shown in Table 3. There were approximately 10 active members in a club and 1,450 members in District 5.

Table 3

Number of Clubs From District 5 2013-2014

Division	Number of Clubs
Central	32
Eastern	26
Northern	29
Southern	29
Western	29
Total number of Clubs	145

Sample Population

The researcher used a stratified purposeful sampling method. Cone and Foster (2006) suggest that the participants be selected to represent a subset of some larger population to generalize the findings. The participants were selected and described in ways that assured their representativeness of the larger population.

Since there are five divisions in District 5 (Northern, Southern, Central, Eastern and Western), the researcher made sure that each division would be represented in this study. The

purpose of this selection was to ensure that each division was represented (Cone & Foster, 2006). Typically 10 members attended the club meeting, and the goal was to have at least 100 members respond to the survey. With the allotted time of collection, when the researcher did not have the desired number of respondents, the researcher distributed survey questionnaires to one club in District 5.

Instrumentation

The study utilized official data maintained in the membership database. The information was obtained from the club's officers as shown in Figure 4, usually the President or the Vice President of Membership. Members' information and other related information such as email address, telephone numbers, membership history, offices held history, and members' educational achievement was obtained.

TI conducted a study related to membership experience in 2012. The membership experience questionnaire as shown in Appendix C was developed and validated by the professional experts of the research and marketing of TI. Upon the approval of Sally Newell Cohen, TI research and the communication manager, as shown in Appendix D and Appendix E, represent the membership experience questionnaire data collected by the survey the researcher administered.

To ensure that participants responded in accordance with the instructions in the questionnaire as well as how to measure how long the participants would take to finish their task, determine how to handle unanticipated problems, and determine how to use and check the appropriateness of the survey instrument, the researcher conducted a pilot test. For this pilot test, the researcher used the club where he is a member. After the pilot test, the researcher asked the pilot participants to give feedback, to determine if the instructions were clear, and asked what

difficulties they encountered in following the instructions. The researcher observed the

participants as they completed the survey to determine whether the participants performed in the

manner in which they were instructed. Based on the feedback and the observations, the

researcher adjusted the survey instrument to ensure that the study would run smoothly and that

actual participants would have no difficulty using the instrument (Cone & Foster, 2006).

President-The club president is the chief executive officer of this club and is responsible for fulfilling the mission of this club. The president presides at meetings of this club and the club executive committee; appoints all committees; and has general supervision of the operation of this club. The president shall be an ex officio member of all Committees of this club except the club Nominating Committee and shall serve as one of this club's representatives on the area and district councils.
The vice president education is the second ranking club officer and is responsible for planning, organizing and directing a club program which meets the educational needs of the individual members. The vice president education chairs the education committee. The vice president education also serves as one of this club's representatives on the area and district councils and shall take no action binding upon this club without either specific prior authorization or subsequent ratification by this club.
The vice president membership is the third ranking club officer and is responsible for planning, organizing and directing a program that ensures individual member retention and growth in club individual membership. The vice president membership serves as one of this club's representatives on the area council and shall take no action binding upon this club without either specific prior authorization or subsequent ratification by this club.
The vice president public relations is the fourth ranking club officer and is responsible for developing and directing a publicity program that informs individual members and the general public about Toastmasters International. The vice president public relations chair the public relations committee.
The club secretary is responsible for club records and correspondence. The club secretary has custody of the club's charter, constitution, and bylaws and all other records and documents of this club; keeps an accurate record of the meetings and activities of this club and of the club executive committee; maintains an accurate and complete roster of individual members of this club, including the address and status of each individual member; and transmits the same to the successor in office.
The treasurer is responsible for club financial policies, procedures, and controls. The club treasurer receives and disburses, with the approval of this club, all club funds; pays to Toastmasters International all financial obligations of this club as they come due; and keeps an accurate account of all transactions. The club treasurer shall make financial reports to this club and to the club executive committee quarterly and upon request, and shall transmit the accounts and all undistributed funds to the successor in office at the end of the club treasurer's term.
The sergeant at arms is responsible for club property management, meeting room preparation, and hospitality. The sergeant at arms chairs the social and reception committee.

Figure 4. Toastmasters club officers and roles. Adapted from *Club Constitution for Clubs of Toastmasters International*, by Toastmasters International, 2013, pp. 14-15. Retrieved from http://www.toastmasters.org/clubconstandbylaws. Copyright 2013 by the author.

Interview

In order to obtain in-depth information to provide more broad and comprehensive answers to the research questions, the researcher conducted in-person and over the phone interviews (when face-to-face was not possible) with the club leaders. . The target respondents for these interviews were the Club President, Vice President of Education, or the Vice President of Membership of the club; leaders who participated in the membership experience survey (Cone & Foster, 2006). The researcher used an interview protocol adapted from the studies of Nunez (2010) and Tabaee (2013). The goal was to garner responses from 10-12 club leaders. The researcher sent the interview protocol as shown in Appendix F to the respondents via e-mail and informed them that the researcher would contact them regarding a time and place for the interview. When the researcher did not receive their response to the e-mail within 5 days, he contacted them individually by phone to establish a time and place for the interview. The interviews were conducted at a time and place that was comfortable and convenient for the respondents. The researcher requested 20-30 minutes with the club leaders. If a convenient time could not be determined for a face-to-face interview or if the interviewee lived more than 25 miles from the researcher, an interview was conducted by telephone, adhering to the same interview protocol.

Conducting Ethical Research

Creswell (2009) emphasizes the need to anticipate ethical issues that will arise when conducting a study. For example, considerations need to be addressed regarding the welfare and well-being of the subjects in the research (Glatthorn & Joyner, 2005). The researcher strove to conduct the study in an ethical manner, and conducted the research in alignment with generally accepted ethical principles (Cone & Foster, 2006).

Equity. The study avoided discrimination of members of protected classes based on age, sexual orientation, gender, religion, social class, disability, or ethnicity. When ethnic minority groups are the primary focus of the research, additional considerations must be applied. The researcher considered numerous concerns such as how to categorize the groups and the applicability of the constructs and the measures to the diverse groups (Foster & Martinez, 1995).

Honesty. In conducting this study, the researcher maintained an attitude of honesty, openness, and integrity. The researcher strived to use no deception in the methodology, nor did he change or alter the information gathered by the research and its findings. The study did not require deception, as the researcher made sure that the results were reliable (American Psychological Association, 2010).

Protecting human subjects. The researcher ensured that participation in this study did not result in any emotional and physical pain or damage to the participants (Glatthorn & Joyner, 2005). The researcher did not underestimate risks or overestimate the likelihood that people would become distressed as a result of participating in the research (Cone & Foster, 2006). Cone and Foster (2006) stated that "the benchmark for 'minimal risk' is the degree of the risk a participant would encounter in a routine physical or psychological examination" (p. 75).

Informed consent. The researcher required all participants to sign the Letter of Consent as shown in Appendix G, and informed all participants of their right not to participate in the study. The participants were informed and given information on the following aspects of the research: what was being studied, why the research was being conducted, the benefits of the study, the potential risks of participation, the time commitment involved, any compensation for participating, and assurance of confidentiality. An informed consent form acknowledged the fact that the participants' rights will be protected during the data collection (Creswell, 2009). All

electronic data collected were stored electronically on a password-protected computer or in a

locked file cabinet in the primary researcher's home office closet. Only the researcher had the

password to the computer and the key to the locked file. The data and any supporting documents

will be shredded and deleted electronically 5 years after the completion of the study.

The researcher also acknowledged all those who have contributed or collaborated in the

study. Professional integrity was maintained during the course of the study. The researcher did

not claim any credit for ideas that were not his own, and he acknowledged those that helped in

conducting and completing the study. Information, ideas, and facts were not commonly known

and/or that were not original were cited accordingly. To ensure a second opinion on the

dissertation, an editor was sought in the preparation of the finished product. Glatthorn and Joyner

(2005) suggested accepting help from anyone who wants to edit the work, but note that the

author should acknowledge the assistance in the front matter of the paper or dissertation. They

also note that editing involves minor correcting and is not rewriting.

The results were reported honestly and objectively, without any changes. The study gave

any information that was revealed in findings without any bias or alterations. Berg (as cited in

Creswell, 2009) suggests that in the interpretation of the data, the researcher needs to provide an

accurate account of the information. In an effort to do so, he suggests debriefing the researcher

and participants.

Graduate and Professional Schools Institutional Review Board (GPS IRB). The

researcher applied for IRB review after the Preliminary Oral defense. All IRB applications and

relevant documents were submitted to GPS IRB via email. In preparation for the IRB process the

researcher successfully passed the NIH Web-based training course *Protecting Human Research*

Participants (see the certificate of completion in Appendix H). Upon approval from GSP IRB (Appendix I), the researcher started visiting the TI clubs and collecting data.

Research Design

For this descriptive study, the following steps were followed (Miller & Salkind, 2002):

1. The researcher sought an approval from TI headquarters to conduct the study (see Appendix J). The description of the study stated that participation was voluntary, and that the participants could withdraw at any time without penalty. The participants could contact the researcher to obtain further information about the research are some of the minimum essential elements that a letter of consent should contain (Cone & Foster, 2006). The researcher's description in this study's letter of consent included all these elements.

2. Upon approval from the headquarters, a letter (as shown in Appendix K) from the District 5 Governor was sought in order to make District 5 leaders aware that a research study will be conducted in their ranks. Cone and Foster (2006) suggest that the letter should reassure that all the data will be confidential and denote any circumstance in which the researcher would have to forgo confidentiality.

3. The researcher contacted the clubs to be included in the study. The researcher contacted the club's President or the Vice President of membership. The researcher used the current information from the District 5 club website to gather information about the clubs to be investigated.

4. The researcher contacted the club leader via telephone or via email to introduce himself and notify them about his affiliation to District 5 TI. He informed them about where he is pursuing his doctoral program and the purpose of his research. The

researcher asked for specific dates and times so he could attend the club meetings to
administer and collect the survey questionnaires. The researcher informed the club
leader that the completion of the questionnaires would take 15-20 minutes.

5. On the day of the visit, the researcher explained to the club members the purpose of
    his research and other technical issues pertaining to the research study
    (confidentiality, that participation was voluntary and anonymous, the benefits of the
    research) and clarified any questions that the club members had. It was important to
    describe the procedures to be followed when the participants arrived at the data
    collection site, including who would be responsible for each procedure (Cone &
    Foster, 2006). Yates (1982) suggests walking the reader through the process just as
    the participants will experience it.

6. The researcher asked the club leader for information, such as how many current
    members were are and contact information including: email addresses, and phone
    numbers of the members.

Data Collection Procedures

The data collection procedure involved (Creswell, 1994):

1. Setting the boundaries for the study,

2. Establishing the protocol for collecting information, and

3. Collecting information through observations, interviews, documents, and visual
    materials.

The data collection did not begin until the proposal defense was held (Glatthorn & Joyner, 2005).
The researcher sought final committee review and GPS IRB approval in order to proceed with

data collection. The researcher developed a detailed planning calendar for implementing the research.

The study implemented two data-collection procedures, namely a questionnaire of all the members followed by in-depth interview with the club leaders of the clubs that participated in the survey. The researcher used the following steps and procedures to gather data from all the members of the club (Cone & Foster, 2006):

1. The researcher informed the club President or Vice President when he would attend the meeting.

2. As was suggested in the research design, the questionnaire was distributed at the scheduled club meeting.

3. During the club meeting the researcher explained to the members the purpose of the research, how it would be conducted, and how the data would be interpreted and used.

4. The researcher made sure that he had extra questionnaires so that if other members were not able to attend the meeting he would have available copies to distribute. He gave these copies to the Vice President of Membership. After the next meeting, the researcher called the Vice President of Membership and asked him/her if he/she was able to collect any additional completed questionnaires. If so, the researcher attended the next club meeting to collect the papers.

5. The researcher collected the finished questionnaires and answered any questions.

6. After the collection of the questionnaires, the researcher informed the members how the data would be analyzed and protected.

7. The researcher thanked the participants and ensured them that the information regarding their participation would be treated with confidentiality and would only be used for the sole purpose of the research.

The researcher used the following steps and procedures to gather the data from the club leaders that participated in the survey (Cone & Foster, 2006):

1. The researcher contacted the club Presidents or the Vice Presidents who participated in the membership experience survey via email.

2. An interview protocol was attached in the email. The letter of consent for participation was included, as well as the permission from TI and District 5.

3. When the researcher did not receive the participant's response to the e-mail within 5 days, he contacted him/her individually by phone.

4. A time and place for the interview was established that was comfortable and convenient for the respondent.

5. When a convenient time could not be determined for a face-to-face interview or if the interviewee lived more than 25 miles from the researcher, an interview was conducted by telephone, adhering to the same interview protocol.

6. The trained coders then assisted the researcher with the interview data to analyze and interpret the researcher's notes. One of the coders was a graduate student of the University of Phoenix and a member of TI. The other coder was a co-worker and friend of the researcher.

Summary of Chapter

This chapter explained the study's mixed methods design: the process of gathering quantitative and qualitative research data in determining the factors affecting member retention

in TI. The data collection methodology included surveys of current members and interviews of club leaders in addition to researcher observation, field notes, and informal conversations.

Chapter 4: Data Analysis and Findings

Introduction

This chapter presents an analysis of the study's findings under five main headings: analysis of quantitative data, analysis of demographic data, field notes, major findings by research question, and qualitative themes found. The study included a mixed-method design to serve as a descriptive evaluation of members' retention at TI. The participants were club members and club leaders of TI District 5. The quantitative data were derived from responses to the membership survey questions given to all members present during club visits by the researcher. The qualitative data were derived from nine qualitative questions given to the leaders of the club.

Analysis of Quantitative Data

For quantitative data analysis, Leedy and Ormrod (2005) divide data analysis into two steps: mathematical calculation (analysis) and statistical evaluation (interpretation). For this study, the quantitative data were analyzed using Microsoft Excel. Data analysis is a practice in which raw data are ordered and organized so that useful information can be extracted from it. The study's quantitative data from 112 completed membership experience surveys were entered into an Excel spreadsheet for calculation and analysis. For each of the 112 survey items and subparts, frequencies and percentages were generated and organized into tables.

Analysis of Demographic Data

Utilizing a stratified purposeful sampling method, the demographics in this study included six clubs of participants related to division, area, years with TI club, age, sex, number of members attending the club meeting, frequency of club meeting, and duration of club

meeting. The researcher ensured that each of the subcategories was represented in the study's participants.

A total of six clubs were visited by the researcher as shown in Table 4. The researcher visited all the five divisions and areas in District 5, which are Southern (Area 9), Central (Area 19), Northern (Area 11), Western (Area 8) and Eastern (Area 20). The researcher's goal was to obtain a minimum of 100 respondents. On the researcher's fifth visit to the Eastern division (Area 20), the total respondents of all five visits were only 95. The researcher decided to conduct another club visit to one of the clubs in the same district. The researcher visited the Southern division (Area 6). After the sixth club visit, the researcher was able to obtain a total of 112 respondents.

Table 4

Club, Division and Area

Club Number	Division	Area
Club #1	Southern (S)	9
Club #2	Central (C)	19
Club #3	Northern (N)	11
Club #4	Western (W)	8
Club #5	Eastern (E)	20
Club #6	Southern	6

The TI District 5 Performance Report as of November 10, 2013 (Toastmasters International, 2013b) was used to determine which clubs in District 5 the researcher would visit. He used the number of current paid members of the club to ensure that there would be a sufficient number of club members present when he visited the club. Since not all of the members would be present at the meeting, he selected clubs that had more than 20 paid members. The researcher was able to survey more than 50% of the paid members present during his club visits.

Table 5 shows the percent of paid members present during the club meetings. The respondents were coded according to the club division and number of members (M). For Club #1, there were 21 respondents in the Southern (S) division coded as SM01-SM21. For Club # 2 the respondents' codes are CM01-CM18 because there were only 18 respondents in the Central (C) division. The process held throughout all of the divisions. For Club #6, since the club belongs to the Southern division and there are 17 respondents in the club, the code started at SM22 because Club #1 is from the Southern division, which had 21 respondents. The researcher inputted all demographic data onto a spreadsheet and analyzed the data using Microsoft Excel. Frequencies were calculated for each item.

Table 5

Description of Each Surveyed Club, Number of Respondents per Club and their Coding Numbers

Number	Paid Members*	Number of Respondents	Respondents per Club	Code
Club #1	39	21	53.85%	SM01-SM21
Club #2	30	18	60.00%	CM01-CM18
Club #3	42	23	54.76%	NM01-NM23
Club #4	26	15	57.69%	WM01-WM015
Club #5	36	18	50.00%	EM01-EM18
Club #6	27	17	62.96%	SM22-SM38

Note. Not all the members are present on the meeting when visited. Adapted from *Toastmasters International District 5 Performance Report as of November 10, 2013*, 2013, by Toastmasters International. Retrieved from http://dashboards.toastmasters.org/District.aspx?id =05&hideclub=1. Copyright 2013 by the author.

Data were initially tabulated using standard summary statistics (means, standard deviations, frequencies, and percentages). Next, the details of the demographic data analysis were depicted in various tables along with the narrative of the most significant findings. The demographics of the respondents were divided into two categories: the members and club descriptions.

Members

      Length of membership in TI. Over 50% of members had been with their clubs for less than 3 years. Many members had been with their clubs for 1-3 years (33.04%). "Lifetime" members, those in Toastmasters for 10 or more years as well as within 7-9 years, both made up 2.68% of club members (see Figure 5).
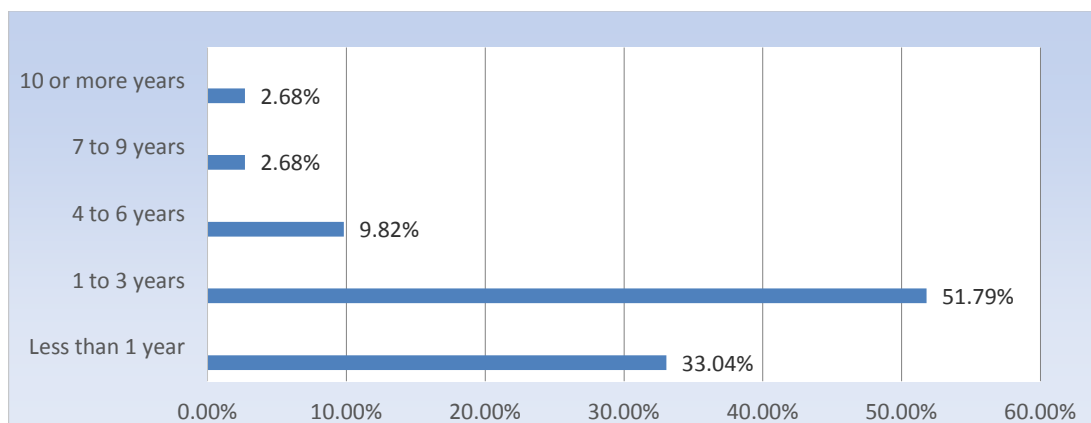
Figure 5. Years of membership. *Note.* $N = 112$

      Members' age. The median age of survey respondents was 39.5. When broken into categories, the largest age group was 35-44 years old. The younger members between 18-24 and the oldest category of 65 and over had a similar percent of respondents, 1.8% (see Figure 6).
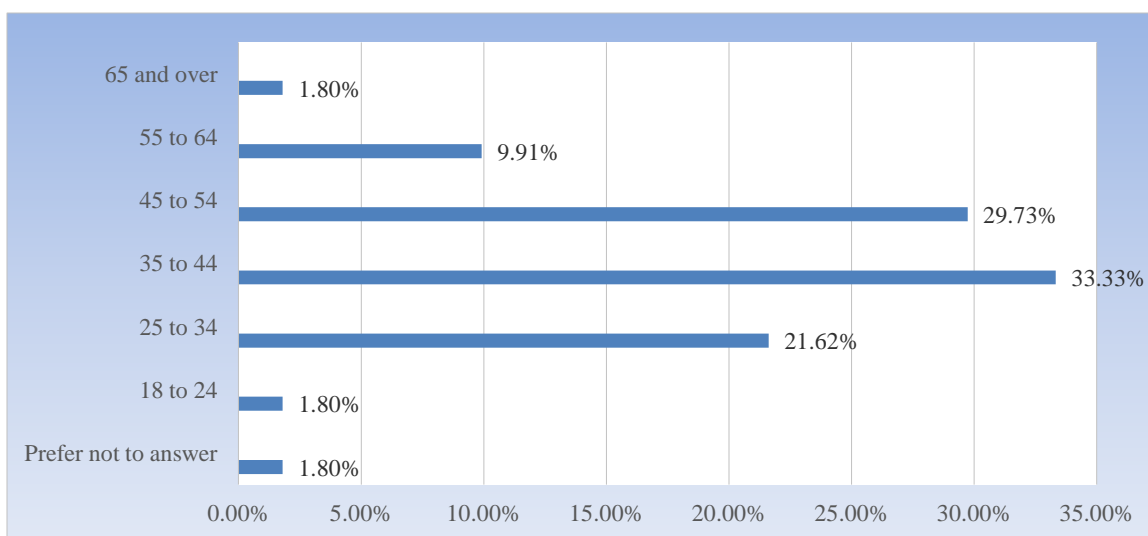
Figure 6. Age of members. *Note.* $N = 111$

Members' gender. Results showed that among the respondents, 54.95% were female and 41.44% were male; 3.60% preferred not to respond (see Figure 7).
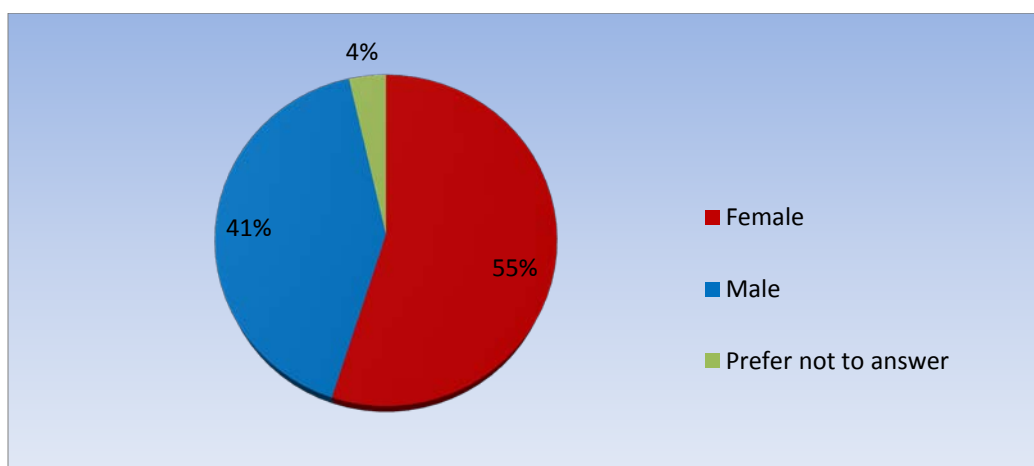
Figure 7. Members' gender.

Clubs

Members attending the club. The majority of the clubs had 10-19 members that normally attended their club meetings. Only 38.74 % of clubs had 20-29 members that attended regularly, whereas 7.21% had 30 or more members that attended regularly (see Figure 8).
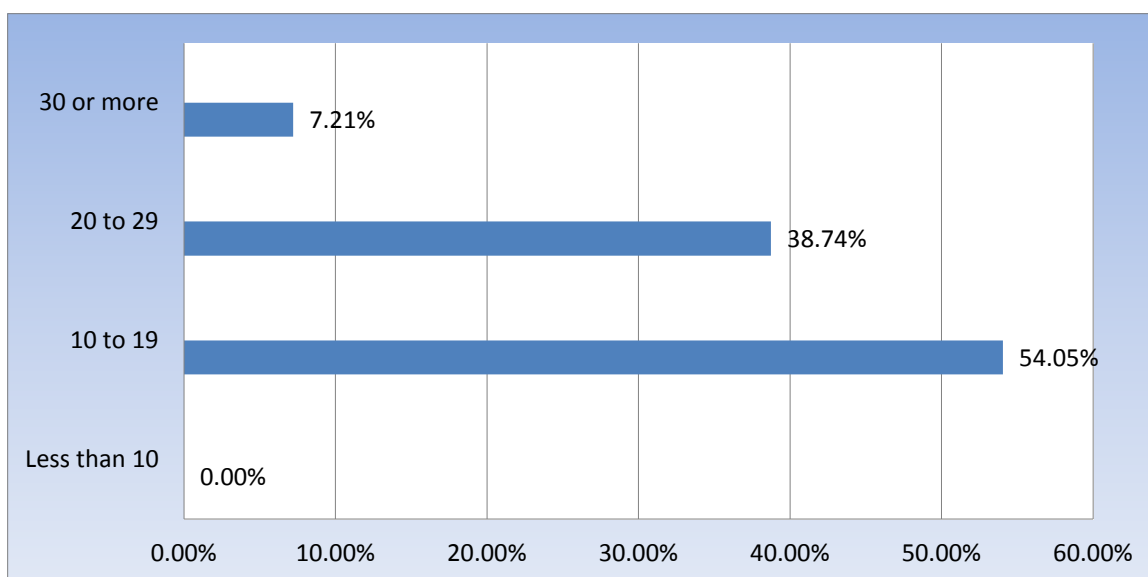
Figure 8. Members attending club meeting. *Note. N = 111*

Club meeting schedule. One hundred percent of the clubs conducted their meeting every

week (see Figure 9).
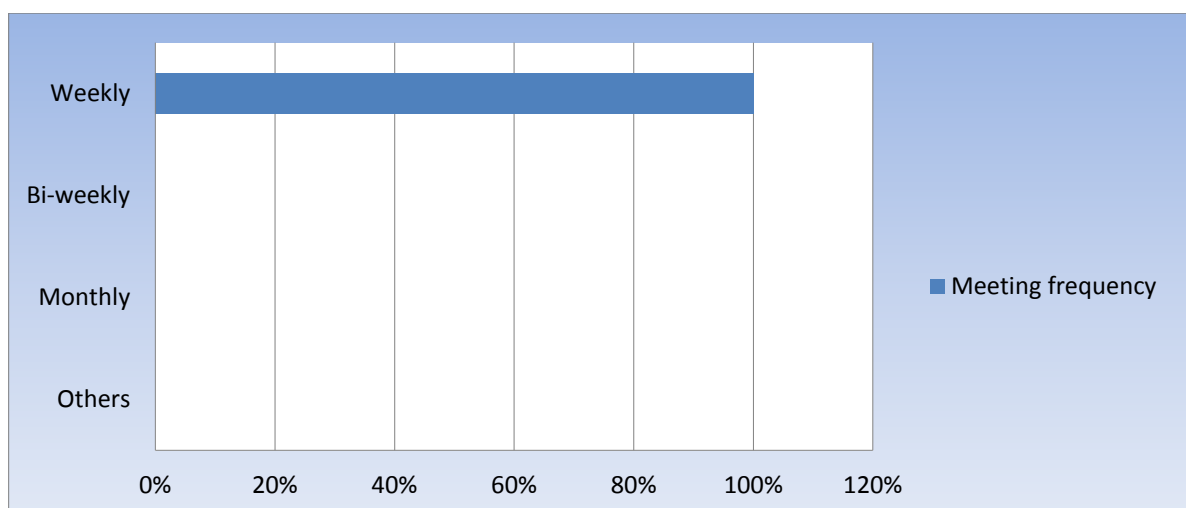
Figure 9. Club meeting schedule.

Duration of club meeting. Most of the clubs' regular meetings (83.49%) last between 1-

2 hours (see Figure 10).
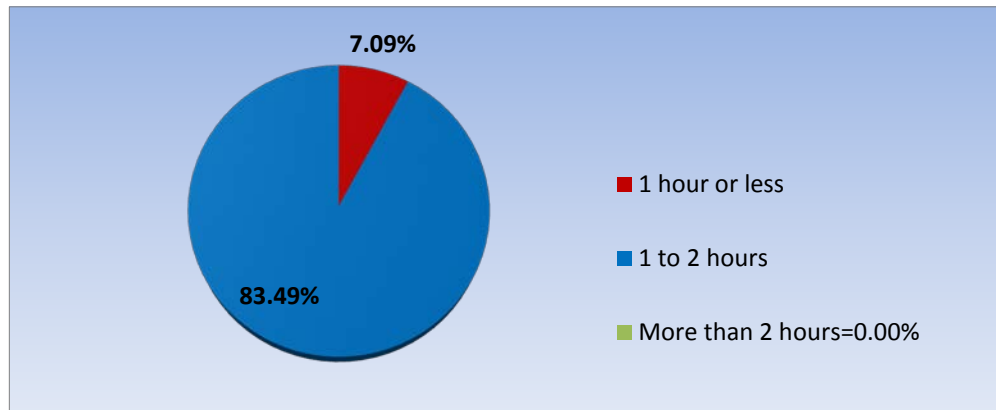
Figure 10. Duration of club meeting (time). *Note. N = 109.*

Analysis and Findings of Field Notes

Field notes were collected and dated throughout the study for the six TI clubs visited.

Field notes included observations, experience of the researcher's club visit, and notes from

informal conversations with some club members. The researcher made notes immediately during

and after each workshop and filed the notes electronically by date (Elmoghrabi, 2012). The notes

were used to complete and interpret the analysis of the quantitative and qualitative data. The researcher took notes immediately after each clubs visit to record the participants' area and district (see Table 6), which were comprised of Club 1 (Area 9-Southern Division), Club 2 (Area 19-Central Division), Club 3 (Area 11-Northern Division), Club 4 (Area 8-Western Division), Club 5 (Area 20-Eastern Division), and Club 6 (Area 6-Southern Division). The trained coders then assisted the researcher with the interview data to analyze and interpret the researcher's notes.

Table 6

TI Club Visits

Club Number	Date Visited	Division	Area
Club #1	11/14/2013	Southern	9
Club #2	11/20/2013	Central	19
Club #3	11/21/2013	Northern	11
Club #4	11/26/2013	Western	8
Club #5	11/29/2013	Eastern	20
Club #6	12/05/2013	Southern	6

The following sections describe observations of TI club meetings made by the researcher.

TI Club #1 observation. The researcher arrived at the meeting around 6:10 pm; the Sergeant at Arms had prepared the chairs and tables. The location was conveniently located near the bus with ample space to park. The room as a well-lit, clean space, ideal for Toastmasters to hold a meeting.

One of the club officers greeted the researcher and he assisted with the setup of the meeting. Some of the club members distributed the meeting agenda and placed them on the chairs. The chairs were arranged in two sections: one on the right and one at the left. The Timer table was located at the end of the room facing the lectern. At the entrance of the room, there were flyers, pens, badges, and other miscellaneous items. The Sergeant at Arms and a greeter

were there to welcome the members and some guests. A member commented, "The club always start on time, and ends on time. This is showing respect and mindful of other people's time."

The table topic was very creative. As the questions were inside "fortune cookies," this increased the element of surprise. The members appeared to enjoy the Table Topics. The members were highly energetic, applauding every introduction and end of each speech. Similarly, throughout each speech, all participants were quiet, respectful, and attentive.

There were three prepared speakers, which is an ideal number for a club meeting. Speaker #1, who joined the group 5 months prior, presented his/her CC#2 (Competent Communicator #2). Speaker # 2 presented his/her AC# 9 (Advanced Communication #9). Speaker #3 also presented an advanced manual speech.

The general evaluator said, "the evaluation process is to give constructive feedback and helps improve members' public speaking but as well as leadership skills."

It seemed that the members enjoyed the meeting, as everyone was highly energetic. This club has a large number of members: over 20 paid/registered members. Approximately four guests attended this meeting. The researcher talked to one of the guests who stated that he liked the group and was interested in joining, indicating that he planned to attend the next meeting.

TI Club# 2 observation. The researcher arrived early, around 11:30 am (the club meeting started at 12:00 pm). The club meeting, held in a corporate building, was open to the public and visitors. However, guests and visitors needed to check in with the security guard for security purposes. About 15 minutes before the scheduled start time the members started arriving. Some members worked in the corporate building but others came from elsewhere.

The Sergeant at Arms started to place agendas on the table for each member. The meeting took place around a large oval shaped table with encircled with very comfortable chairs. Some chairs were also available near the wall.

The meeting started on time (12:00 pm). The meeting was conducted in a nice, well-lit and ventilated room. The meeting manager presided over the meeting. He warmly welcomed the guests, introduced the Toastmaster of the day, and made some announcements. The Toastmaster of the day was very enthusiastic, announcing the functionaries, assigned open functions, and introduced the speaker. The general evaluator ensured that the lectern, gavel, and ribbon were prepared and in place; a great deal of preparation occurred before the meeting.

The first prepared speaker presented her Ice breaker speech (first speech) about herself and her family. She was originally from India, stating, "I joined Toastmasters to improve my public speaking." Eventually she also wants to improve her leadership skills. The speech evaluator gave a constructive comment to the prepared speaker. He stated, "the speech is very organized, brief and prepared." He suggested that the speaker should giving more of a description about herself, her family background, and the educational goals and accomplishments she mentioned. He encouraged the speaker to progress to her next speech to further improve her speaking skills.

The table topic segment was conducted in an exciting format. The table topic master brought pictures and asks the members to respond to a scenario he prepared. The table topic master mentioned that the "table topic will improve public speaking, especially to think and speak extemporaneously." The general evaluator suggested that the questions from the table topic should be a form of surprise so that the member will process and answer the question without preparation. The table topic master stated, "at Toastmasters, we develop not only our

speaking skills but also our listening skills. We fine tune our speaking and listening skills by attending Toastmasters meetings." The general evaluator stated, "we learn by the positive feedback we get from other members. It will help us to improve ourselves."

Three guests attended the meeting. Guest 1 mentioned that, he needed to improve his public speaking because it is needed in his job. He stated that he wants to gain confidence and help him with his promotion. Guest 2 mentioned, "I want to improve my speaking ability especially that I tend to speak so fast." She wanted to be aware and in control of what she wanted to say or convey to others. Guest 3 said, "I want to overcome my fear of public speaking and gain confidence when speaking in front of a large group of people."

The general evaluator stated that overall, it was a great meeting. The meeting ended on time (1:00 pm) and the guests as well as the members seemed to have enjoyed the meeting.

TI Club #3 observation. The meeting took place in a children's library with plenty of available parking spaces. When the researcher arrived at the meeting place about 6:00 pm, the President was already there and getting ready to set up and arrange the meeting venue. The Sergeant at Arms arrived and helped in setting up the chairs and tables.

The club meeting started promptly at 7:00 pm. The President announced that it would be a busy and full packed meeting. There would be three prepared speakers and all the functionary roles were filled. She said there would be nominations of upcoming club officers. During the nominations, the members were willing to participate and some members declined the nominations because of some personal reasons and circumstances.

The VP of Membership stated that he has a trailer where all of the supplies were stored. Presently, they store their supplies and materials in the library.

The members appreciated and liked the inspirational speech and applauded. The joke master gave a funny anecdote about which all the members laughed. The unique segment in this club was the Drawing Dynamo. In this portion they had raffle tickets to purchase and a gift or award was given to the winner. During this raffle the prize was a spa pass. The proceeds from the purchase of the tickets helped augment the expenses of the club, such as refreshments, ribbons, and other club supplies and materials.

The Toastmaster of the day, a past District 5 officer, was very energetic and enthusiastic. He introduced the day's theme, "Home." He showed his creativity by comparing the parts of the meeting to cooking a meal. He described Table Topics as an appetizer, the prepared speeches as the main course, and the evaluation process as the dessert. He described the evaluation process as the "3 B's. Be Brilliant, Be Brief and Be gone."

The timer emphasized the importance of time in every Toastmasters meeting. She said she helps organize the meeting and allows the members to be concise and in control of the meeting agenda. She represented the time allotted and remaining for each speaker using different color cards: green, yellow and red.

A recent member stepped in to be the Ah-Counter and recorded filler words such as ah, umm, oh, so, you know, etc. These are some of the words that are distracting and annoying when speaking. The grammarian explained the importance of being conscientious of using the English language properly. She said she takes note of members' use of language and helps them to be aware of and improve their grammar. A unique role that is not usually seen in other Toastmasters club is the role of a videographer, one who the video records the prepared speeches.

The educational tip master gave some proper techniques or information that is common in Toastmasters. She shared the importance of proper etiquette and techniques in handshaking.

She emphasized the importance of proper hand shaking as a professional gesture and acknowledgment of the members of the club.

The table topic segment was presented by the table topic master. He said, "Table Topics will prepare a person when speaking in different situation in our daily life. It will improve speaking skills especially in unprepared conversations." There were six participants in the table topic portion. The members seemed to be excited and prepared themselves in case they were called upon to answer the table topic question. The 9-minute time allotted for the table topic was filed with excitement and member participation.

At 7:30 pm a 10-minute break was announced by the VP of Membership. A prepared snack and drinks were located in the room outside the meeting room. The members seemed to like this time to relax and take a breather. At this point the researcher was able to socialize and talk to some of the members. He asked one member why she likes her club. She said,

> I like our club because it is always organized and always full of energy. I like the members and club leaders they are very supportive and encouraging. Every week I am looking forward to attend this meeting. I learn a lot from every meeting and I am very happy to be a part of this club.

The researcher was able to talk to the President of the Club, who said,

> What I like about this club is the support to improve my public speaking and my leadership skills. Right now, I like the mentoring aspects. I like to assist the members, especially the new members who need more guidance and encouragement. I think members keep on coming back because there are plenty of functionary roles to polish their speaking skills. The club meeting is always conducted on time and we always have three prepared speakers and evaluators. I enjoy and grow in this club. I hope to stay long in this club; there are still other things that I can learn and improve in my speaking and leadership skills.

The general evaluator explained the importance of the evaluation portion. He said, "The evaluation process allows us to give positive feedback on the prepared speakers. This will give the speaker recommendations on how to improve their future speeches."

TI Club #4 observation. The club meeting was located in a recreation center; one could hear many noises, especially voices of children outside of the room. Even when the club meeting started, one could hear noises outside. The President welcomed the members and guests with energy and enthusiasm. He stated, "at Toastmasters we are learning not only speaking skills but listening skills through the evaluation part of the program." One of the guests said, "I want to improve my speaking skills."

The Toastmaster introduced trivia information as he conducted the meeting. The theme of the meeting is "Entrepreneurship."

The general evaluator introduced the functionaries and had them explain their roles. The Ah-Counter took note of crutch words such as, ah, um, and so. The grammarian took note of the proper use of the English language. There were two prepared speakers; one was an ice breaker and the other was an advanced speech.

The ice breaker speaker gave a biographical speech, talking about where he came from and his love of sports, especially tennis. He went to college on scholarship and travelled from the east coast to the west coast. He moved to San Diego 10 years ago and worked various jobs. He went to San Diego State to finish his study of Finance. He ended his speech by expressing his passion for travel and learning foreign languages (especially Spanish).

The second speaker spoke about his relationship with his late father. He included strong quotations such as, "Your past doesn't determine your future." "The rational mind is superior to an emotional mind." "Always have the process." His vocal variety was excellent and his flow of speech was highly cohesive."

The Toastmaster emphasized that one of the most important aspects in Toastmasters is to give feedback to the speaker. The table topic section was an exciting portion of the meeting. Five

people participated in the Table Topics discussion, including two guests. The general evaluator who was also a guest and a former Toastmaster said, "I really enjoyed the meeting." He commented that not leaving the lectern unattended and shaking with another member of hands is an invaluable form of courtesy. Overall, he felt the meeting went well. The audience showed their appreciation by clapping their hands after every speech and/or during the acknowledgement portion of functionaries.

The guests were asked what their experiences were during the meeting. One guest said, "It is a good experience to attend a Toastmasters club meeting." He also felt that Toastmasters meetings are a good place to improve one's English speaking skills, especially given that he was originally from Greece. Another guest said, "When I attended this meeting, I didn't know what to expect. The members are very welcoming and a very lively meeting. Definitely I would like to come back."

TI Club #5 observation. The meeting was held in a classroom in a school building. The members included some working professionals and some students. The meeting schedule was about 1.5 hours with a 10-minute break. The members seemed to have high energy and enthusiasm. Two guests attended the meeting, which featured a friendly atmosphere for guests and members. There were three prepared speakers: one ice breaker, Speech #3 from Competent Communication, and one from the advanced manual (entertaining).

The Toastmaster was very energetic and inserted some humor when he was talking and/or introducing functionaries. The Ice Breaker said, "I joined Toastmasters to overcome my fear of speaking in the public. Aside from that it can be a good skill that I can use in my schooling." The next two speakers did a fantastic job on their prepared speeches. They seemed to be very well organized.

The speech evaluators were very helpful. One evaluator mentioned, "At Toastmasters we give feedback and evaluation to help members improve their speaking skills." He described using the sandwich method style when giving the evaluation;

> First is what you like about the speech, then what other aspects needs improvements, and give possible suggestions, and lastly her/his personal or total impression of the speech. It is not a good idea to just satisfy the speaker by giving only good or positive feedback; we don't like to sugarcoat our evaluation. The feedback is very important to members' improvement.

The general evaluator was thorough in giving his evaluation on how the meeting was conducted. He noticed that a member had two roles: the table topic master and the speech evaluator. He emphasized that if there are enough members, each member should be given a functionary role in the meeting, as this will prevent any members from becoming burnt out and will give other members a chance to participate. A guest said,

> It was my first time to attend a Toastmasters club. I was surprised how people are speaking well and very confident. I like the table topic part, because members improve their speaking impromptu, very impressive. I hope I can develop those skills too, as I go on attending the meeting. Definitely, I would like to join. Thank you for allowing me to visit your club.

Overall, the meeting went well and members seemed to enjoy what transpired in the lively, enthusiastic meeting.

TI Club #6 observation. The meeting was held in a hotel/restaurant. The parking was a bit challenging, since the attendees needed to park in the street. The hotel/restaurant had its own parking but the researcher believed someone needed to pay the parking fee. The researcher was informed that parking will be validated for the members or guests of the Toastmasters meeting.

The meeting was conducted in one of the function rooms of the restaurant. The members said they usually held their meeting at the back of the function room but that day it was

occupied. For that reason, some of the workers, especially the waiters were entering the room where the Toastmasters meeting was held. The theme was, "Leaving 2013 and moving to 2014."

There were four guests. One guest was a graduating nursing student from San Diego State University. She said, "I am presently taking a leadership class/training as part of my course requirement. My professor suggested to us to visit or maybe join Toastmasters to improve our leadership as well as our communication skills." Two other guests were couple visiting from Chicago. The husband said,

> We are also Toastmasters from Chicago. Since we are retired, we love to travel. Whenever we travel, we included visiting a Toastmasters club as part of our itinerary. We have visited other countries, such as China and Europe, and we were able to find a Toastmasters club in those countries. It is also one way to meet new friends from other places. And also see how they conduct their Toastmasters club meeting. We really enjoy mingling with other members in other parts of the globe.

The researcher enjoyed the segment where members as well as the guests introduced themselves. One table topic question asked, "What do you want to get rid of in the coming year?" It was a challenging and interesting question because members needed to answer the question in 2-3 minutes and use the word of the day, "Resolute." The table topic master emphasized that

> the table topic is a good training "to think on your feet" when asked unexpectedly. We usually face this kind of scenario in our life, in our home, our work, in the street or maybe when you are in a job interview.

The Toastmaster was highly energetic and directed the meeting well. The prepared speaker gave a humorous speech from an advanced manual. He spoke about his passion, sports, and described some incidents that happened when he was playing tennis. The guests evaluated him. Since she too was a Toastmaster, she was allowed to evaluate the prepared speaker. She stated,

I like the way you presented your speech. I enjoyed listening to your experiences while learning tennis. You described them very well and as if we were there at very moment when the tennis game was in action. The one thing I can suggest is to use your voice projection. You can use a variety of them, when you are describing how you served or hit the tennis wall. Aside from that, you can also use volume in your voice when you are playing with tennis. Like high volume or excitement when you miss or hit the ball. Aside, from that the humor will be emphasized and the audience will definitely appreciate or envision what you are talking about. Overall, it is a good speech. I enjoyed it and hopefully you can still continue doing more of your speeches to entertain the listeners and improve your speaking skills and gain more confidence.

The meeting ended on time. The members and guests appeared happy and having enjoyed

the meeting. The nursing student guest said,

I really enjoy the meeting and I learned a lot and am amazed at how you communicate or talk. I know the training will help me a lot in my school or may in my nursing practice. I will definitely come back and visit your club and hopefully join your club.

Findings and Summary Related to Research Questions

The researcher developed a research question matrix to align the five research questions

with the related members' experience survey items (see Appendix K). The following sections

discuss the five research questions (RQs), with subsections to address the members' experience

survey items that relate to that research questions.

Survey findings for RQ 1: Why people join TI. Member survey Item 3 is related to the

study's research question, What are the reasons people join TI (see Table 7)?

Table 7

Reasons for Joining Toastmasters

Reasons	Frequency	Percent
Improve my communication skills	81	27.00%
Overcome my fear of public speaking	56	18.67%
Advance my career	47	15.67%
Increase my self-esteem, confidence	46	15.33%
Improve my leadership abilities	27	9.00%
Meet new people, socialize	22	7.33%
Networking opportunities	11	3.67%

(continued)

Reasons	Frequency	Percent
Improve my fluency in the English language	7	2.33%
Others	2	0.67%
Participate in speech contests	1	0.33%

Note. N = 300

Survey findings for RQ 2: Members' experience in attaining the purpose of joining

TI. The following survey items served to answer Research Question 2; items # 1, 2, 6, 12, and 13

were designed to gather opinions about TI members' experiences. The findings from these items

are critical and align with the purpose of Research Question 2, which asked, What are the

members' experiences that are useful in attaining these purposes? Member survey Item 1 asked,

Is your Toastmasters club enjoyable (see Table 8)?

Table 8

Members' Enjoyment at Toastmasters Club

Response	Frequency	Percent
Yes	108	96.43%
No	0	0.00%
Sometimes	4	3.57%

Note. N = 112

Member survey item 2 asked, What do you like most about your Toastmasters

membership experience (see Table 9)?

Table 9

Members' Toastmasters Experience

Experience	Frequency	Percent
Giving speeches	76	25.00%
My friendship with other members	56	18.42%
Participating in Table Topics™	34	11.18%
Mentoring	31	10.19%
Giving or receiving evaluations	27	8.88%
Networking opportunities	27	8.88%
Achieving educational awards	19	6.25%

(continued)

Experience	Frequency	Percent
Fulfilling club officer's roles	19	6.25%
Participating in speech contests	7	2.30%
Others	5	1.64%
Online social networking with Toastmasters	3	0.99%
Going to the International Convention	0	0.00%

Note. N = 304

Member survey item 6 asked, What are your reasons for continuing your membership

with Toastmasters (see Table 10)?

Table 10

Reasons for Continuing Membership with Toastmasters

Reasons	Frequency	Percent
Continued alleviation of my fear of public speaking	76	26.03%
Improve of my communication skills	47	16.10%
Participation in speech contests	45	15.41%
Networking opportunities	35	11.99%
Friendship with other members	31	10.62%
Increase in my self-esteem, confidence	22	7.53%
Improvement of my leadership abilities	17	5.82%
Improve my fluency in the English language	12	4.11
Others	4	1.37%
Career advancement	3	1.03%

Note. N = 292

Member survey item 13 asked, How likely is your club to take the following actions to

create an enjoyable and supportive learning environment? Member survey item 13 was

categorized according to six different items: (a) regularly planned dynamic educational programs

with exciting themes, (b) enjoy regularly scheduled social events, (c) encourage club members to

participate in area, district, and international events, (d) promote and encourage inter-club events

(e) issue a club newsletter regularly, and (f) maintain a club website. Tables 11-16 show the

results of members' responses.

Table 11

Members' Responses to Club's Regularly Plan Dynamic Educational Programs with Exciting

Themes

Members' Perception	Frequency	Percent
Completely likely	20	18.35%
Very likely	67	61.47%
Somewhat likely	14	12.84%
Neither likely or unlikely	5	4.59%
Somewhat unlikely	1	0.92%
Very unlikely	1	0.92%
Completely unlikely	1	0.92%

Table 12

Members' Responses to Enjoy Regularly Scheduled Social Events

Members' Perception	Frequency	Percent
Completely likely	23	21.10%
Very likely	63	57.80%
Somewhat likely	14	1.84%
Neither likely or unlikely	8	7.34%
Somewhat unlikely	0	0.00%
Very unlikely	0	0.00%
Completely unlikely	1	0.92%

Table 13

Members' Responses to Club Members' Encouragement to Participate in Area, District, and

International Events

Members' Perception	Frequency	Percent
Completely likely	25	23.15%
Very likely	66	61.11%
Somewhat likely	13	12.04%
Neither likely or unlikely	3	2.78%
Somewhat unlikely	0	0.00%
Very unlikely	0	0.00%
Completely unlikely	1	0.93%

Table 14

Members' Responses to Promote and Encourage Inter-Club Events

Members' Perception	Frequency	Percent
Completely likely	17	15.89%
Very likely	66	61.68%
Somewhat likely	14	13.08%
Neither likely or unlikely	7	6.54%
Somewhat unlikely	0	0.00%
Very unlikely	1	0.93%
Completely unlikely	2	1.87%

Table 15

Members' Responses to Issue a Club Newsletter Regularly

Members' Perception	Frequency	Percent
Completely likely	19	17.59%
Very likely	62	57.41%
Somewhat likely	13	12.04%
Neither likely or unlikely	8	7.41%
Somewhat unlikely	0	0.00%
Very unlikely	4	3.70%
Completely unlikely	2	1.85%

Table 16

Members' Responses to Maintain a Club Website

Members' Perception	Frequency	Percent
Completely likely	29	26.61%
Very likely	64	58.72%
Somewhat likely	12	11.01%
Neither likely or unlikely	2	1.83%
Somewhat unlikely	0	0.00%
Very unlikely	0	0.00%
Completely unlikely	2	1.83%

Survey findings for RQ 3: Why TI members quit attending meetings. Survey item 10

was designed to answer Research Question 3. From members' perspective, this section describes

the reasons why members quit attending meetings. Research Question 3 asked: Why do TI

members quit attending meetings? Member survey item 10 asked, Why do you think members

quit attending the meetings (see Table 17)?

Survey findings for RQ 4: Activities members do at TI meetings. Survey item 11 was

designed to answer Research Question 4. This section describes the resources and activities

available in TI meetings. Research Question 4 asked: What activities did members engage in

during TI meetings? Member survey item 11 asked, What functionary roles do you like about TI

meetings (see Table 18)?

Table 17

Reasons Members Quit Attending Meetings

Reasons	Frequency	Percent
Conflict of schedule	81	31.89%
Relocate to another place (jobs, family)	67	26.38%
Lost interest /motivation	55	21.65%
Transfer to different TI clubs	18	7.09%
Health issues	10	3.94%
Conflict with other members	10	3.94%
TI meeting doesn't meet goal/expectation	4	1.57%
Financial problems	4	1.57%
Transportation issues	3	1.18%
Others	2	0.79%

Note. N = 254

Table 18

Members' Functionary Roles

Functionary roles	Frequency	Percent
Participate in the Table Topics	60	20.83%
Toastmaster of the day	59	20.49%
Prepared speaker	42	14.58%
Table Topic Master	40	13.89%
Speech evaluator	34	11.81%
General evaluator	24	8.33%
Grammarian	9	3.13%
Educational spot	8	2.78%
Ah-Counter	5	1.74%

(continued)

Functionary roles	Frequency	Percent
Timer	4	1.39%
Jokester	3	1.04%
Others	0	0.00%

Survey findings for RQ 5: Assessment of TI members' success. The following survey items served to answer Research Question 5; Items # 5, 14, 15, 16 and 17 are designed to determine TI members' success. The findings from these items are critical and align with the purpose of Research Question 5, which asked, How should the success of Toastmasters' members be assessed? Member survey item 5 asked, Which Toastmasters educational achievements have you completed (see Table 19)?

Table 19 *Highest Toastmasters Educational Achievement*

Educational achievement	Frequency	Percent
In progress	60	39.47%
Competent communicator (CC)	34	22.37%
Competent Leader (CL)	26	17.11%
Advanced Communicator Silver (ACS)	13	8.55%
Distinguished Toastmaster (DTM)	9	5.92%
Advanced Leader Silver (ALS)	6	3.95%
Advanced Leader Bronze (ALB)	2	1.32%
Advanced Communicator Bronze (ACB)	1	0.66%
Advance Communicator Gold (ACG)	1	0.66%
High Performance Leadership (HPL)	0	0.00%

Note. N = 152

Member survey item 14 asked, How likely is your club to take the following actions to maintain a strong membership base? Member survey item 14 was categorized into four different items based on the actions the club takes to maintain a strong membership: (a) work to retain members, (b) actively promote your club in the community or within the sponsoring organization, (c) recognize Toastmasters who sponsor new members, and (d) participate regularly in membership-building programs. Tables 20-23 shows the result of members' responses.

Table 20

Members' Responses to Club Working to Retain Members

Members' Perception	Frequency	Percent
Completely likely	21	19.44%
Very likely	78	72.22%
Somewhat likely	7	6.48%
Neither likely or unlikely	1	0.93%
Somewhat unlikely	0	0.00%
Very unlikely	0	0.00%
Completely unlikely	1	0.93%

Table 21

Members' Responses to Actively Promote Club in the Community or Within the Sponsoring

Organization

Members' Perception	Frequency	Percent
Completely likely	21	19.44%
Very likely	71	65.74%
Somewhat likely	11	10.19%
Neither likely or unlikely	4	3.70%
Somewhat unlikely	0	0.00%
Very unlikely	0	0.00%
Completely unlikely	1	0.93%

Table 22

Members' Responses to Recognize Toastmasters Who Sponsor New Members

Members' Perception	Frequency	Percent
Completely likely	20	18.69%
Very likely	67	62.62%
Somewhat likely	11	10.28%
Neither likely or unlikely	3	2.80%
Somewhat unlikely	4	3.74%
Very unlikely	1	0.93%
Completely unlikely	1	0.93%

Table 23

Members' Responses to Participate Regularly in Membership-Building Programs

Members' Perception	Frequency	Percent
Completely likely	21	19.63%
Very likely	69	64.49%
Somewhat likely	11	10.28%
Neither likely or unlikely	4	3.74%
Somewhat unlikely	2	1.87%
Very unlikely	0	0.00%
Completely unlikely	1	0.93%

Member survey item 15 asked, How likely is your club to take the following actions to recognize member achievements? Member survey item 15 was categorized using six different tasks that the clubs do in recognizing member achievements, such as: (a) submit award applications immediately when members complete educational requirements; (b) maintain and post member progress charts at every meeting; (c) formally recognize member achievements, (d) recognize club, district, and international leaders; (e) publicize member and club achievements; and (f) use the Distinguished Club Program (DCP) for planning and recognition. Table 24-29 show the results of members' responses.

Table 24

Members' Responses to Submit Award Applications Immediately When Members Complete

Educational Requirements

Members' Perception	Frequency	Percent
Completely likely	20	18.18%
Very likely	75	68.18%
Somewhat likely	13	11.82%
Neither likely or unlikely	0	0.00%
Somewhat unlikely	0	0.00%
Very unlikely	0	0.00%
Completely unlikely	2	1.82%

Table 25

Members' Responses to Maintain and Post Member Progress Charts at Every Meeting

Members' Perception	Frequency	Percent
Completely likely	13	11.71%
Very likely	71	63.96%
Somewhat likely	14	12.61%
Neither likely or unlikely	5	4.50%
Somewhat unlikely	1	0.90%
Very unlikely	4	3.60%
Completely unlikely	3	2.70%

Table 26

Members' Responses to Formally Recognize Member Achievements

Members' Perception	Frequency	Percent
Completely likely	25	22.52%
Very likely	72	64.86%
Somewhat likely	10	9.01%
Neither likely or unlikely	1	0.90%
Somewhat unlikely	0	0.00%
Very unlikely	1	0.90%
Completely unlikely	2	1.80%

Table 27

Members' Responses to Recognize Club, District, and International Leaders

Members' Perception	Frequency	Percent
Completely likely	20	18.18%
Very likely	74	62.27%
Somewhat likely	13	11.82%
Neither likely or unlikely	0	0.00%
Somewhat unlikely	0	0.00%
Very unlikely	1	0.91%
Completely unlikely	2	1.82%

Table 28

Members' Responses to Publicize Member and Club Achievements

Members' Perception	Frequency	Percent
Completely likely	17	15.32%
Very likely	74	66.67%
Somewhat likely	13	11.71%
Neither likely or unlikely	3	2.70%
Somewhat unlikely	1	0.90%
Very unlikely	1	0.90%
Completely unlikely	2	1.80%

Table 29

Members' Responses to Use the Distinguished Club Program (DCP) for Planning and

Recognition

Members' Perception	Frequency	Percent
Completely likely	16	14.81%
Very likely	78	72.22%
Somewhat likely	10	9.26%
Neither likely or unlikely	1	0.93%
Somewhat unlikely	0	0.00%
Very unlikely	1	0.93%
Completely unlikely	2	1.85%

Member survey item 16 asked, On a scale of 1-10, how does your club meet your

expectations (see Table 30)?

Table 30

Club Meets Expectation

Scale	Frequency	Percent
1-5	0	0.00%
6	2	1.85%
7	5	4.63%
8	38	35.19%
9	48	44.44%
10	15	13.89%

Note. N = 108

Member survey item 17 asked, What do you think measures club members' success (see

Table 31)?

Analysis of Qualitative Data

In order to obtain in-depth information that could provide wider and more comprehensive

answers to the research questions, the researcher conducted in-person interviews with club

leaders. Phone interviews or email correspondences were conducted if face-to-face interviews

were not possible. The goal was to garner responses from 10-12 club leaders. From the six clubs

a total of 12 leaders responded: five Presidents, five Vice Presidents of Education, and two Vice

Presidents of Membership. Seven leaders responded by email and five leaders responded in

person.

Table 31

Measurement of Members' Success

Members' Success	Frequency	Percent
When members stay in the club	68	23.37%
Sufficient members every meeting to fulfill leadership and functionary roles	55	18.90%
When club meetings are carefully planned	46	15.81%
Renew and paid membership	41	14.09%
When members attain educational & leadership awards	35	12.03%
Useful evaluation of members	22	7.56%
When the club becomes distinguished	19	6.53%
Others	5	1.72%

Note. N = 291

Table 32

Club Leaders Responses per Club

Club Number	Division	Area	No. of Responses	Position in the Club
Club #1	Southern (S)	9	2	*CL1, President
				CL2, VP Education
Club #2	Central (C)	19	1	*CL3, VP Education

(continued)

Club Number	Division	Area	No. of Responses	Position in the Club
Club #3	Northern (N)	11	3	*CL4, President
				CL5, VP Education
				*CL6, VP Membership
Club #4	Western (W)	8	2	CL7, President
				*CL8, VP Education
Club #5	Eastern (E)	20	2	CL9, President
				*CL10, VP Membership
Club #6	Southern	6	2	CL11, President
				*CL12, VP Education

Note. N = 12, * Responded by email = 7, Responded in person = 5

Hsieh and Shannon (2005) define qualitative data analysis as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (p. 1278). Creswell (2007) describes the process of data analysis as the gathering of raw data, managing the data (including how data is ordered and organized), interpreting the data, and comparing and representing the data so that useful information can be extracted from the information. According to Creswell, the process of qualitative data analysis can occur simultaneously with data collection. The researcher's task is to reduce a sizable amount of information into significant patterns and themes and then interpret that information.

The process of coding and analyzing data is a critical part of any qualitative study. Coding is a process that enables the researcher to reduce wordy interview data into meaningful responses, ensuring that research questions are addressed (Lichtman, 2010). Throughout this data analysis, the researcher employed Powell and Renner's (2003) five- step model:

1. Get to know your data,

2. Focus the analysis,

3. Categorize information,

4. Identify patterns and connections within and between categories, and

5. Interpretation: bring the information all together.

The researcher read and got to know all qualitative data in the form of completed paper surveys, email responses, and live interview notes. To mitigate researcher bias, the researcher's assistant transcribed the qualitative portion of the pre and posttest and interview data into individual Microsoft Word files named CL1 to CL12 to indicate the respective club leaders. Each line of participant responses was represented in a table with the participant codes attached for easy identification, and coding.. Twelve Word files were printed for the coding session. To further mitigate researcher bias, the researcher employed four doctoral students trained in coding to assist in the process. Via email, the researcher sent each of the doctoral students six copies of the Club Leaders' responses. Two doctoral students were given the same copies of club leaders' responses (Cl1 to CL6) and the other two received copies of transcripts CL7 to CL12. They were given the research questions and instructions in regards to how to proceed in the coding process. The objective of this qualitative study was to answer the main research questions:

1. What are the reasons people join TI?

2. What are the members' experiences that are useful in attaining these purposes?

3. Why do TI members quit attending meetings?

4. What activities do members partake in at TI meetings?

5. How should the success of Toastmasters' members be assessed?

Although the researcher worked with these doctoral students to remove any personal bias in the interpretation, ultimately, the researcher is responsible for accurate and thorough interpretation of qualitative data (Strauss & Corbin, 1990).

After the coders sent back their coding sheets, the researcher generated a table that indicated the themes that were found to answer the research questions. The researcher sent the table back to the coders to verify whether or not the theme that was found was consistent. From there, the researcher looked to identify patterns and connections within and between categories.

Themes Found Per Research Question

Theme for research question 1 (What are the reasons people join TI?): Self-improvement and development. Most members stated that they joined Toastmasters for self-improvement and development. Through Toastmasters they can improve themselves especially in regards to public speaking skills. These reasons were mentioned by CL1, CL6, and CL12.As CL1 stated,

> People join Toastmasters to improve public speaking. I joined Toastmasters early in 2000 when my company forms a club. What I really wanted it to improve my impromptu speaking skills. I wanted to be able to speak without notice when the occasion demanded it.

CL6 indicated,

> People join Toastmasters to improve their communication skills. For instance, as part of my job, I often work with other people and needs to talk to them clearly and confidently, such as engineers, road authorities. Since joining Toastmasters, I am more comfortable in my role. I also mentor new club members, and competed in a speech contest in 2010.

People join Toastmasters to gain confidence in speaking in public. It is also one way to improve their personal growth. Some people also join Toastmasters for career advancement or a work promotion. Aside from self-development, another sub-theme that was found for people joining Toastmasters was a way to socialize and meet people. CL10 said, "People join Toastmasters to improve public speaking. It is also a good way to meet people. It is also a tool to gain self-confidence."

Theme for research question 2 (Why do you think members stay in Toastmasters?):

Develop communication and leadership skills. The major theme found in the interviews

conducted, revealed methods to develop communication and leadership skills. Once a member

participates actively in the TI club meeting and activities, over time he/she notices that his/her

speaking develops. Through different functionary roles and duties it was evident that leadership

skills were also enhanced. As CL8 said:

> I think participating in Toastmasters is fun and scary, often at the same time. The
> program is very well thought out. You can't help but develop skills overtime as long as
> you follow the steps in the manuals and actively pursue an education award. Listening
> well among speakers and expressing your views are both vital to leadership, and
> Toastmasters is an excellent environment in which to develop both, the speaking and
> leadership abilities.

Another sub-theme that emerged from the interviews was that members stay in the club if

they are happy in the club, if the club meetings are organized, and if they like the people in the

club. CL5, CL7, and CL9 recognized those factors. CL5 stated, "Members stay in Toastmasters

if they meet their goals why they join the club. Also if they are happy in their clubs." CL7 stated,

"Members continue to grow as they get more involved in the activities & fulfill the necessary

steps in accomplishing their goals." CL9 stated, "Members usually stay in Toastmasters when

they like the people in the group (club), and enjoy every aspects of the club meeting."

Theme for research question 3 (Why do you think members quit attending

meetings?): Personal. The club leaders' interviews reveal that members quit attending meetings

due to personal reasons and demands. There was no major indicator that members stop attending

meetings because of the activities and requirements at TI. As CL1 said:

> Sometimes members quit attending for many other personal and professional
> commitments. It is a good idea to have a break to take care of commitments. But it will
> be a good idea for the club leaders to check back with them in a few months to see if they
> are able to come back.

It was noted that other factors such as time and change in priorities and goals are reasons for not attending club meetings. As CL3 said, "Members quit attending when they are not happy with the club. Sometimes attending the meeting interferes with their other activities." Another personal sub-theme as to why members stop attending IT meetings is related to when they move or transfer their jobs or location. As CL5 said, "Some members quit attending Toastmasters meeting when they move to another place or change jobs. I think some quit because they already achieved what they wanted." It is also important that a member is happy during his/her club meeting. CL12 observed that members quit attending Toastmasters if their goals are not met and if they are not happy in the club.

Theme for research question 4 (What are the activities that members engaged in the club?): Variety. Members engaged in activities/roles such as functionary roles (Toastmaster of the day, grammarian, timer, Ah-Counter, feedback, evaluator etc.). At a TI meeting, members can engage in several activities and fulfill various functionary roles members. As CL1 indicated:

> Members can fulfill different role/position in the club. I have served as vice president public relations, vice president education, vice president of membership and sergeant at arms for my club, and in early 2010, I produced a Toastmasters orientation program for new members. I also attended area training and I will serve as sergeant at arms for our next district conference.

CL3 stated,

> There are three important activities in the club; (1). Having a prepared speech (2) Table Topics, where members practices impromptu speech and (3) the evaluation part, on which members give their evaluation of the prepared speaker, this part doesn't only help members improve their evaluation skills but their listening skills.

Another sub-theme that emerged is that social celebration such as birthdays are observed in the club. Special holidays such as Founders' day, Christmas, Thanksgiving, and others are observed and celebrated in the club. As CL6 said, "Sometimes we held a potluck for some special occasion in our club, such as Founders day, Thanksgiving Day, Christmas, Memorial

Day etc. Each member brought a dish and we had a wonderful feast. We played games and had

fun."

Theme for research question 5 (What are your suggestions to improve members'

experience and success in the club?): Mentorship. Mentorship emerged as the major

suggestion to improve members' experience and success in the club. CL1 said,

> I think mentoring another member. Now that you I am comfortable with my Toastmasters membership, it is time to share my time, experience and knowledge with other members. I could start by mentoring a fellow member in the club. I think mentoring someone provides an invaluable gift to that person and gives you something valuable in return – a unique relationship where one person leads and another follows but both depend on each other.

Members' support, motivation, and recognition are sub-themes that emerged from the club

leaders' interviews. As CL3 stated, "I think when there is a support among members of the club.

If the club meeting is always prepared well in advance, and they follow the suggestions of

Toastmasters International such as accomplishing the communication and leadership manual."

CL6 stated, "Make sure that the members are given an opportunity to participate in the club, such

as speaking, functionary and leadership roles. Members should support one another to enable

them to achieve their goals."

Summary of Findings

The results from 112 TI club member surveys were supported and elaborated on by the

findings from 12 long interviews with TI leaders from different clubs in Southern California.

These findings were further reinforced and expanded by the researcher's field notes from six

club meetings in six different districts. The different aspects and factors contributing to

members' experiences and clubs' success may be attributed to the following five factors that

emerged during data analysis: (a) self-improvement and development, (b) develop

communication skills, (c) personal (reasons/demands), (d) variety of activities and roles, and (e) mentorship.

Self-improvement and development. Members join TI for self-improvement and development. The members' survey revealed that 45% of the members joined TI to improve communication skills and advance their career. Fifty-six percent stated that constant participation and attendance to TI meetings helps members overcome their fear of public speaking. The survey also showed that 46% of members experienced an increase of self-esteem and confidence.

The club leaders also indicated that joining TI helps them in their personal and professional growth. CL2 said that, "Aside from improving their communication skills which can assist them on their personal & professional work."

Develop communication skills. Members stay in TI to further develop their communication and leadership skills. Fifty-seven percent of the members stated that they continued their membership with TI to alleviate their fear of public speaking, improve their communication, and participate in speech contests. Participation in speech contests prepares them to speak outside of their clubs and compete at a higher level, challenging their public speaking skills. CL5 stated, "People join TI to improve their communication and leadership skills and some wants to overcome the fear in speaking in public." Upon a visit to club #6, a guest said that she wanted to join Toastmasters to improve her leadership as well as her communication skills.

Personal. The survey data showed that members stopped attending TI meetings because of personal reasons and demands. Fifty-seven percent of the respondents indicated that members quit attending the TI meetings because of schedule conflicts and relocation due to of work and

family reasons. Twenty-one percent of the members lost their interest and motivation in attending the TI meetings, and the remaining 22% had other reasons.

CL5 stated, "Members quit Toastmasters because of different reasons. Usually they quit because of personal reasons, such as their priorities change. They move to another place because of jobs or family." As the researcher observed in his club visits, members join Toastmasters because of personal reasons, and they also quit attending because of personal reasons.

The convenience and location of the club is important for members as well. As seen in the researcher's club visits, members attended the meeting when there are enough parking spaces, the club is centrally located and accessible to public transportation, and the club is comfortable as well as conducive for club meetings.

Variety. Members participate in a variety of activities and functionary roles in TI meetings. The survey showed that 64% of the members enjoy activities that allow them to speak during the club meetings. The activities members said they like in club meetings are being the Toastmaster of the day, participating in Table Topics, acting as the table topic master, and becoming a speech evaluator. Functionary roles such as the Ah-Counter, timer, grammarian, educational spot, and jokester did not appeal to some of the members.

CL10 mentioned that the club offers a variety of opportunities for participation, such as becoming the toastmaster of the day, prepared speaker, table topic master, speech evaluator, and general evaluator. Members can also assume some functionary roles such as Ah-Counter, timer and grammarian.

As observed by the researcher in his visits to all six clubs, the club meetings are always composed of a variety of activities and roles. All these activities were suggested by TI and most of the club follows these activities and roles based on the meeting agenda of the day.

Mentorship. Sixty four percent of the members were very satisfied with the mentoring programs in the clubs. Through the mentorship program members can receive guidance and support in the fulfillment of the educational and leadership curriculum at TI. Members' success can be measured if they are able to produce and attain the educational and leadership awards. About 39% of the members surveyed were able to finish their competent communicator (CC) and competent leader (CL) awards, and another 39% of the members were also in progress of completing these awards. These educational and leadership awards can be achieved through the mentorship program. CL1 stated,

> I like mentoring another member. Now that you I am comfortable with my Toastmasters membership, it is time to share my time, experience and knowledge with other members. I could start by mentoring a fellow member in the club. I think mentoring someone provides an invaluable gift to that person and gives you something valuable in return – a unique relationship where one person leads and another follows but both depend on each other.

One sub-theme that emerged from the interview with the leaders is that training and support should be implemented among the members in the club. CL2 reiterated that it is important to motivate and support the members. If the members are happy they tend to attend the club meetings and participate in the club activities. There should be a good mentorship program among the new and existing members.

The triangulation of the data gathered from the three methods revealed that the clubs that participated in this study are following the TI curriculum in their meeting activities. This curriculum helps members to reduce their fear of speaking and to speak more readily in public; thus, members possessed a sense of accomplishment of their goals. It is also noted that members quit attending TI because of personal reasons. Because of the variety of activities and functionary roles during the club meetings members tend to enjoy the meeting and feel that attending helps them achieve their personal goals. Their fears of public speaking were somewhat

overcome because of their continuous practice and attendance at TI meeting. Mentoring a

member is also important to achieving and attaining the communication and leadership awards.

In the final chapter, these findings will be compared to the literature, conclusions and

implications will be drawn, and a series of recommendations will be suggested.

Chapter 5: Summary, Conclusions, and Recommendations

Summary

Statement of the problem. TI is a world leader in communication and leadership development (Petrausch, 2002). Frischknecht (1977) found that TI clubs are designed to build one's confidence and to push members outside their comfort zones. The clubs provide a safe place in which every attempt at public speaking is accepted and critiqued kindly (Cornwell et al., 2006; Ekey 2012). TI's membership averages 280,000 per year. These members improve their speaking and leadership skills by attending one of the 13,500 clubs in 116 countries that make up TI's global network of meeting locations. Even the best speakers were once terrified novices, feeling the same symptoms as someone facing an audience for the first time (Hofmann & Barlow, 2004; Wieser et al., 2010). As TI emphasizes, "Fear no more!" (Toastmasters International, n.d.a.).

Despite of the benefits that members gain from joining Toastmasters clubs, some members do not continue to attend club meetings (Akhavan et al., 2005; Harris et al., 2005; Ibrahim et al., 2005). TI clubs will lose many of their members each year for a variety of different reasons. If local clubs could retain members longer, TI could increase its impact and benefits in the areas of knowledge gained, leadership progressed, life skills learned, responsibility to provide community service, and development of personal ability. Additionally, the dynamics of the program would likely change if the number of years an individual was involved in TI increased. TI is interested in learning more about the factors that determine why members leave TI programs to assist in planning and program development all over the country as well as worldwide. This is the problem that this study addressed.

Statement of purpose. The purpose of the study was to explore retention factors among registered members in TI and to investigate characteristics or trends related with TI member retention and attrition. These studies explored the members' experiences in their club meetings and determine various reasons why members enjoy their club meetings. Club leaders were interviewed to acquire in depth information on members' experiences and needs in TI clubs. Hence, it was the purpose of the study to uncover various factors associated with retention of TI members.

Research methodology. Utilizing descriptive research, a mixed-methods approach (Creswell, 2009) was implemented in this study. The researcher used a stratified purposeful sampling method to ensure that the sample size included a minimum number of elements in each category or quota of the target population of TI club members and leaders.

TI conducted a study related to membership experience in 2012. The membership experience questionnaire was developed and validated by the professional experts TI's research and marketing department. Upon approval from TI, the membership experience questionnaire was used in the survey. To ensure that participants responded in accordance with the instructions in the questionnaire as well as how to measure how long the participants would take to finish their task, determine how to handle unanticipated problems, and determine how to use and check the appropriateness of the survey instrument, the researcher conducted a pilot test.

The researcher developed 20 items for a membership experience survey that was administered to all the six clubs that he visited in the District 5. One hundred twelve members completed the members' survey. The total number of participants represents a 56% response rate of all the paid members in the district surveyed. For significance and clarity of the study, surveys were categorized into the following groupings according to divisions and areas in District 5:

Area 9 (Southern), Area 19 (Central), Area 11 (Northern), Area 8 (Western), Area 20 (Eastern),
and Area 6 (Southern). The response rate of the respondents in each club are as follows, Club #1,
53.85% Club #2 60%; Club # 3, 54.76%; Club #4, 57.69%, Club #5, 50% and Club #6, 62.96%.

Leaders of the clubs visited were purposefully selected by the researcher to participate in
individual interviews that included four demographic questions and five open–ended questions.
Twelve club leaders that responded to participate in the interview. Respondents included five
club Presidents, two Vice Presidents of Education, and two Vice Presidents of Membership.

The study produced a mass of raw data. It was important to develop a comprehensive
procedure for how to handle these data. The following procedures were used in the study
(Glatthorn & Joyner, 2005). The first step was to reduce the data, which first involved grouping
the data to make initial sense thereof. A spreadsheet was created in order to capture the data with
the information that was relevant to the study. Responses to the survey were inputted into Excel
for data analysis. The researcher determined the percentage of responses to each item,
frequencies, and range of responses by item.

The researcher took field notes when he visited the clubs and interviewed the club
leaders. He used a separate notebook to record information he observed in his visit and the
conversations with the members and the club leaders. He accurately indicated the time and date
the observations were made. He took notes on how the members behaved and reacted to each
other and their participation in the meeting. Some physical gestures, facial expressions, and
verbal communications were also recorded.

To maximize the cross verification and validity of data, triangulation was used in this
study. This was done by comparing to the data obtained from the member survey, the interviews
with club leaders, and the researcher's field notes.

Summary of Findings

This study explored the factors affecting membership retention in TI through a members' experience survey and interviews with club leaders. The findings were reinforced by the field notes taken by the researcher in his visit to the six clubs in the district. Chapter 4 presented the analyses and findings for the quantitative and qualitative data collected in this study.

The results from the 112 members' surveys were supported and elaborated by the findings from 12 long interviews with TI leaders from different clubs in Southern California. These findings were further reinforced and expanded by the researcher's field notes from six club meetings in six different districts. The different aspects and factors contributing to members' experiences and clubs' success may be attributed to the following five factors. Data analyses from TI leaders revealed the following themes: (a) self-improvement and development, (b) develop communication skills, (c) personal (reasons/demands), (d) variety of activities and roles, and (e) mentorship.

Self-improvement and development. Members join TI for self-improvement and development. The members' survey revealed that 45% of the members join TI to improve communication skills and advance their career. Fifty-six percent stated that constant participation in and attendance at TI meetings helps members to overcome their fear of public speaking. Forty-six percent of respondents stated that members can increase self-esteem and confidence through participating in a TI club. The club leaders also indicated that joining TI helps them in their personal and professional growth. CL2 said, "Aside from improving their communication skills which can assist them on their personal & professional work."

Develop communication skills. Members stay in TI to further develop their communication and leadership skills. Fifty-seven percent of the members stated that they

continue their membership with TI to alleviate their fear of public speaking, improve their communication, and participate in speech contests. Participation in speech contest allows them to speak outside of their clubs and compete at a higher level, challenging their public speaking skills.

CL5 stated, "People join TI to improve their communication and leadership skills and some wants to overcome the fear in speaking in public." In the club visit #6, a guest said that she wanted to join Toastmasters to improve her leadership as well as her communication skills.

Personal. The survey data show that members stop attending TI meetings because of personal reasons and demands. Fifty-seven percent of the respondents indicated that members quit attending the TI meeting because of schedule conflicts and relocation due to of work and family reasons. Twenty-one percent of the members lost their interest and motivation in attending the TI meetings, and the remaining 22% had other reasons.

CL5 stated, "Members quit Toastmasters because of different reasons. Usually they quit because of personal reasons, such as their priorities change. They move to another place because of jobs or family." As the researcher observed in his club visits, members join Toastmasters because of personal reasons, and they also quit attending because of personal reasons.

Variety. Members participate in a variety of activities and functionary roles in TI meetings. The survey showed that 64% of the members enjoy activities that allow them to speak during the club meetings. The activities members said they like in club meetings are being the Toastmaster of the day, participating in Table Topics, acting as the table topic master, and becoming a speech evaluator. Functionary roles such as the Ah-Counter, timer, grammarian, educational spot, and jokester did not appeal to some of the members.

CL10 mentioned that the club offers a variety of opportunities for participation, such as becoming the Toastmaster of the day, prepared speaker, table topic master, prepared speaker, speech evaluator, and general evaluator. Members can also assume some functionary roles such as Ah-Counter, timer and grammarian.

As observed by the researcher in his visits to all six clubs, the club meetings are always composed of variety of activities and roles. All these activities were suggested by TI and most of the club follows these activities and roles based on the meeting agenda of the day.

Mentorship. Sixty four percent of the members were somewhat satisfied with the mentoring programs in the clubs. Through the mentorship program members can receive guidance and support in the fulfillment of the educational and leadership curriculum at TI. Members' success can be measured if they are able to produce and attain the educational and leadership awards. About 39% of the members surveyed were able to finish their CC and CL awards, and another 39% of the members were also in progress of completing these awards. These educational and leadership awards can be achieved through the mentorship program. CL1 stated,

> I like mentoring another member. Now that you I am comfortable with my Toastmasters membership, it is time to share my time, experience and knowledge with other members. I could start by mentoring a fellow member in the club. I think mentoring someone provides an invaluable gift to that person and gives you something valuable in return – a unique relationship where one person leads and another follows but both depend on each other.

One sub-theme that emerged from the interview with the leaders is that training and support should be implemented among the members in the club. CL2 reiterated that it is important to motivate and support the members. If the members are happy they tend to attend the club meetings and participate in the club activities. There should be a good mentorship program among the new and existing members.

The triangulation of the data gathered from the three methods revealed that the clubs that participated in this study are following the TI curriculum in their meeting activities. This curriculum helps members to reduce their fear of speaking and to speak more readily in public; thus, members possessed a sense of accomplishment of their goals. It is also noted that members quit attending TI because of personal reasons. Because of the variety of activities and functionary roles during the club meetings members tend to enjoy the meeting and feel that attending helps them achieve their personal goals. Their fears of public speaking were somewhat overcome because of their continuous practice and attendance at TI meeting. Mentoring a member is also important to achieving and attaining the communication and leadership awards.

Conclusions

Based upon the results of this study, the following seven conclusions were drawn:

1. Members join TI for self-improvement and development.

2. Members stay in the club to improve their communication skills.

3. Generally members are satisfied with their clubs experience.

4. Members discontinue attending TI meetings due to personal reasons.

5. Educational and leadership achievements need improvement.

6. Members enjoy variety of activities and functionary roles.

7. Mentoring is an important activity at TI.

Conclusion 1: Members join TI for self-improvement and development. Members join TI for self-improvement and development. The members' survey revealed that 45% of the members join TI to improve communication skills and advance their career. Fifty-six percent stated that constant participation in and attendance at TI meetings helps members to overcome

their fear of public speaking. Forty-six percent of respondents stated that members can increase self-esteem and confidence through participating in a TI club.

Research suggests that people seek membership in organizations for myriad purposes, including self-fulfillment, self-identification, supportive communication, maintaining a pre-established level of social contact, and controlling stress (Albrecht et al., 1994; Sze & Ivker, 1990). Since membership in TI wholly revolves around a stressful and fearful activity (i.e., public speaking), these proposed reasons for social affiliation may explain why people join the organization. Overcoming public speaking apprehension could, indeed, lead to increased self-esteem and greater self-fulfillment. However, based on the communication education literature, the practical need for public speaking skills may also pose a greater motivation for membership in TI.

Conclusion 2: Members stay in the club to improve their communication skills.
Members stay in TI to further develop their communication and leadership skills. Fifty-seven percent of the members stated that they continue their membership with TI to alleviate their fear of public speaking, improve their communication, and participate in speech contests. Participation in speech contest allows them to speak outside of their clubs and compete at a higher level, challenging their public speaking skills.

Frischknecht (1977) examined how participation in TI improves the speech communication competency and performance of its members. The author reviewed the educational method, history, growth, and organizational structure of TI. She also mailed a membership survey to Toastmasters in the "conterminous states" (p. 2; the author did not explain which states this encompassed), conducted interviews with TI members in California and Colorado, and observed 20 Toastmasters clubs in the same states. Based on 519 responses, the

author found that the learning by doing method and the peer evaluation process account for the program's success. Respondents also reported that they appreciate TI's autonomous nature and relevance, the learning climate of the clubs, and opportunities for individual involvement in club activities (Zheng et al., 2010).

Kime (1998) surveyed 131 adult Toastmasters in 20 Southern California clubs to examine the social comfort of members—how comfortable or secure members feel in various types of social situations—since they joined the organization. Based on the Coppersmith Self-Esteem Inventories survey, the author examined comfort in public speaking, comfort in speaking in social or occupational situations, comfort in hearing positive or negative feedback, and satisfaction with one's social life. Based on a minimum comfort level of 1 and a maximum comfort level of 5, the author found that Toastmasters members reported that their comfort level in public speaking settings increased more than 34% since joining the organization, and their comfort in speaking in social and occupational situations increased more than 18%. The author also reported that respondents' satisfaction with their social life increased more than 12% since joining the organization. Kime concluded that male participants' mean self-esteem scores were five points higher than those of females, and that the more frequently an individual attended the meetings, the more socially skilled and comfortable the individual became.

Conclusion 3: TI members are satisfied with their clubs experience. Ninety-six percent of the members were satisfied with and enjoyed their club experience at TI. Their enjoyable membership experiences include the following: 25% reported that they enjoy giving speeches, 18% cited friendship with other members, and 11% reported that they enjoy participating in the Table Topics.

Albrecht et al.'s (1994) explanation that the social support derived within communities of participants often results in supportive communication networks may also explain why members remain in TI. TI offers a comfortable, non-threatening, supportive environment in which people partake in public speaking practice. Similarly, the formal evaluation system as well as the informal support, evidenced in the written notes passed by members in the meeting, invokes a level of supportive communication and camaraderie. The combination of these supportive elements also may explain why people remain in the organization.

Several studies have highlighted the impact of member satisfaction in addressing an individual's intention to remain with an organization (Behery & Paton, 2008). Studies also have examined the role of member satisfaction in the switching or leaving behavior of members in an organization. Member satisfaction also has been addressed in studies about church attendance (Hansen & Woolridge, 2002; Mehta & Mehta, 1995). Research has shown that when members are satisfied with the service that an organization provides, it is less likely that they will leave (Motheral & Heinle, 2004). Satisfaction contributes to the process of turnover; it has been found to be positively related to retention (Behery & Paton, 2008; Hansen & Woolridge, 2002) and negatively related to intention to leave (Hwang & Kuo, 2006).

Conclusion 4: Members discontinue attending TI meetings due to personal reasons.
The survey data show that members stop attending TI meetings because of personal reasons and demands. Fifty-seven percent of the respondents indicated that members quit attending the TI meeting because of schedule conflicts and relocation due to of work and family reasons. Twenty-one percent of the members lost their interest and motivation in attending the TI meetings, and the remaining 22% had other reasons.

McCurley and Lynch (2005) observe that motivation and "motivational needs" differ from person to person, concluding that, "at its most fundamental level, retaining volunteers is a matter of making sure that the volunteer gets what we call 'the motivational paycheck'" (p. 12). When the *paycheck* does not arrive, or does not motivate the volunteer into giving of his/her time, talent, and money, it is most likely that retention will not be achieved. Walker (2001) states that volunteers need to understand how they can benefit from their volunteer experience, beyond the knowledge that they make a difference. If they gain experience, learn a new skill, or make contacts in the community, for example, long term retention is much more probable. McClintock (2004) encourages readers to find out what motivates volunteers, and suggests tailoring volunteer recognition in a way that will be most meaningful to the individuals.

Conclusion 5: Educational and leadership achievements need improvement.

Thirty-nine percent of the members are still in the process of completing their CC and CL awards. Twenty-three percent have finished the CC award, while 17% have finished CL award. Twenty-one percent had attained the advanced awards.

In order to develop a successful Toastmasters club meeting and retain members who are successful and satisfied, the club's activities and environment need to align with the members' goals and the mission of TI. "Most experts agree that human learning, training, and performance-improvement initiatives should begin with a needs assessment" (Gupta et al., 2007, p. 13). In an effort to retain club members the club's curriculum needs to be assessed. A needs assessment is required in order to address dissatisfaction with the lack of a local program and to satisfy the desire for change. "Needs Assessment is a diagnostic process that relies on data collection, collaboration, and negotiation to identify and understand gaps in learning and performance and to determine future actions" (p. 15).

Conclusion 6: Members enjoy the variety of activities and functionary roles.

Members participate in a variety of activities and functionary roles in TI meetings. The survey showed that 64% of the members enjoy activities that allow them to speak during the club meetings. The activities members said they like in club meetings are being the Toastmaster of the day, participating in Table Topics, acting as the table topic master, and becoming a speech evaluator. Functionary roles such as the Ah-Counter, timer, grammarian, educational spot, and jokester did not appeal to some of the members.

Conclusion 7: Mentoring is an important activity at TI. Thirteen percent of the members were somewhat satisfied with the mentoring programs in the clubs. Through the mentorship program members can receive guidance and support in the fulfillment of the educational and leadership curriculum at TI. Members' success can be measured if they are able to produce and attain the educational and leadership awards.

TI often assigns new members to more accomplished TI members in order to help them "learn the ropes, of getting through the basic and more advanced programs. New members also have many informal mentors in the program who help guide them throughout their assigned speeches with useful feedback" (Carless, 2006, p. 15). Mentors, however, are not just for new members in the organization. They can be assigned to anyone in TI who wants to develop a new skill or master leadership skills. Mentoring plays a vital role in helping TI members learns how to speak and develop leadership skills. Mentors assigned by the TI club guide new members through the early initiation of club activities, explain the program to them, show them how to prepare for various meeting roles, familiarize them with resources available to them, and coach them with their speeches, enabling members to advance more quickly in the program. When finished with the basic manual (10 speeches), members can select among 15 advanced programs

to develop speaking skills that are geared to specific career needs. These programs include public relations, specialty speeches, entertaining speeches, speaking to inform, the discussion leader, speeches by management, the professional speaker, persuasive speaking, technical presentation, communicating on television, storytelling, interpretive reading, interpersonal communication, special occasion speeches, and humorous speaking. TI members also have the opportunity to develop and practice leadership skills by working in the High Performance Leadership Program and serving as leaders at various organizational levels.

Recommendations for Practical Application

The following section presents recommendations related to this study's conclusions.

Recommendation 1: TI leaders should offer advanced techniques in public speaking in the district. The researcher recommends that advance technique in public speaking among the members of TI should be implemented. There may be some advanced speaking manuals that members can follow, but encouraging the members to try new styles and techniques in public speaking can encourage and motivate them to stay in the club. TI leaders can also hold seminars, training, and workshops that can include different public speaking skills and techniques. At these events they can invite professional and known speakers that serve as real and tangible examples.

This recommendation can also help the members to motivate themselves to try other levels in their speaking skills. Members tend to lose their interest when they finish the basic communication manual. When the members know that TI has other avenues by which to try out their speaking skills, their perspectives and interest will elevate.

Recommendation 2: TI should develop minimum and desirable criteria for club facilities. The findings of the study showed that the location, amenities, and facility of the club are important in club success and member retention. Members tend to enjoy the club meeting

when they have a comfortable and positive club experience. TI should suggest to club leaders that TI club should be a place where members feel secure, comfortable and happy. The meeting room should be clearly marked and easy to find. In case the club changes locations since the last meeting, it is important to make sure guests can find the meeting. Club leaders should keep the club website up-to-date and accurate, with any location changes posted clearly. It is important to take good care of the club banner so that it always looks its best, and display it proudly. Leaders should keep the meeting room neat and clean, with agendas, manuals, and other materials well organized.

When a new club is being formed, one of the criteria that needs to be considered is the location and facilities of the club; this can be a part of the requirements and criteria of the club formation. Is the location of the club convenient to public transportation? Does the club's meeting place have enough lighting, chairs, and tables? How is the ventilation or heater? These are some of the facilities issues that need to be considered in order to ensure that the club's location is desirable to attend.

Recommendation 3: TI leaders should recommend way to direct members to new locations. Members leave the club due to different personal and professional reasons over which TI has no control and influence. When members indicate that they will be moving to different location, TI leaders should encourage the members to continue their participation in TI in their new city, as TI clubs can be found all around the world. TI leaders can help the member locate TI clubs where he/she is moving. This is an important way to let the members feel the support of TI and know that TI is concerned about its members' communication and leadership development.

Recommendation 4: TI clubs should provide greater support for membership campaigns. This finding revealed that members feel happier when there are more members in the club. Friendship with other members was one of the reasons why members stay in the club. In order to achieve this goal, TI clubs should increase their membership building campaign. People cannot join a club if they do not know it exists. Club leaders and members can accomplish this though marketing and advertising materials such as brochures, fliers, promotional items, guides, manuals, and handbooks. The Vice President of Public Relations has the specific role and duty to spearhead this campaign. The marketing campaign can be in different forms such as social media (Facebook, Twitter, Instagram, and LinkedIn), Craigslist, and others. Membership campaigns can also be advertised in the local newspapers and magazines.

Recommendation 5: TI clubs should develop a warm and welcoming atmosphere. When guests visit the club their first impression is very important. The best place to start is at the guest's first visit. It is important to focus attention on how the guests are treated in the club. If guests are treated well, they will return to visit the club or decide to become a member. It is important to set up a comfortable environment for guests.

Club members should welcome and greet the guests to the club meeting with a warm and sincere smile. The Sergeant at Arms should introduce herself/himself as soon as a guest walks in, providing the guest with a nametag and a guestbook to sign. He/she can introduce the guest to other members and provide a buddy with whom to sit during the meeting. This practice helps guests feel accepted and encourages them to explore the Toastmasters program.

The club meeting should be conducted in a professional and organized way. The meeting should start on time; by doing so, it rewards guests for being there at the start and also shows

respect for their time. It is not necessary to wait for late members to start the meeting, as this would create the impression that lateness is rewarded. It is essential to keep things moving in the club meeting; the guest has come to the club to learn communication and leadership skills, so it is important to show clearly how Toastmasters training can help. Lastly, it is important to end the meeting on time; the guest will appreciate it.

At the end of the club meeting, ask the guests for feedback. Make sure that the visitors are interested in coming back. It is also important to find out what aspects of the meeting each guest liked or disliked, and address any complaints that may arise. Thank the guests for coming to the meeting and invite them to join; let them know that they are welcome in the club.

Recommendation 6: Club leaders should put a stronger emphasis on mentorship support within the club setting. The research found that members are more successful in attaining awards and have a more satisfying experience when they receive mentoring support in the club. Some members also indicated that they supported other members and served as a club mentor. Mentorship programs need to be enhanced in the clubs. Club leaders should encourage seasoned members to assist new members in accomplishing their educational goals. In this way, new members will feel supported and obtain a sense of direction. Club leaders need to emphasize in every club meeting that everyone in the club is willing and ready to support one another.

Recommendation 7: TI should provide specialized training or educational materials for members and officers to learn better ways to support and guide members. In order for members and officers at TI attain their educational and leadership goals, specialized training or educational materials should be developed and available for use and implementation. These can be existing materials or resources at TI, but they need to be used by the existing members in order for them to utilize their benefits.

TI should emphasize that an annual officers' training is needed in order for leaders to conduct and perform their duties. This training allows the leaders to learn more strategies regarding how to keep their club successful and techniques on how to encourage and maintain their membership. TI should recommended specific methods of club officer training. The following materials and presentations should be used as the core training of every district's training presentations: Achieving Success as a Club Officer, Attracting New Members to Your Club, Charting a Course for Club Success, and Motivating Achievement.

Another program that can help the club and its members is to focus and participate in the Distinguished Club Program. This program assists not only the members but also the clubs. The Distinguished Club Program includes 10 goals that the club should strive to achieve each year. The 10 goals have been grouped into four areas:

- Education: Members who have the opportunity to earn education awards are reaching their goals.

- Membership: When new members join, everyone's experience is enhanced because the club has enough members to provide leadership and fill meeting and committee assignments.

- Training: Trained club officers are better able to serve and support the club because they know how best to fulfill their roles.

- Administration: Fulfilling administrative duties, including submitting information on time, helps a club run more smoothly, which benefits members.

The training and educational materials recommended will increase membership support and awareness. If followed and monitored closely, member retention, satisfaction, and positive experience can be achieved.

Recommendations for Further Study

This section consists of five recommendations for further research, representing this study's limitations and perceived gaps in knowledge. First and foremost, the researcher recommends that ideas found in this research should be further augmented and analyzed through additional research. Second, a follow up study should be conducted of members who quit TI or choose not to renew their membership, especially in District 5.

Third, the researcher recommends that future studies be conducted on members that do not renew due to issues related directly to the club experience, such as leadership, goal achievement, and member attendance. Such research would help determine if something could have been done to prevent their lapse in membership. Fourth, a study of the impact of emphasizing achieving goals, attendance, and skilled leadership would help determine these factors' impact on membership retention. Finally, a more qualitative approach would supplement these findings and gain better insights into the best ways of implementing such concepts.

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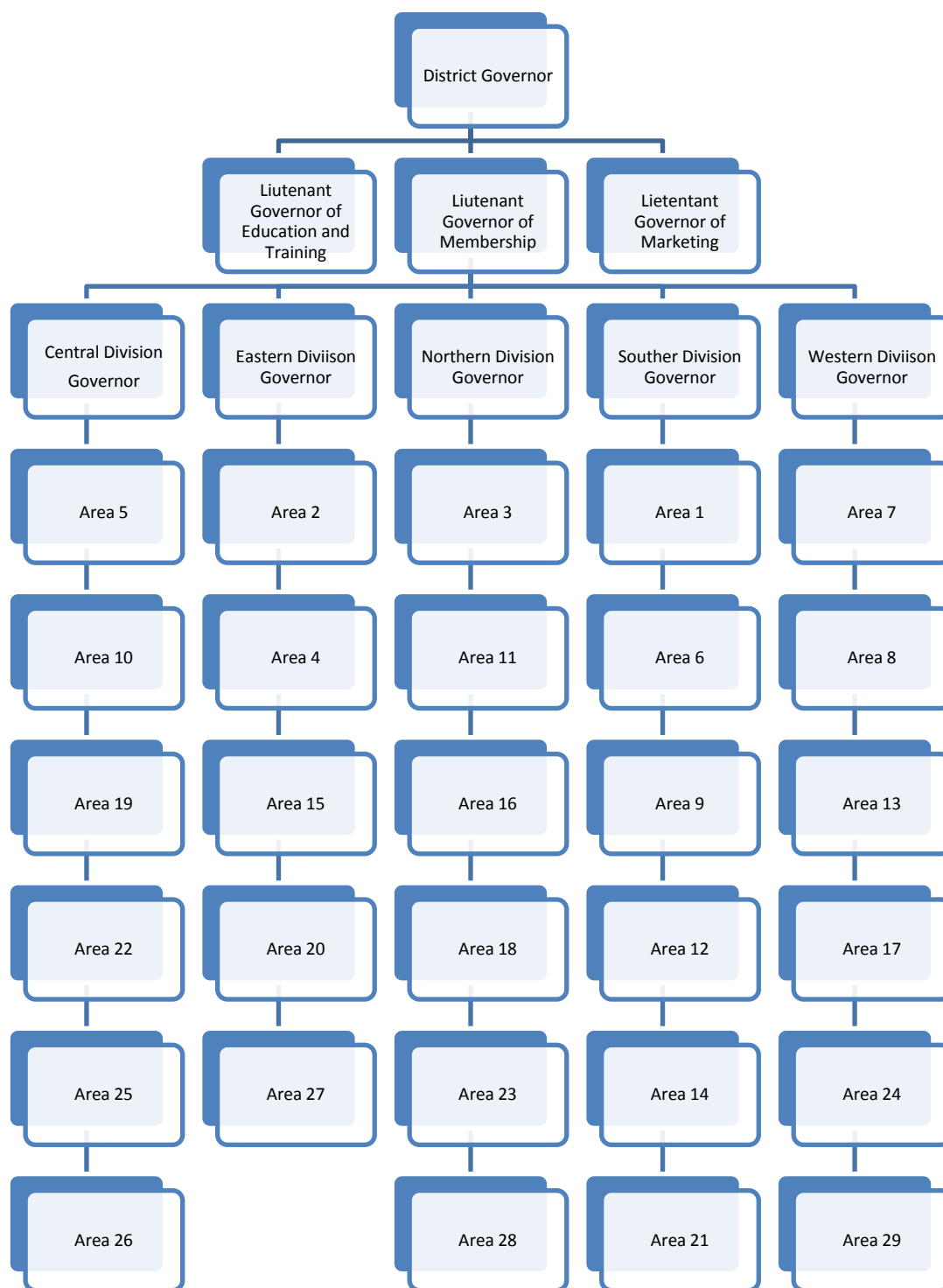
APPENDIX A

District 5 Organizational Chart 2013-2014

Figure A1. District 5 organizational chart 2013-2014.

APPENDIX B

2013-2014 District 5 Club Alignment

CENTRAL	EASTERN	NORTHERN	SOUTHERN	WESTERN
Area 5	**Area 2**	**Area 3**	**Area 1**	**Area 7**
7044//Kearny Mesa Speakers 9273//Century 701611//HDR 1197132//PowerMasters 1465834 //SymiToast 2013220//Jacks Masters	78//Wintergarden 196//Yuma-Kofa 4155//Daybreakers 936781//Yuma Sunsetters 1082748//Mid-Day Masters 1486830//Yuma Super Speakers	457//Dynamic Speakers 1144//Downtown Escondido 1546//Escondido 4556//Felicita Humor 5529//Chamber 1114216// Escondido Bilingual	108//Chula Vista 2518//Fred H Rohr 3052 //Bilingue 942128// Chula Vista City Speakers	2340//Village 1328461//Wolf Pack 908566//On The Spot 1334184//Active Masters
Area 10	**Area 4**	**Area 11**	**Area 6**	**Area 8**
8489//Innovative Speakers 602889//Teamwork TM 1111457//Santa Fe 1506155//Stand and Deliver	126//Mt. Helix 623//Saturday Savants 683//Hospitality 1886//Harbor Court 6243//Visionaries 6373//Azteca	1532//Encinitas 7129 // Palomar Airport 1301323// Rancho Santa Fe 1518209//Professional Women's 2934591//Speak Easy	3225//Sweetwater Valley 6296//Great Communicators 9493//Fil-Am 2009462//Frontline Leaders	54//Pacific Beach 895//TM of La Jolla 2012//TM of the Cove 2493//Sea World 778025//AGC
Area 19	**Area 15**	**Area 16**	**Area 9**	**Area 13**
1985//TM By Design 4980//ToastmaStars 8262//Smooth Talkers 998741//ToastBusters 1239203//ASH 2635910//GLOW01	474//Real Orators 4405//Progressive Speakers 961148//Sycuan Casino 1565545//Toastmasters @ SDCC 1576423//Helix Water	3870//Cymer 5553//Hewlett Packard 733604//Nokia 801978//Toast Raptors 817343//Like No Other Speakers 1326960//Broadcom	7//San Diego TM 7 4152//Liberty 5223//Career Builders 7070//Depot Talkers 7991//Balboa Park 8469//Creatively Speaking	888//Undersea 1275//Wordmaster 2539//Naval R&D 1214012//The Pacific Speakers 2606450//YOLO
Area 22	**Area 20**	**Area 18**	**Area 12**	**Area 17**
1442//Scripps Teasers 866700//ImpacTeam 1796736//Toast Geckos 2294418//Bridgepoint Speak Easies	1458//Toast of the Valley 1815//Stadium Club 1815 1224343//Briefly... 1621601//IREM Diego 2327386//GSDBA 2435574/D5 Legacy Leaders	47//Carlsbad-Oceanside 2113//Tick Talk 4130//Expressions Unlimited 1528150//Speak Up Carlsbad	699//Excelsior TM 1733//Cal-State 2538//Adventurers 5315//Voyagers 1191882//SANMasters	4725//Scripps Outstanding Speakers 9036//Golden Triangle 9550//Leadership Builders 1134519//UCSD Torrey 1600514 //UCSD Table 1788701//Scripps Master Speakers
Area 25	**Area 27**	**Area 23**	**Area 14**	**Area 24**
112//Rancho Bernardo 2955//Poway Black Mountain 6254//Drive-Thru Speakers 1654681//Generally Speaking 2610336//PredOrators	1921//SMPS "Go To" 4727//Laughmasters 7962//A.M. Toast 889547//Thrive and Deliver 1502209 // Thrive & Deliver-Rio	276//Vista Sunrise 2504//San Marcos 9552//Twin Oaks 686585//Ambassadors 1434187//Palomar Pomerado Health	643//Centre City 1112//City Speakers 2719//Turbo Toastmasters 3121//Loquacious Nooners 1641301//Smart Corner Toastmasters	3524//Del Mar 4356//North Coast 6398//BIA 606663//Hi-Fi Speakers 686972//AMN Cheers! 913434//Torrey Pines
Area 26		**Area 28**	**Area 21**	**Area 29**
203//Vapor Trails 1125//Co-op 6389//Not All Civil 940911//Spectrum 1407565//ResMed SPEAKS 2570834//Toast of the Coast		8424//Watkins Manufacturing 9098 //Callaway 1326475//Life Technologies 1353073// Zimmer-Dental	624//Professional Men's 1394//Hardhats 1808//Eighteen O' Eight 2372//Hill Talkers 1182829//PSSD	7895//Biotoasters 983941//NAIOP 1361634//PMI-SD Toasters 1527940//Copley 2100290//Mitchell Toastmasters

APPENDIX C

Membership Experience Questionnaire

Prepared by Market Research Department, Toastmasters International
marketresearch@toastmasters.org

Thank you for taking time to participate in this important survey for Toastmasters International. The survey includes questions about your Toastmasters membership experience and should take five minutes to complete them. Results will be used to improve the Toastmasters program and services.

1. Is your Toastmasters club enjoyable?
    __ Yes
    __ No
    __ Sometimes

2. What do you like most about your Toastmasters membership experience (Select top three)
    __ Achieving educational awards
    __ Fulfilling club officer's roles
    __ Giving or receiving evaluations
    __ Giving speeches
    __ Going to the International Convention
    __ Listening to speeches
    __ Mentoring
    __ My friendship with other members
    __ Networking opportunities
    __ Online social networking with Toastmasters
    __ Participating in speech contests
    __ Participating in Table Topics™
    __ Reading the Toastmasters magazine or other publications
    __ Other (please specify)
       _____

3. What were your top reasons for joining Toastmasters? (Select your top three)
    __ Advance my career
    __ Meet new people, socialize
    __ Participate in speech contests
    __ Improve my communication skills
    __ Overcome my fear of public speaking
    __ Increase my self-esteem, confidence
    __ Improve my fluency in the English language
    __ Networking opportunities
    __ Improve my leadership abilities
    __ Other (please specify)
       _____

4. How long have you been a member of Toastmasters?
    __ Less than 1 year
    __ 1-3 years
    __ 4-6 years
    __ 7-9 years
    __ 10 or more years

5. Which Toastmasters educational achievements have you completed? (Select all that apply)
   __ Competent communicator (CC)
   __ Advanced Communicator Bronze (ACB)
   __ Advanced Communicator Silver (ACS)
   __ Advance Communicator Gold (ACG)
   __ Competent Leader (CL)
   __ Advanced Leader Bronze (ALB)
   __ Advanced Leader Silver (ALS)
   __ High Performance Leadership (HPL)
   __ Distinguished Toastmaster (DTM)
   __ None
   __ In progress (please specify number of speeches completed)
   _____

6. What are your top reasons for continuing your membership with Toastmasters/ (Select your top three)
   ___ Friendship with other members
   ___ Career advancement
   ___ Improve my fluency in the English language
   ___ Improve of my communication skills
   ___ Participation in speech contests
   ___ Networking opportunities
   ___ Continued alleviation of my fear of public speaking
   ___ Improvement of my leadership abilities
   ___ Increase in my self-esteem, confidence
   ___ Other (please specify)
   _____

7. How many members usually attend your club meetings?
   ___ Less than 10
   ___ 10-19
   ___ 20-29
   ___ 30 or more

8. How often does your club meet?
   ___ Weekly
   ___ Bi-weekly
   ___ Monthly
   ___ Other (please specify)
   _____

9. How long are your normal club meeting?
   ___ 1 hour or less
   ___ 1 to 2 hours
   ___ more than 2 hours

10. Do you currently hold a leadership position with Toastmasters?
    ___ Yes
    ___ No

11. How satisfied are you with the following experiences at your Toastmasters club? Please check.

	Completely dissatisfied	Very dissatisfied	Somewhat dissatisfied	Neither satisfied or dissatisfied	Somewhat satisfied	Very satisfied	Completely satisfies
Leadership opportunities							
Evaluation							
Mentoring							
Social activities							
District support							
Frequency of speaking opportunities							
Networking opportunities							
Club administration							
Meeting organization							
Overall club experience							

12. How likely is your club to take the following actions in creating a successful first impression for guests? Please check.

	Completely unlikely	Very unlikely	Somewhat unlikely	Neither likely or unlikely	Somewhat likely	Very likely	Completely likely
Great each guest at the door							
Introduce the guest to officers and members							
Give each guest a name tag							
Ask the guest to sign the guest book							
Set up a professional-looking meeting room							
Ensure the meeting location is conveniently located, accessible, and clearly marked							
Encourage guest to participate in the meeting and to comment on their experience at the end							
Invite guest to join the club on the day they visit							

13. How likely is your club to take the following steps in welcoming a new member to your club? Please check.

	Completely unlikely	Very unlikely	Somewhat unlikely	Neither likely or unlikely	Somewhat likely	Very likely	Completely likely
Induct new members formally							
Provide a membership pin and manuals							
Assign a mentor for one-on-one assistance							
Discuss how the educational program helps develop speaking and leadership skills							
Survey all new members learning needs							
Assign a speaking role for the new members as soon as possible							
Continue to make new members feel welcome and encourage their participation in meetings							

14. How likely is your club to take the following actions to create an enjoyable and supportive learning environment? Please check.

	Completely unlikely	Very unlikely	Somewhat unlikely	Neither likely or unlikely	Somewhat likely	Very likely	Completely likely
Regularly plan dynamic educational programs with exciting themes							
Enjoy regularly scheduled social events							
Encourage club members to participate in area, district, and international events							
Promote and encourage inter-club events							
Issue a club newsletter regularly							
Maintain a club website							

15. How likely is your club to take the following actions to ensure an organized and successful meeting? Please check.

	Completely unlikely	Very unlikely	Somewhat unlikely	Neither likely or unlikely	Somewhat likely	Very likely	Completely likely
Publicize the program and agenda in advance							
Ensure all members know their responsibilities and are prepared for each meeting							
All speaking and leadership projects are official manual projects							
Begin and end meetings on time							
Feature creative Table Topics™ and exciting theme meetings							
Base positive, helpful evaluations upon project Objectives and speakers' learning goals							

16. How likely is your club to take the following actions to maintain a strong membership base? Please check.

	Completely unlikely	Very unlikely	Somewhat unlikely	Neither likely or unlikely	Somewhat likely	Very likely	Completely likely
Work to retain members							
Actively promote your club in the community or within the sponsoring organization							
Recognize Toastmasters who sponsor new members							
Participate regularly in membership-building programs							

17. How likely is your club to take the following actions in recognizing member achievements? Please check.

	Completely unlikely	Very unlikely	Somewhat unlikely	Neither likely or unlikely	Somewhat likely	Very likely	Completely likely
Submit award applications immediately when members complete educational requirements							
Maintain and post member progress charts at every meeting							
Formally recognize member achievements							
Recognize club, district, and international leaders							
Publicize member and club achievements							
Use the Distinguished Club Program (DCP) for planning and recognition							

18. On a scale of 1-10, how does your club meets your expectation? Please circle.

    Mild   Moderate   Severe

    I-----I-----I-----I-----I-----I-----I----I-----I----I-----I
    0   1   2   3   4   5   6   7   8   9   10

18. In your experience, what is the most important factor in creating a successful Toastmasters club environment?

_____

The following questions ask about the demographic background to give us a better picture of the people who participated in this survey.

19. What is your gender?

    ___ Male
    ___ Female

20. What is your age?
    Age: _____

21. What country do you reside in?

    _____
    Other (please specify)

Thank you for completing this survey. If you have any questions about the survey, please contact us at: marketresearch@toastmasters.org.

APPENDIX D

Letter of Consent from TI

**CONSENT TO CONDUCT RESEARCH
FROM TOASTMASTERS INTERNATIONAL**

It is my understanding that Toastmaster Eleuterio Buquiran, a doctoral student under the supervision of Dr. Diana Hiatt-Michael in organizational leadership at Pepperdine University, Graduate School of Education and Psychology will be conducting a research study entitled, "Factors affecting members' retention in Toastmasters".

We authorize him to proceed in contacting the local groups in District 5 for his research study. We understand that the participation of our members in this study is strictly voluntary, and that all information gathered in the research will be treated with confidentiality and the subjects are anonymous. In exchange, we ask that Toastmaster Eleuterio Buquiran share his findings with Toastmasters International.

We support this effort and will provide any assistance necessary for the successful implementation of this study, if necessary. If you have any questions, please do not hesitate to contact me.

Sincerely,

Sally Newell Cohen
Managing Director, Communications and Development
Toastmasters International
www.toastmasters.org

Date: June 19, 2013

APPENDIX E

Letter of Consent to Use the Instrument

**CONSENT TO USE THE INSTRUMENT
IN CONDUCTING THE STUDY**

1. This consent is to use the instrument (survey) of Toastmasters International to conduct research at District 5.
2. The use of the instrument is for the sole purpose of the dissertation study entitled, "Factors affecting membership retention in Toastmasters".
3. The researcher can use the entire instrument or part of it, whichever fits the purpose of the study, upon the approval from the dissertation chair from Pepperdine University and for some other circumstances, the approval from Toastmasters International. The researcher will seek final approval and guidance from Toastmasters International on the instrument that will be used in the conduct of the study.
4. The instrument that will be used for the research cannot mislead the respondents or misrepresent the mission and goals of Toastmasters International.
5. The research will be conducted with honesty and will use outmost confidentiality in the process.
6. The instrument will address issues and situations that relate to membership retention. The main purpose the study is to identify what factors impact members' retention. The findings can assist District 5 leaders on what strategies they can use to address membership retention. Further, it could assist Toastmasters International in addressing membership retention issues.
7. The findings of the study will be shared with Toastmasters International. It also the goal of the researcher to use his study to disseminate the information in the District 5 level as well. The researcher intends to distribute the information by speaking to the clubs in the district, or speaking at the international convention and publishing the information and findings in the Toastmasters magazine if approved by Toastmasters International.

The signature below indicates that we allow Toastmaster Eleuterio Buquiran, to use our instrument whole or part. Rest assured that he will abide to the conditions stated above and insure the instrument will be used in good faith in accordance with the policies and procedures of Toastmasters International.

Sincerely,

Sally Newell Cohen

Sally Newell Cohen
Managing Director Communications and Development
Toastmasters International
www.toastmasters.org
Date: July 17, 2013

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APPENDIX F

Interview Protocol

Toastmasters Club Leader Experience

The following questions will assist in determining the factors affecting members' retention in toastmasters international. As a club leader, please answer the following truthfully to the best of your knowledge and your experience in the club.

1. Club division
    _____ Northern
    _____ Southern
    _____ Central
    _____ Western
    _____ Eastern

2. Describe the type of club according to the following category
    _____ Company/corporate sponsored club
    _____ Women's club
    _____ Men's club
    _____ GLTB club
    _____ Bilingual club
    _____ Advanced club
    _____ Open membership to the public
    _____ Others please (specify)
    _____

3. Your leadership position in the club
    _____ Club President
    _____ VP Membership
    _____ VP Education
    _____ VP Public Relations
    _____ Secretary
    _____ Treasurer
    _____ Sergeant at arms

4. How long have you been a member of the Toastmasters?
    ___ Less than 1 year
    ___ 1-3 years
    ___ 4-6 years
    ___ 7-9 years
    ___ 10 or more years

5. How long have you been a member of the present club?
    ___ Less than 1 year
    ___ 1-3 years
    ___ 4-6 years
    ___ 7-9 years
    ___ 10 or more years

6. What do you think why people join Toastmasters?

7. What do you think why members stay in Toastmasters?

8. What do you think TI members quit attending meetings?

9. What are the activities that you engaged your members in the club?

10. What are your suggestions to improve membership experience in the club?

Please e-mail your response to the above five questions to: XXXX@XXXX.com. If I don't hear from you after 30 days, I will schedule a call to you to conduct a short interview. If you have any questions, please e-mail or call me at XXX-XXX-XXXX. Thank you for your participation!

Adapted from (Nunez, 2010, pp. 170-180; Tabaee, 2013, pp. 16, 342).

APPENDIX G

Participants' Letter of Consent

I authorize Eleuterio Buquiran, a doctoral student under the supervision of Dr. Diana Hiatt-Michael from the Organizational Leadership doctoral program at Pepperdine University, Graduate School of Education and Psychology, to include me in his research project entitled "Factors Affecting Members' Retention in Toastmasters International". I understand that my participation in this study is strictly voluntary.

I understand that I have been asked to participate in a research study, which is designed to investigate the Factors Affecting Members' Retention in Toastmasters International. The study will require at least 15-20 minutes with each participant to answer the questionnaire.

I acknowledge that I have been asked to participate in this study because I am a member of Toastmasters International in District 5.

I understand that, once the study is completed, the recorded file and transcription documents will be stored in a locked safe. The recorded file and transcription documents will be destroyed and shredded after five years from the creation date.

The potential risks of participating in this study are minimal to none. In the event, I do experience fatigue or need to take a short break, one will be granted to me and the participation in the survey may be scheduled or arranger at a different time.

I understand the benefits to this study may include: (1) understanding reasons why members join the toastmasters club; (2) knowledge how to motivate and encourage members to stay; (3) may assist the district as well as the Toastmasters International on strategies and program on have to retain their members.

I understand there is no monetary compensation to participate in the research.

 I understand that I have the right to refuse to participate in or to withdraw from, the study at any time without prejudice to my current or future standing as a student. I also have the right to refuse to answer any question I choose not to answer. I also understand that there might be times that the researcher may find it necessary to end my study participation.

I understand that no information gathered from my participation in the study will be released to others without my permission, unless law requires such a disclosure. I understand that under California law, the privilege of confidentiality does not extend to information about the abuse of a child, an elderly, or any dependent adult. Likewise, if a person indicates her or him wishes to do serious harm to self, others, or property, the investigator will report any such information mentioned to the authorities. The obligation to report includes alleged or probable abuse as well as known abuse.

I understand that there will be no medical treatments given in this study.

If the findings of the study are published, presented to a professional audience, or used for future studies and collaboration with other investigators, no personally identifying information will be released. Only the information gathered would be made available to other investigators with whom the investigator collaborates in future research. Again, the data will be stored in a secure manner and only the investigator will have access. The data and any supporting documents will be destroyed within five years of after the completion of the study.

I understand that if I have any questions regarding the study procedures, I can contact Eleuterio Buquiran at (XXX) XXX-XXX, XXXX XXXXX XXXX XXXXX, to get answers to my questions. If I have further questions, I may contact Dr. Diana Hiatt-Michael at (310)-663-1581. I may also contact Dr. Doug Leigh, Chairperson of the Graduate and Professional IRB, at (310) 568-2389, Pepperdine University, 6100 Center Drive, Los Angeles, CA 90045.

I understand the information in the consent form regarding my participation in the research project. All of my questions have been answered to my satisfaction. I have received a copy of this informed consent, which I have read and understand. I hereby consent to participate in the research study described above.

_____ _____

Participant's Signature   Date

_____ _____

Principal Investigator   Date

APPENDIX H

NIH Web-based Training Certificate of Completion

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Eleuterio Buquiran** successfully completed the NIH Web- based training course "Protecting Human Research Participants".

Date of completion: 01/19/2011

Certification Number: 599624
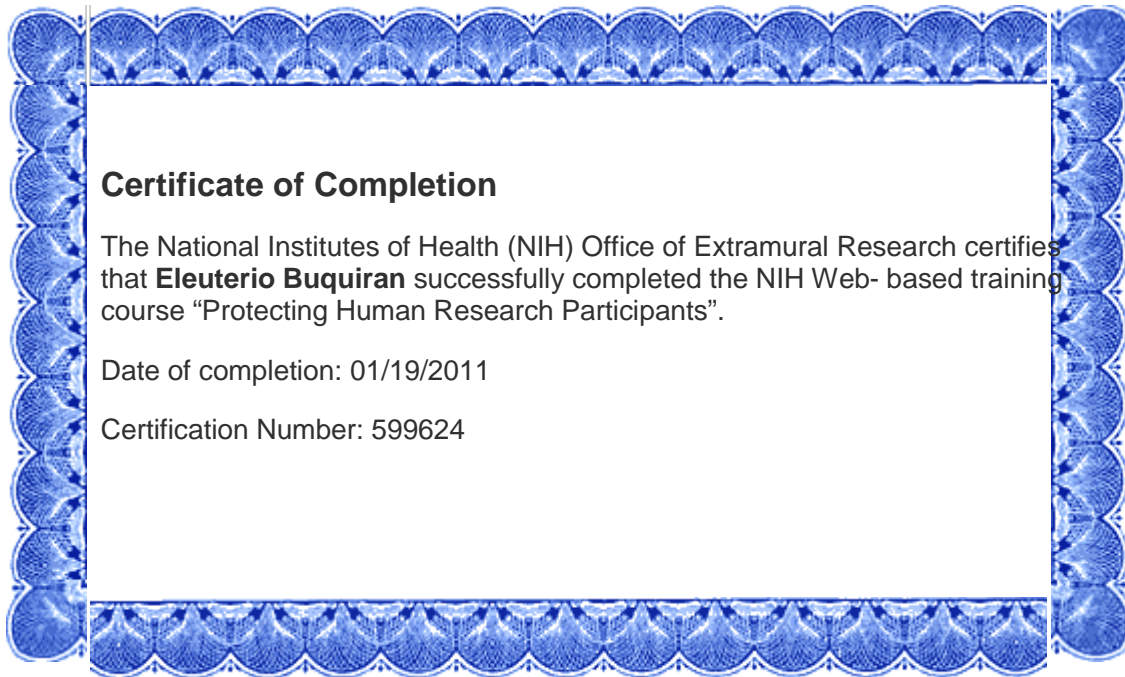
APPENDIX I

IRB Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

November 12, 2013

Eleuterio Buquiran

Protocol #: E1013D04
Project Title: Factors Affecting Members' Retention in Toastmasters International

Dear Mr. Buquiran:

Thank you for submitting your application, *Factors Affecting Members' Retention in Toastmasters International*, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Diana Hiatt-Michael, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b) (2) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

> **Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be

reported to the GPS IRB and the appropriate form be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Michelle Blas, Director of Student Success at gpsirb@peppderdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
         Ms. Alexandra Roosa, Director Research and Sponsored Programs
         Dr. Diana Hiatt-Michael, Faculty Chair

APPENDIX J

Permission from Club Officials

Date

Club Leader
Position in the Club
Name of the Club
Address

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Eleuterio Buquiran, Jr., aside from being a Toastmaster; I am a doctoral student in Organizational Leadership at Pepperdine University, Malibu California. The research I wish to conduct for my dissertation is entitled, "The factors affecting membership retention in Toastmasters". This project will be conducted under the supervision of Dr. Diana Hiatt- Michael, Professor Emeritus, Pepperdine University.

I have the permission from Toastmasters International and District 5 to conduct my research and also allow me to interview the subjects of my study in District 5.

All the information that will be gathered in the research will be treated with confidentiality and the subjects are anonymous.

Upon completion of the study, I am willing to share the results of the study to Toastmasters International and District 5.

If you have any questions feel free to contact me at (619)992-0789 or email me at:

elbuquiran0789@yahoo.com.

Sincerely yours,

Eleuterio Buquiran, DTM
Doctoral student
Pepperdine University
Malibu, California

APPENDIX K

Letter of Consent from District 5 Governor

DISTRICT GOVERNOR CONSENT TO
CONDUCT RESEARCH IN DISTRICT 5

Toastmaster Eleuterio Buquiran, a doctoral student under the supervision of Dr. Diana Hiatt-Michael in organizational leadership at Pepperdine University, Graduate School of Education and Psychology will be conducting a research study entitled, "Factors affecting members' retention in Toastmasters".

The Toastmasters International Headquarters thru Sally Newell Cohen, Managing Director, Communications and Development has authorized him to proceed in contacting the local groups in District 5 for his research study. We understand that the participation of our members in this study is strictly voluntary. All the information that will be gathered in the research will be treated with confidentiality and the subjects are anonymous.

District 5 supports this effort and will provide any assistance necessary for the successful implementation of this study. If you have any questions, please do not hesitate to contact me.

Sincerely,

Ed Gain, DTM
District 5 Governor, 2013---2014
www.d5toastmasters.org

Date: August 13, 2013

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APPENDIX L

Research Question Matrix to Align the Five Research Questions

Matrix of Research Questions and the Members' Experience Survey

Research Questions	Membership Experience Survey
1. What are the reasons people join TI?	Item # 3 3. What were your top reasons for joining Toastmasters? (Select your top three) __ Advance my career __ Meet new people, socialize __ Participate in speech contests __ Improve my communication skills __ Overcome my fear of public speaking __ Increase my self-esteem, confidence __ Improve my fluency in the English language __ Networking opportunities __ Improve my leadership abilities __ Other (please specify) _____
2. What are the members' experiences that are useful in attaining these purposes?	Items # 1, 2, 6, 12, 13 1. Is your Toastmasters club enjoyable? __ Yes __ No __ Sometimes 2. What do you like most about your Toastmasters membership experience (Select top three) __ Achieving educational awards __ Fulfilling club officer's roles __ Giving or receiving evaluations __ Giving speeches __ Going to the International Convention __ Listening to speeches __ Mentoring __ My friendship with other members __ Networking opportunities __ Online social networking with Toastmasters __ Participating in speech contests __ Participating in Table Topics™ __ Reading the Toastmasters magazine or other publications __ Other (please specify) _____ 6. What are your top reasons for continuing your membership with Toastmasters/ (Select your top three) ___ Friendship with other members ___ Career advancement ___ Improve my fluency in the English language ___ Improve of my communication skills

	___ Participation in speech contests ___ Networking opportunities ___ Continued alleviation of my fear of public speaking ___ Improvement of my leadership abilities ___ Increase in my self-esteem, confidence ___ Other (please specify) _____ 12. How satisfied are you with the following experiences at your Toastmasters club? Please check. 13. How likely is your club to take the following actions to create an enjoyable and supportive learning environment? Please check.
3. Why do TI members quit attending meetings?	Item # 10 10. What do you think why members quit attending the meetings? (Select your top three) __ Transfer to different TI clubs __ Relocate to another place (jobs, family) __ Conflict of schedule __ Health issues __ Financial problems __ Lost interest /motivation __ Conflict with other members __ Transportation issues __ TI meeting doesn't meet goal/expectation __ Other (please specify)_____
4. What activities members do at TI meetings?	Item #11 11. What functionary roles do you like at TI meeting? (Select your top three) ___ Toastmaster of the day ___ Participate in the Table Topics ___ Prepared speaker ___ Speech evaluator ___ Ah counter ___ General evaluator ___ Timer ___ Table Topic Master ___ Grammarian ___ Jokester ___ Greeter ____ Educational spot ___ Other (please specify) _____
5. How should the success of Toastmasters' members be assessed?	Items # 5, 14, 15, 16, 17 5. Which Toastmasters educational achievements have you completed? (Select all that apply) __ Competent communicator (CC) __ Advanced Communicator Bronze (ACB) __ Advanced Communicator Silver (ACS)

| | __ Advance Communicator Gold (ACG)
__ Competent Leader (CL)
__ Advanced Leader Bronze (ALB)
__ Advanced Leader Silver (ALS)
__ High Performance Leadership (HPL)
__ Distinguished Toastmaster (DTM)
__ None
__ In progress (please specify number of speeches completed)
_____

14. How likely is your club to take the following actions to maintain a strong membership base?   Please check.

15. How likely is your club to take the following actions in recognizing member achievements?   Please check.

16. On a scale of 1-10, how does your club meets your expectation?   Please circle.
Mild   Moderate   Severe

I-----I-----I-----I-----I-----I-----I----I-----I----I-----I
0   1   2   3   4   5   6   7   8   9   10

17.   What do you think measures members' success? (Select your top three) |

Matrix of Members Profile and Descriptions

Profile/Description	Membership Experience Survey

1. Length of membership	Items #4
	
	4. How long have you been a member of Toastmasters?
	    __ Less than 1 year
	    __ 1-3 years
	    __ 4-6 years
	    __ 7-9 years
	    __ 10 or more years

2. Typical number of members that attend the club meeting	Item # 7 7. How many members usually attend your club meetings? __ Less than 10 ___ 10-19 ___ 20-29 ___ 30 or more
3. Frequency of club meeting	Item #8 8. How often does your club meet? ___ Weekly ___ Bi-weekly ___ Monthly ___ Other (please) _____
4. Time (hrs.) club meeting	9. How long are your normal club meeting? ___ 1 hour or less ___ 1 to 2 hours

	___ more than 2 hours

5. Members' gender	18. What is your gender? Please circle.
	    a. Male b. Female
	    c. GLTB d. Prefer not
	                                     to
	                                     answer

6. Members' Age	19. What is your age? Please check. ____ 18 to 24 ____ 45 to 54 ___ 25 to 34 ____ 55 to 64 ____ 35 to 44 ____ 65 & over
7. Cub's Division	20. What Division do you belong? ____Northern ___Southern ____Central ____Western ____ Eastern