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Veronica Brown

University of Massachusetts Boston

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A final project presented to the faculty of the
Instructional Design Master's Degree Program
University of Massachusetts Boston

FINDING PATHWAYS:
Best Practices for Ongoing Learning in Toastmasters

Submitted by
Veronica Brown

in partial fulfillment for the requirement of the degree
MASTER OF EDUCATION

May 8, 2020

Dr. Carol Ann Sharicz
Approved by Dr. Carol Ann Sharicz, Faculty

Abstract

Toastmasters International, an educational organization consisting of an international network of public speaking clubs, has developed a sophisticated elearning educational program called Pathways as an update to a simpler program, published in booklets, that was nearly a century old. Reactions from club members have been mixed and the transition has required a great deal of training and support efforts at all levels of the organization. This research seeks to identify best practices Toastmasters clubs and members can use to successful transition to Pathways. The hypothesis of the research is that Toastmasters, as a community of practice (CoP), is a connectivist learning organization for which a cognitivist intervention is not likely to succeed without adaptations. Interview and survey data are used to test additional research questions about technology acceptance, technology coping strategies, and the motivations of Toastmasters members that influence adoption and resistance. Recommendations are made to club and district leaders.

Keywords: Toastmasters, Pathways, communities of practice, elearning, adult education

Author's Note: This research project is not affiliated or endorsed by Toastmasters International or by any Toastmasters region, district, or club. Interview and survey respondents were made aware of the nature of the project. Details of research practices are in Appendix A.

Finding Pathways: Best Practices for Ongoing Learning in Toastmasters

Toastmasters International (TI) defines itself as “a non-profit educational organization that teaches public speaking and leadership skills through a worldwide network of clubs” (Toastmasters International, 2020, paragraph 1). There are 358,000 Toastmasters members in nearly 17,000 clubs in 143 countries. Founded as a club for practicing public speaking nearly 100 years ago, TI offers educational experiences to improve a range of communication and leadership skills (Toastmasters International, 2020).

Until recently, the learning program of Toastmasters was published in printed booklets: primarily the *Competent Communicator* (CC) and *Competent Leader* (CL) manuals for beginners and a series of advanced manuals. In 2018, TI introduced a new online educational program called Pathways. In TI’s press release, Pathways is described as “the first complete redesign of Toastmasters’ education program since the organization was founded in 1924” (Toastmasters International, 2018b). Access to Pathways is online, with printed manuals available for an extra fee. Pathways consists of a series of Paths, each larger in scope than the CC and CL combined. Paths are designed to provide members with choices through which they can specialize and pursue unique goals.

Research Question

TI launched Pathways in the US in 2018 and gave new clubs a two-year transition period, which began in July 1, 2018, and is scheduled to end July 1, 2020 (“Pathways: When Will Your Region Experience It?”, 2016). As of January 2020, according to publicly available Toastmasters data, an estimated 20% of active US clubs had not yet recorded a member milestone, indicating little or no participation by those clubs. In social media, e.g., u/jwegan on Reddit (2019), members complained that it is difficult to use, complicated, and not complementary with the

Toastmasters club meeting experience. With the transition period ending, club leaders reported members not renewing membership, or planning to quit, rather than use the new program. At the same time, other leaders and members report an improved educational experience that is more relevant to real-world communications and leadership skills, with more opportunities to recognize member achievements.

The purpose of this research is to identify the characteristics of successfully transitioning clubs and best practices that might help other clubs and members complete the transition effectively. The research examines clubs and members who are both successful and unsuccessful in transitioning to Pathways to seek the causes of success and resistance, what works, and what does not in making the change. The hypothesis of this research is that Toastmasters is a Community of Practice (CoP), according to the criteria set forth by Etienne Wenger-Trayner, one of the original developers of the concept (Wenger-Trayner & Wenger-Trayner, 2011); therefore, each club is a connectivist learning organization for which a cognitivist intervention such as Pathways is not likely to succeed without adaptations, and successful clubs have made such adaptations to preserve or enhance their CoP.

It is not a goal of this research to critique Pathways or make recommendations to its authors for improving it. This research also does not examine or critique past approaches to training or change management, except to observe their results.

The reasons for Pathways resistance and possible solutions were collected using interview and survey data. Survey results were analyzed to seek correlations between member characteristics, motivations, levels of participation, and attitudes towards Pathways. To test the hypothesis, motivations for attending meetings and starting or renewing membership were compared to attitudes about Pathways to see if there was a correlation between social and

intrinsic motivations (indicating a preference for connectivist learning) and resistance to Pathways (a cognitivist learning instrument). The COVID-19 pandemic, which occurred during the research period, caused many Toastmasters clubs to go immediately online; the survey questions were amended to determine whether across-the-board compulsory use of online tools influenced Pathways participation.

Background

Members typically join Toastmasters to learn about public speaking and improve their communications skills. The hallmark of the Toastmasters experience is the Toastmasters meeting, conducted by a Toastmasters club. Most clubs have approximately 20 members at a meeting, held once per week and lasting for about an hour. Toastmasters meetings have a prescribed structure to ensure that as many attendees as possible have an opportunity to practice speaking or leadership skills. Members take turns presenting prepared speeches, presenting evaluations of the prepared speeches, making extemporaneous speeches (Table Topics), fulfilling roles in the meeting (Toastmaster, Table Topics Master, Grammarian, Timekeeper, etc.), and serving as club officers (Toastmasters International, 2018a).

Before Pathways, the traditional learning program was published in the *Competent Communicator* (CC) manual, a printed booklet containing guidelines for ten speeches. After delivering ten speeches to their club and receiving evaluations of those speeches, a Toastmasters member would receive the award designation of Competent Communicator. A parallel manual, the *Competent Leader* (CL) manual, outlined leadership projects and club roles for which a member could earn the Competent Leader award. The ten projects of the CC manual were well-known to experienced members, and the printed manuals were easy to refer to and write in during meetings. After earning the CC and/or CL award, a member could then pursue further

awards using a series of advanced manuals in a similar format and earn cumulative advanced designations, such as Advanced Communicator Bronze, Silver, and Gold (ACB, ACS, ACG). The highest award is Distinguished Toastmaster (DTM) (Chan, 2019; u/jwegan, 2019).

According to TI, Pathways was created for the following reasons: (1) to improve member experience; (2) to better align leadership projects with the leadership experience in the Toastmasters organization; (3) to combine the communications and leadership tracks, since these skill sets are often intertwined; (4) to better enable members to achieve awards (fewer than 10% were earning the CC, 2% the CL, and 1% advanced awards); (5) to meet the needs of members, indicated in a survey, for flexibility, real-world skills, and the ability to complete projects online (Toastmasters International, 2017).

TI launched Pathways to its 14 international regions using a phased approach. Video and multimedia tutorials are available on toastmasters.org, in addition to the *Navigator*, released in December, 2018, which covers Pathways and the entire Toastmasters experience for beginners. (Toastmasters International, 2018c). In the US, TI trained and deployed teams of volunteer Ambassadors to lead district-level efforts to promote Pathways and educate members. Districts deployed Pathways Guides to serve as each club's first point of contact for all Pathways issues, training for members, and support for officers. Both the Ambassadors and Guides visited clubs during the launch (Toastmasters International, n.d.-a).

In June, 2018, clubs in the USA were introduced to Pathways, and given a two-year transition period to July 1, 2020, after which Pathways will be the only educational program available for Toastmasters members. New members joining after the June, 2018, launch were to be onboarded directly to Pathways. TI stopped distributing the CC and CL manuals. Completed awards under the traditional program would continue to be honored, but no partial work will

count under Pathways. In other words, a member with fewer than ten speeches (i.e., no CC earned yet) on July 1, 2020, will start over. On that date, an ACG and a DTM will remain so, but an ACG working to the next level of DTM will have to start over under the Pathways award system (Toastmasters International, n.d.-b).

The most palpable difference between Pathways and the CC and CL manuals is that the Pathways is designed to be used online only. Printed Pathways manuals are available for an extra fee. Pathways consists of a series of elearning modules on the Cornerstone OnDemand® learning management system, rebranded as Base Camp on toastmasters.org. Although the learner is working individually in a self-directed manner while in Pathways, most projects require participation in a Toastmasters meeting or some other collaboration. Each Path combines communications and leadership projects. The projects are organized into five Levels. Level 1 is the same in every Path and is designed to be similar to those in the first halves of the CC and CL manuals. Levels 2 through 5 are progressively more various and advanced. Each Path includes at least 14 projects, and each project includes a speech that is typically delivered at the members' Toastmasters meeting. Paths include *Presentation Mastery*, *Dynamic Leadership*, *Effective Coaching*, *Persuasive Influence*, and several others (Toastmasters International, n.d.-b). Pathways has a clean, professional layout with consistent use of brand colors and fonts. Images representing Toastmasters club members and Pathways users depict young-adult to middle-aged people of various genders and races in business attire, typically in a Toastmasters meeting, a café setting, or an office setting.

The benefits of Pathways include choices that allow members to specialize in certain skill areas according to their interests, a rewards system that accelerates progress compared to the traditional program, ability to award badges and certificates, an updated mentor program, and

projects more relevant to today's careers (D14 leader, personal communications, February 10, 2020; D44 leader, personal communications, February 22, 2020). Additionally, Pathways covers far many more topics, and far more in depth. For example, Appendix B is a sample of the Competent Communicator project "Research Your Topic," and Appendix C is a sample of the same topic in Pathways. Pathways includes pre- and post-project self-assessments, mini-quizzes, videos, and interactive devices that were not possible in the book format, in addition to a deeper treatment of the project content.

Literature Review

Two Metaphors for Learning

Sfard (1998) proposes two metaphors for learning that are useful in discussing the role of Pathways in the Toastmasters experience: the metaphors of learning as *acquisition*, in which knowledge and skills are transferred and built, and of *participation*, in which learning is a function of interacting and practicing. The acquisition metaphor correlates with the cognitive and constructivist schools of thought, and the participation metaphor, relatively new when Sfard (1998) was writing, comes from connectivist theories. Sfard (1998) does not position these two metaphors as mutually exclusive—she concludes that we need them both. Both metaphors are evident in Toastmasters.

Community of Practice

As an organization in which members and guests meet regularly with a common intent to practice public speaking and leadership, Toastmasters is clearly an example of learning based on the participation metaphor, and, as such, is a Community of Practice (CoP). Etienne Wenger-Trayner (2011), one of the developers of CoP theory, defines such a community as follows:

In all cases, the key elements are: **The domain:** members are brought together by a learning need they share (whether this shared learning need is explicit or not and whether learning is the motivation for their coming together or a by-product of it). **The community:** their collective learning becomes a bond among them over time (experienced in various ways and, thus, not a source of homogeneity). **The practice:** their interactions produce resources that affect their practice (whether they engage in actual practice together or separately). (paragraph 2)

Each Toastmasters club has the domain (desire to learn public speaking and associated skills), the community (the club) and the practice (the structured meeting and its format).

Yu-Chih (2008) integrated Toastmasters into an English Foreign Language (EFL) class and measured students' perceptions of their change in abilities with a survey: "participants believed that their use of the Toastmasters approach promoted confidence, reduced speech anxiety, and encouraged further practice and learning. Next to affective factors, improvement of public-speaking skills scored second highest" (p. 120). Notably, the affective factors that were most evidently improved can only be achieved through participation through practice and interaction with others.

Although "Pathways is designed to keep club meetings at the center of your Toastmasters experience" (Toastmasters International, n.d.-b), which indicates support for learning through participation, the program itself approaches learning using the acquisition metaphor. It is a series of elearning modules, called *projects* in the Toastmasters vernacular. Each project has the same general structure, employing widely practiced and accepted cognitivist learning strategies based on Gagné's nine events of learning (Dick et al., 2015). Excerpts from a sample project are included in Appendix A. The outline of a typical project, keying the steps to Gagné's nine events

and, thus, demonstrating that Pathways is based on cognitivist principles of instructional design, is shown in **Table 1**.

Table 1

Alignment of Pathways Projects to Gagné's Events of Learning

Heading Title	Description	Gagné's Event of Learning
□□□□□□□□□□	Description of the topic, its benefits for the learner, and what will be learned	1. Gaining attention
□□□□□□□□□□	"Purpose" and "Overview" subheadings and a link to a project checklist PDF file to explain the project and its assignment in detail	2. Informing the learner of the objective
□□□□□□□□□□	A brief assessment of the learner's current skill or perceptions of skill	3. Stimulating recall of previous learning
□□□□□□□□□□	List of simple learning objectives, each starting with a verb as from Bloom's Taxonomy	2. Informing the learner of the objective
(Various)	Presentation of the content, including information the learner needs to complete the project assignment. This content includes written information to be read on the screen, interactive devices to make written content more engaging (e.g., click each item for more), and may also include videos, downloadable files, and interactive quizzes.	4. Presenting the stimulus material 5. Providing learning guidance
□□□□□□□□□□	Questions for discussion of or reflection upon the learning content	5. Providing learning guidance
□□□□□□□□□□	Final instructions for the project assignment, and a link to the project checklist. The project assignment is typically a speech at a Toastmasters meeting.	6. Eliciting performance
□□□□□□□□□□	Downloadable files and review of evaluation criteria for the assignment. After the speech at the meeting, the assignment will be evaluated by a peer using the provided evaluation form tailored to the assignment.	7. Providing feedback about performance correctness
□□□□□□□□□□	A review of the earlier assessment, followed by a comparison of "before" and "after" scores	8. Assessing the performance
□□□□□□□□□□	Brief congratulatory text	

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Note: Gagné's ninth event, "Enhancing retention and transfer," is not evident in Pathways, but this can be easily forgiven since the program is self-directed and learning is designed to be cumulative. One can assume that the learner will take responsibility for ensuring learning transfer through continued participation in Toastmasters and that the learning will be reinforced in successive projects.

Blended Learning

The combination of online elearning and live meetings creates a new *blended learning* experience for Toastmasters members. Blended learning is defined as “the combination of traditional face-to-face and technology-mediated instruction” (Graham et al., 2013, p. 4). In the case of Toastmasters, the face-to-face learning is not instruction *per se* but is a structured meeting in which many attendees actively participate with the intent to build skills.

Several studies indicate that a blended approach to teaching language skills in an academic setting is more effective than classroom learning alone. Banditvilai (2016) taught two English classes to non-English speakers in parallel, one with classroom instruction only and the other with elearning added for a blended approach. The elearning included quizzes that students had to pass to advance. The study showed that although some students gave negative feedback about the elearning, test scores improved, and blended learning students had increased motivation and self-direction. Tanveer (2011) and Soliman (2014), in similar studies teaching English to non-English speakers, also observed improvements in students’ abilities to self-direct their learning. Tanveer (2011) additionally observed that unreliable technology and user lack of confidence with technology to be barriers to use. Paechter and Maier (2010) surveyed university students to identify preferences for online or face-to-face learning. They found that for receiving information, understanding the structure of learning material, monitoring their progress, and developing skills in self-regulated learning, students prefer online learning. In application of skills, especially communications skills, they preferred face-to-face learning. Taken together, these studies support the Pathways model, in which instruction is structured and distributed online, and progress is monitored online, while the application of skills being learned is practiced in the meeting. It is notable that online learning increases skills and confidence in self-directed

learning. Toastmasters members are almost all volunteers (a few are required to join by their employers), and the program has always been self-directed, which indicates that Toastmasters learners are typically self-directed learners already. The Pathways experience might enhance this existing skill. Although the above research studied academic subjects, perhaps a blended approach also has benefits in a CoP.

No studies were found that parallel Toastmasters's introduction of non-social asynchronous cognitive elearning into a CoP. Researchers of CoPs are, instead, interested in the possibilities of social networking, online collaborative tools, and the enablement of geographically disparate communities. The lack of a precedent could imply that asynchronous elearning and CoPs make an imperfect pairing.

An examination of the characteristics of a CoP environment relative to Pathways provides some clues about this pairing. Wenger et al. (2002) describe seven principles for creating an environment for CoPs in a larger organization. These principles, and Pathways's support of each, is summarized in **Table 2**. Support for CoP principles is evident in typical Toastmasters meetings and in the traditional learning program, with the exception of the first principle, Design for Evolution, because Toastmasters meetings have a particular structure that is not open to evolution. (A case might be made that this structure has already evolved during the organization's over 100-year history.) Pathways further supports the principles of a CoP environment in a few ways, but support is not consistent. While most Pathways projects do require a speech in a meeting or some other collaborative activity, it is not apparent that Pathways was designed with the specific intention of nurturing social learning as in a CoP. Martire and Lave (2016), in a critique of vocational education programs in Australia,

Table 2*Support of Traditional and Pathways Programs for Creating and Environment for a Community of Practice*

#	Principles ¹	Traditional Program Support ²	Pathways Support ³
1	Design for Evolution: begin simply and informally to allow the community to define itself.	Somewhat - Typical clubs have some membership turnover and adapt accordingly, but meetings have a prescribed structure that is not evolved by members.	No - Pathways was developed all at once and there are no plans announced for incremental development.
2	Open a Dialogue Between Inside and Outside: encourage the community to draw from resources and expertise outside the community to gain new perspectives.	Yes - Activities encourage the learner to draw from resources and relationships outside of Toastmasters.	Yes - Activities encourage the learner to draw from resources and relationships outside of Toastmasters.
3	Invite Different Levels of Participation: allow for a structure that includes core, active, and peripheral members.	Yes - Guests are usually always welcome as “peripheral” members (even if membership is restricted to a company); “core” leaders and non-leader “active” members are evident.	No - Toastmasters members must be paid and in good standing to gain access to Pathways; there are no “peripheral” member users nor is there differentiation between “core” and “active” users as all work is individual.
4	Develop Public and Private Spaces: encourage interpersonal behind-the-scenes interactions in addition to meetings.	Yes - Many clubs socialize outside of the meeting. Members may seek personal advice, mentoring, or collaboration with other members.	Somewhat - Interpersonal interactions are supported in projects that involve mentoring and collaboration, but these are prescribed by Pathways and not “behind-the-scenes.”
5	Focus on Value: allow members to find value in a variety of ways, not in a prescribed way.	Yes - Although projects in the traditional learning system have stated learning objectives, achieving them is not a requirement for participation.	No - Learning objectives, i.e., definitions of value to be derived from the program, are explicitly stated and assessed in each project.
6	Combine Familiarity and Excitement: combine new activities for growth and challenge with familiar activities for stability.	Yes - Traditional projects are various and designed to challenge the learner.	Yes - Pathways projects are various and designed to challenge the learner.
7	Create a Rhythm for the Community: hold events at regular intervals to promote ongoing development.	Yes - All Toastmasters meetings are held at regular intervals.	Neutral - Pathways has no effect on the existing rhythm of Toastmasters meetings.

¹Source: Wenger et al., 2002

²Is the principle evident in a typical Toastmasters club and/or meeting independent of Pathways?

³Does Pathways support or enhance this principle?

recommends that educators overcome their biases toward cognitive approaches in favor of social practice: “Learning in practice is arguably the (only) way we learn while ‘vocational education’ whether laid out in theoretical, pedagogical, or on-site supervisory terms, more often than not consists of narrow schemes for task-sized instruction to be aimed at ‘the other’ – at individual workers – rather than attending closely to the broad social, organizational, spatial collective practice of which skillful laboring/learning is composed” (p. 256). This might be a fair critique of elearning programs like Pathways that take a competency-based approach, as is evident in Pathways’s Project/Level/Path model in which learning is an organized series of task-sized instructions with specific learning objectives. However, Pathways is inextricably linked to the Toastmasters meeting and club, where participatory learning happens regularly. It is not intended to replace participation under any circumstances. In this manner, Pathways does allow for learning in the “broad social, organizational, spatial collective practice.”

Intervening with a Community of Practice

Arnold et al.(2012) explore the ramifications of introducing new digital tools into a CoP. The authors present two case studies to demonstrate that the defining characteristics of the CoP, the domain, the community, and the practice, are necessarily affected by the new tool: “The introduction of a tool will change whose voice is being heard, which voices can be legitimately brought to the table, how competence is negotiated, and, indeed, what matters to the community” (p. 137).

Thompson (2005) closely observed a CoP that a large company tried to incubate within its organization. Once the CoP became successful, the company intervened to try to replicate and spread the CoP’s success, ultimately destroying the community. Thompson (2005) observed that by providing “seeding structures” that provide an environment conducive to a CoP, the CoP

formed and thrived, but by trying to control its operation and growth with “controlling structures” the sense of community, self-identity, and autonomy of the CoP were ruined. He concludes: “neither organizational management nor CoP leaders are able to do more than nurture a fragile dynamic that consists of continued voluntary participation but resists forms of control” (p. 164).

Regarding organizational management, Compeau and Higgins (1995) surveyed knowledge workers on several factors that were predicted to influence computer self-efficacy, i.e., people’s confidence in their ability to use a computer effectively. They found that social support from peers increased computer self-efficacy, but counterintuitively support from the larger organization did not. A subsequent study (Elie-Dit-Cosaque et al., 2011) found managerial support to actually increase computer anxiety. Another similar study (Purnomo & Nastiti, 2019) found that management support for a new elearning system did increase users’ perceptions of the value and usefulness of a new elearning system, but only if they were experienced elearning users, and it did not affect psychological factors such as computer anxiety and lack of self-efficacy.

Two of the principles for nurturing a CoP (**Table 2**), Design for Evolution (allow the community to define itself) and Focus on Value (allow members to find value in a variety of ways, not in a prescribed way) indicate that the introduction of a new system by “management” (in this case, TI and the districts) suppresses the community’s ability to define its own practices and find value in non-prescribed ways. These principles, instead, indicate that the control over the ways the CoP learns should evolve organically from within the community. The studies above suggest that top-down interventions and new tools, when imposed on a CoP from outside,

impact the community negatively, and that any change to the Toastmasters educational program from TI, Pathways or otherwise, would be disruptive to clubs.

Effects of Individual Motivations

Dupeyrat and Mariné (2005) studied the differences in performance between students who were motivated by learning new skills (mastery goals) and those motivated by goals and awards (performance goals). They found that students with mastery goals were more likely to engage in deep processing strategies, i.e., greater engagement with the material, and put forth more effort in learning activities, while those with performance goals were more likely to practice shallow processing strategies, such as rote memorization. This study is of particular interest in this case because Pathways has no official assessments of performance, and awards are made by the officers of each club without any scoring, usually for completion of a project regardless of quality; therefore, it is not difficult for a member to achieve performance goals with shallow processing strategies. Many members exhibit motivation from performance goals, placing great importance on the achievement of milestones as characterized by designations such as CC, ACS, and DTM and, in Pathways, the completions of Levels and Paths. Many members also join Toastmasters with mastery goals, such as becoming a professional speaker or improving job performance. Dupeyrat and Mariné's (2005) research inspired questions to be added to the Pathways member survey about motivations to see if there are correlations to Pathways adoption and resistance.

Does Pathways Complement a CoP?

Overall, existing literature yields mixed results on the appropriateness of the Pathways program to a CoP. On one hand, a non-social learning environment, following cognitivist learning principles, does not appear to fit the social connectivist CoP style of learning.

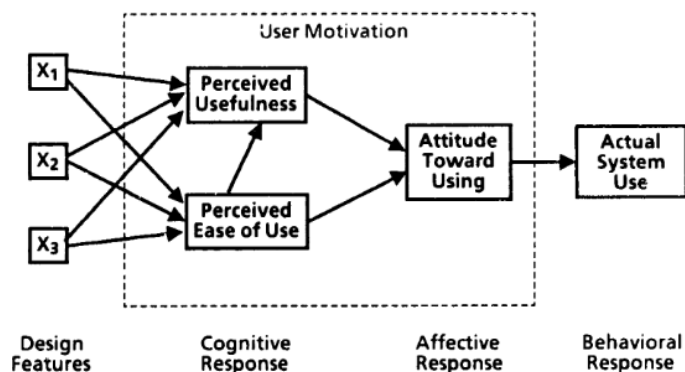
Furthermore, top-down changes imposed on a CoP can be damaging. On the other hand, studies show that a blended learning approach can improve language skills and make learners more confident in their ability to be self-directed learners. Furthermore, unlike typical CoPs, Toastmasters clubs rely on TI to provide their educational programming, and there is no expectation or suggestion in Toastmasters that individual clubs should generate their own.

Technology Acceptance Model

Davis (1985) and Bagozzi et al. (1992) developed the Technology Acceptance Model (TAM) to predict the acceptance and use of information technology (IT). In the model, perceived usefulness of the IT (the IT's ability to help the user perform a task) and perceived ease of use (how easy the IT is to navigate) determine a person's attitude toward using it which, in turn, influences actual use.

Figure 1

Technology Acceptance Model (1985)



Source: Davis, 1985

Venkatesh and Davis (1996) further studied how perceived ease of use comes about and found that a user's overall computer self-efficacy is a determinant. They recommend that it might

be more effective for organizations to provide general computer training than to redesign user interfaces to accommodate resistant users.

Venkatesh and Davis (2000) extended TAM by studying the antecedents of perceived usefulness. They found that the influences of subjective norm (perception that people important to the users expect them to use the IT, i.e., peer pressure) and image (the degree to which using the IT will enhance status in a group) had positive effects on perceived usefulness. Furthermore, Venkatesh and Bala (2008) created an extended model TAM3, in which subjective norm has a direct effect on intention to use IT. Applied to Toastmasters, this means that members are more likely to use Pathways if respected others expect them to use it, and if using it enhances their status in the club. Given the social nature of the Toastmasters CoP, it is likely that Toastmasters outcomes support this research. The same research also revealed, however, that these factors have lesser effect if use of the IT is voluntary and not mandatory. The extent to which Pathways use is mandatory is a matter of interpretation. For members either required to join by their employers or highly committed to Toastmasters, Pathways is as good as mandatory, and social norm and image will determine whether it is used as intended. However, for members who find other ways to participate, or are not as highly committed to membership (i.e., might quit), Pathways use is likely to be viewed as voluntary, and subjective norm and image would not increase their likeliness to use it.

Abdullah and Ward (2016) extended TAM to create the Generalized Extended Technology Acceptance Model for E-Learning (GETAMEL) by examining existing studies applying TAM to elearning adoption. They found that in the case of elearning, in particular, the leading antecedents of user adoption are prior experience using elearning, enjoyment, self-efficacy, subjective norm, and lack of computer anxiety.

Lu et al. (2019) endeavored to extend the Technology Acceptance Model (TAM) to include emotional factors, thus creating an Emotional TAM (E-TAM). Through quantitative research, they found that social inclusion encouraged novice users to accept new technologies and was an antecedent of perceived ease of use and intention to continue using the technology. Social support also mitigates emotional barriers toward using new IT. This research examines ways that social factors among members and clubs correlate with Pathways adoption.

Acceptance and Age

Anecdotally, Toastmasters club and district leaders point to age as a factor in Pathways participation based on the assumption that older members are not as knowledgeable of or comfortable with computers. Over 30% of Toastmasters members are over the age of 55 (Toastmasters International, 2019b); therefore, this issue could affect a significant number of members. Moore et al. (2015) studied computer literacy among older adults and did find correlations between age and both computer anxiety and lack of computer self-efficacy. A more recent study (Blažič & Blažič, 2020) found that these correlations persist despite the benefits and the proliferation of devices and applications. In their study, they introduced seniors to games on touchscreens and observed immediate improvements in these areas. Lee et al. (2014) studied internet adoption and use among adults 40 to 70 years of age. They found that “mature consumers’ motivations for continued Internet use are related to the enjoyable aspects of Internet services and how easy those services are to use, rather than how useful those services are for them” (pp. 1571–1572). These studies indicate that seniors place a high value on enjoyment of use. A question about enjoyment was added to the survey to look for trends related to age.

Technology Coping Strategies

Beaudry and Pinsonneault (2005) identified adaptation strategies, i.e., ways in which computer users adapt to “significant information technology events,” such as the introduction of new systems to be used on the computer. They proposed a coping model of user adaptation (CMUA) in which computer users primarily regard the event as an opportunity (positive) or a threat (negative), and secondarily assess whether they have high control or low control over the event. The combinations of these assessments lead to four user adoption strategies, summarized in Figure 2.

Figure 2

Coping Model of User Adaptation

Primary Appraisal	Opportunity	Benefits Satisficing: users make limited efforts, cognitively and affectively, yielding limited increases to efficiency and effectiveness.	Benefits Maximizing: users solve problems to reap maximum benefits, yielding increased individual efficiency and effectiveness.
	Threat	Self-Preservation: adaptation is mostly emotional (including avoidance and reducing involvement), yielding restoration of emotional stability and little or no impact on individual efficiency and effectiveness; exiting the situation is possible.	Disturbance Handling: user applies problem-solving and emotional adaptations, yielding restored emotional stability and minimize perceived negative consequences; individual efficiency and effectiveness are possible.
		Low Control	High Control
Secondary Appraisal			

Adapted from Beaudry and Pinsonneault, 2005 (p. 501).

Beaudry and Pinsonneault (2005) suggest that the CMUA, unlike the TAM, helps explain user behaviors during the adoption cycle. In the case of Pathways, clubs and members might have perceived High Control early in the transition period but diminishing control as the transition period nears and Pathways use becomes compulsory. Survey results are analyzed for outcomes indicating these strategies. Survey questions were included to reveal coping strategies that might then, in reverse, reveal the primary and secondary appraisals of Pathways.

Workarounds

Toastmasters club leaders report that they are finding workarounds, i.e., self-made adaptations, to the Pathways system. Regarding workarounds, Spierings, Kerr & Houghton (2017) studied enterprise software that employees in a large utility company used when other software was mandated. Taking the practitioner point of view, they found that workarounds are legitimate processes that, by virtue of being created, solve problems and reduce inefficiencies not addressed by the original system. Malaurent and Karanasios (2019) studied the use of a multinational French company's new enterprise technology system by its Chinese subsidiaries. The users, finding the new system to be inconsistent with their successful work practices, devised workarounds instead of using the system as intended. The researchers make a case that “workarounds are part of a collective learning process that involves the creation of shared knowledge and new practices” (p. 18), explaining that users actually organized into a community of practice. Since Toastmasters clubs are already CoPs, devising workarounds might be a natural solution to any challenges they have. Surveys of Toastmasters club leaders include open-ended questions about the methods they use to implement Pathways for the purpose of capturing useful workarounds as best practices that can help other clubs.

Research Design and Methodology

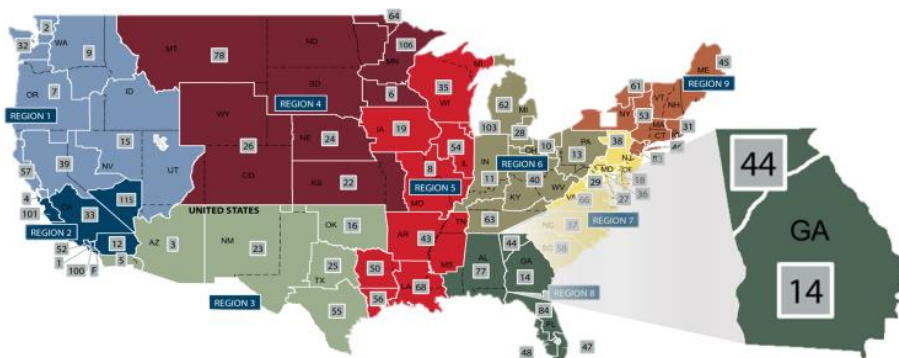
The research for this study was designed to seek trends among members and clubs who adopted Pathways early and easily, and those who adopted late, with difficulty, or not at all. It was also designed to test the hypothesis that Toastmasters, as a CoP, is not the ideal audience for a cognitive elearning intervention.

Population and Constraints

Districts 14 and 44 (D14 and D44), the two districts in the state of Georgia, were chosen as the population for study because the researcher is a member of one club in each district. Studying two districts allows for comparison in case there is a detectable difference in approach to Pathways education. Although some survey responses were collected from Toastmasters members all over the English-speaking world, Georgia clubs and members remain the focus of this research to eliminate any incongruencies in culture and timing of Pathways launches (launches were in stages across international regions). The line between the Georgia districts is Interstate 85, which bisects the Atlanta metro area. Figure 3 is map highlighting Georgia and showing the Georgia districts.

Figure 3

Toastmasters Regions and Districts in USA, Highlighting Georgia



Adapted from Toastmasters International, 2019a

As of April 1, 2020, D14 represented 150 clubs with 2,827 active members, and D44 represented 223 clubs with 4,114 active members, totaling 373 clubs and 6,941 active members. Of the 373 Georgia clubs, the population studied was narrowed to only those clubs in operation during the entire Pathways transition period, starting July 1, 2018. As of April 1, 2020, D14 had 132 clubs with 2,445 active members, and D44 had 167 clubs with 3,522 active members meeting this criterion, for totals of 299 clubs and 5,967 active members in the research population (*Distinguished Performance Reports: Club Performance, 2020*).

Preliminary Interviews and Surveys

District leaders were interviewed via email to learn about their efforts to support Pathways use and their observations about the program. This information was useful in the design of surveys and to look for differences in the results between the two districts studied.

Preliminary surveys of club leaders (those responsible for administering and tracking Pathways), using open-ended questions, were publicized through the r/Toastmasters group on Reddit, yielding 24 club leader responses representing six countries and 10 US states. Responses were used to craft detailed multiple-choice questions for a survey intended for Toastmasters members in Georgia. This member survey was tested through the Reddit group and a Pathways group on Facebook, yielding 86 member responses representing 13 countries and 24 states.

Survey Samples

Using publicly available data of club names and numbers, contact was attempted for each of the 299 clubs in the population. Clubs were contacted through their websites, Facebook, published email addresses where available, and personal networking, and asked to distribute a survey link to their members. (See Appendix A for specific information about data collection in relation to the resources and intellectual property of Toastmasters International.) This approach

skewed the sample of clubs to those with an active online presence and excluded many corporate (employee only) clubs that primarily use internal communications. Personal networking skewed the sample of members to those in the Atlanta area. A breakdown of the member sample and the clubs represented by the sample is in Table 3.

Table 3

Summary of Georgia Survey Sample: Members and Clubs Represented

	Members in Population	Member Responses	Percent of Pop.	Clubs in Population	Clubs Represented	Percent of Pop.
D14	3522	67	1.90154%	132	25	18.94%
D44	2445	87	3.56%	167	35	20.96%
Total	5967	154	2.56%	299	60	20.07%

Members: confidence level 90%, margin of error 6.56%

Clubs: confidence level 90%, margin of error 9.54%

In the member survey, there was a question asking if the respondent was a club leader responsible for administering Pathways, and, if so, whether they would be willing to fill out a club leader survey. Leaders from 19 clubs filled out this survey, 11 from D44 and eight from D14, together representing 6.35% of the club population.

Instrumentation

Surveys were built and deployed using Google Forms. The member survey (Appendix D) included multiple choice and checkbox (“click all that apply”) questions, with some options for open text responses. To correct omissions from the member survey, a follow-up member survey was deployed to members who indicated willingness to be re-contacted, yielding additional data for 51 member respondents. The club survey (Appendix E) contained mostly open text questions.

Ethical Considerations

Data Privacy. The method of promoting the surveys necessitated collection of contact data. Additionally, survey respondents optionally and voluntarily provided contact data to receive research results. Contact data was stored on a non-portable computer and backed up using Dropbox, an encrypted cloud storage service. All survey introductions included a pledge that contact data will not be used outside the purposes of this research or shared with anyone.

Bias. Bias was a concern in this research, as the researcher is a Toastmasters member and club leader with prior experience with Pathways. A three-person panel, including Toastmasters and non-Toastmasters members, reviewed the surveys and promotional web pages to advise on any issues of bias. A positionality statement is available.

Data Analysis

District Trends

District Efforts at Pathways Education and Support

Research began by reaching out to the leaders of the districts to learn about their efforts to educate clubs on Pathways and raise Pathways participation statistics. A summary of their efforts is in Table 4. The abbreviation “D.” designates district efforts, e.g., D. video tutorials were produced by district leaders and volunteers, not by TI.

It is notable that the Districts put forth a great deal of new effort on Pathways education that had not been necessary under the traditional program. It is not currently known whether the Pathways efforts in either district will continue after the transition period. Therefore, it is possible that Pathways has increased the district leaders’ workload indefinitely. It is also notable, comparing Table 3 to Figure 4, that D14 appears to have put forth substantial effort, at a similar level to D44’s, for average results. However, D14 is much larger and geographically, culturally,

Table 4*Georgia District Efforts in Education on Pathways*

Description (D. = District)	District 14	District 44
On D. website: links to TI docs and pages	x	x
On D. website: links to TI video tutorials	x	
D. video tutorials		x
D. Twice-monthly webinars for members	x	x
D. Webinars for club officers		x
D. Pathways newsletter (email & web)	x	
D. Pathways “Guides” to lead club training	x	x
D. Pathways “Masters” for email Q&A	x	x
At D. events: Pathways training for members	x	x

Sources: District 14 Toastmasters, 2020; District 44 Toastmasters, 2020; D14 leader, personal communications, January 30, 2020 and May 3, 2020; D44 leader, personal communications, February 22, 2020 and May 3, 2020.

and economically diverse than D44, containing half the Atlanta metro area and the next seven largest municipal areas in the state, including Augusta, Columbus, and Savannah, making club and member outreach more challenging. Both districts have made substantial progress in engaging clubs and members in Pathways.

Interviews with district leaders revealed that the most prevalent challenge they experienced in promoting club and member participation is resistance to change, especially from more tenured members who have become accustomed to the traditional program over years or even decades. Another challenge is that club leaders as well as members do not appear to accept help or take advantage of all the resources made available to them.

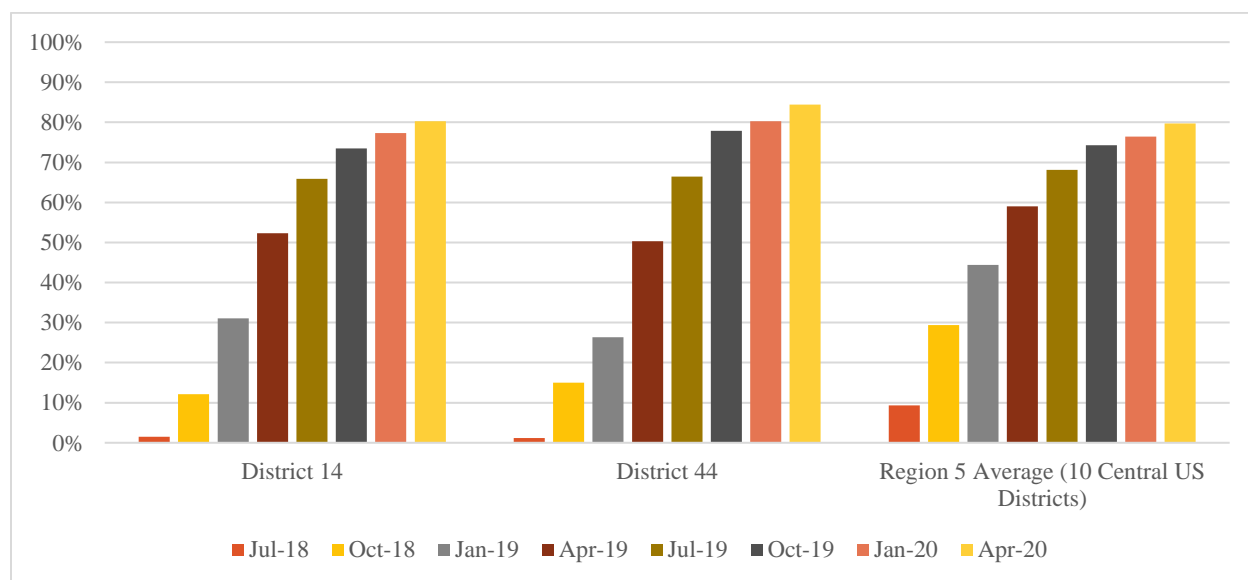
Club Participation in Pathways by District

Data on Pathways participation is publicly available via dashboards on toastmasters.org. Clubs enter data for this dashboard when a member reaches a Level or completes a Path, and when a member achieves an award such as the CC in the traditional program. Year-to-date totals can be downloaded for any particular day. To look for indications of each district’s effectiveness

in its Pathways onboarding and support efforts, data for the 299 clubs in the population was analyzed to find the first quarter in the two-year transition period each club submitted its first Pathways award. To see if Georgia's results were similar to the rest of the US, data for Toastmasters Region 5, consisting of 10 districts, was analyzed in the same manner. Region 5 was selected because analyzing all 77 US districts would be too large a task, and Region 5 is the most geographically diverse district in the US, covering a central swath of the country from north to south. Region 5 is shown in red on the map in Figure 3. Quarterly percentages of clubs participating in Pathways for each Georgia district, plus averages of Region 5 districts for comparison, are shown in Figure 4.

Figure 4

Club Participation in Pathways: Georgia Districts Compared to Region 5



Assuming Region 5 is similar to the US national average, clubs in Georgia districts have participated at or above average rates. After a below-average start in the first four quarters, both districts reached or exceeded average results. All three graphs show a slowing down of new clubs participating in the last four quarters, followed by an uptick in the first quarter of 2020.

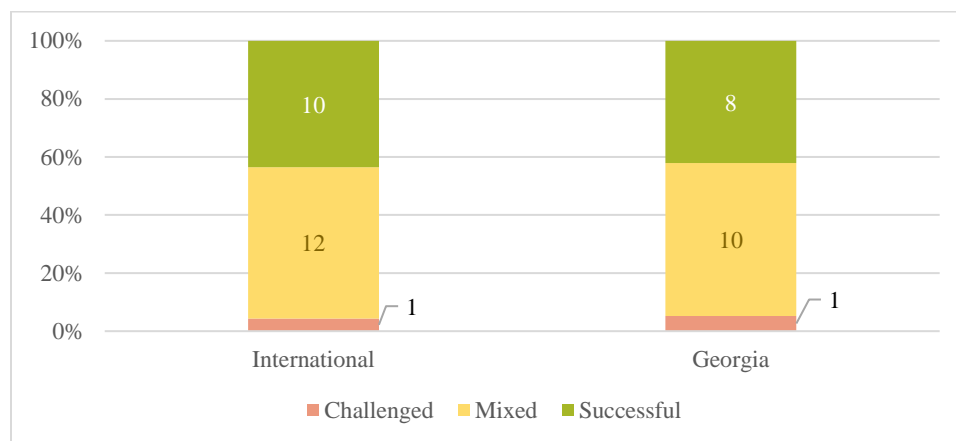
The slowing down might indicate that there is a limited number of clubs who will either not submit Pathways awards until they have no alternative to submit awards under the traditional program, or never submit awards at all. In the club population studied, 41 clubs (13.7%) had submitted traditional but not Pathways awards, and 11 clubs (3.7%) had not submitted any awards for either program during the eight-quarter period. The effect of the end of the transition period on club awards submissions is a subject for future research.

The cause of the uptick in 2020 is unknown. One might have assumed that during the COVID-19 emergency, members newly participating in virtual meetings and converting other activities online might have been more inclined to participate in Pathways, leading more clubs to record Pathways results. However, the uptick is evident in the March 1 totals, before quarantining began in mid-March, and it is, therefore, not due to the COVID-19 emergency.

Club Trends

Leaders representing 19 clubs in Georgia and another 23 worldwide responded to the club leader survey. The open text questions were designed to record each respondent's perception of club success with Pathways and descriptions of their perceived reasons for success and perceived challenges. Responses were analyzed and categorized to identify trends.

Clubs were categorized as "Successful" based on the perception of success the club leader indicated in the survey: more challenges than successes (unsuccessful), a mix of challenges and successes (neutral), or more successes than challenges (successful). A breakdown of these results is in Figure 5. Since only one respondent in each group is "Challenged," these are grouped with the "Mixed" responses in future analyses. The percentages of these groups in the International and Georgia data are comparable.

Figure 5*Percentages of Perceived Pathways Success of Club Leaders*

Club success in Pathways was examined in the dashboard data, from which were calculated the club's Pathways participation starting quarter (as shown in Figure 4) and the average number of Pathways awards submitted throughout the transition period per active member. Using combinations of the starting quarter and awards per member, the 299 clubs in the population were ranked by relative success. Using the mean of this ranking to distinguish relatively "successful" and "unsuccessful" clubs, these were compared to the perceived success reported by club leaders. No correlation was found.

Club Success Factors

Club leader survey respondents' reasons for success were categorized as shown in Table 5. A graph showing the number of club leaders indicating each success factor is in Figure 6. The lighter colored bars indicate the respondents who perceived their club to be more successful than challenged. Georgia respondents named more success factors overall. The graph shows that in both the International and Georgia groups, the number of perceived successful clubs who applied each success factor is roughly the same as the number of perceived mixed or challenged clubs who did the same, thus not indicating any correlation between club practices and perceived

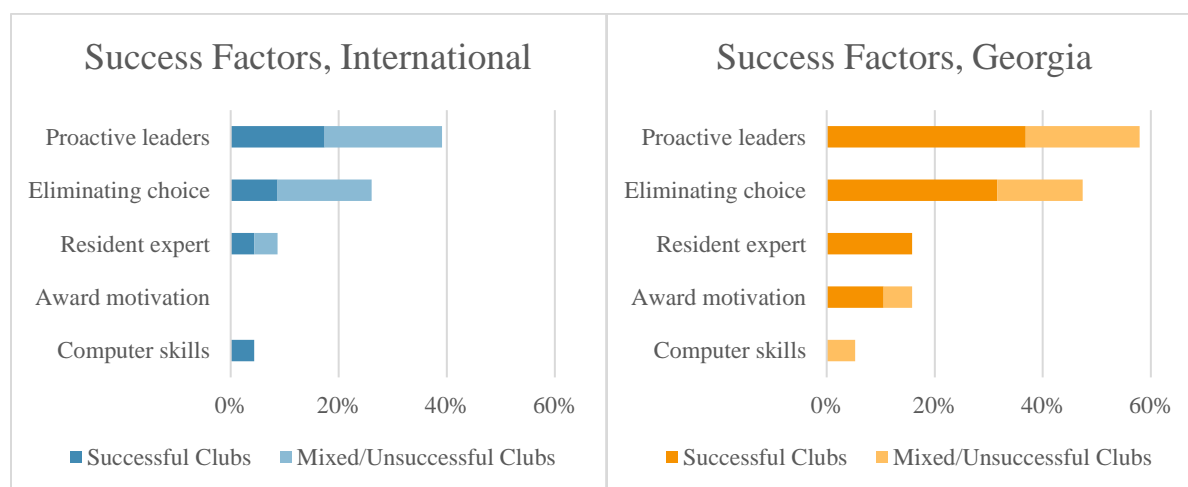
Table 5*Success Factors in Club Leader Survey Responses, International and Georgia Respondents*

Q. What are the most important reasons for the success your club has had with Pathways?

Label	Description	Sample Responses
Proactive leaders	Leaders provided 1-on-1 training, mentoring, and/or encouragement.	The success of our members and club is due to an in-house Pathways training program as well as an in-house mentoring program. I send out a Pathways tutorial to help new and current members get started. I email, call, text, etc. to encourage them. Without me nudging them along, they wouldn't do it on their own.
Eliminating choice	New members started in Pathways, or leaders required it.	Our new members have no idea of the traditional program so they go along with Pathways. The leadership insists they use it.
Resident expert	Club member is a Pathways Ambassador or other expert.	My experience as a Pathways Guide and the district's current "Pathways Champion." One member was a Pathways Ambassador, and other a PID**
Award motivation	Members are motivated by Level completion awards and earn them more frequently.	They like getting the level completions after every 3 projects! Distinguished Club Goals, Individual Progress Goals, Motivation.
Computer skills	Members have high computer self-efficacy.	Our members have worked in businesses that require heavy computer use.

* Vice President of Education, typically the lead club officer in Pathways implementation.

** Past International Director

Figure 6*Success Factors of Club Leaders with Perceived Pathways Success*

n=23 International, 19 Georgia.

Note: Respondents gave multiple answers.

success. However, the success factors themselves and the frequency each is mentioned are notable: clearly the most popular practices are proactive leaders and eliminating choice.

Club Challenges

Challenges were analyzed in the same manner as success factors. The results are in Table 6 and Figure 7. One challenge, “difficulty using” exhibited three clear subgroups, charted in Figure 8. Unlike Figure 7, in which respondents indicated multiple items, Figure 8 is a breakdown of one unit per club.

Table 6

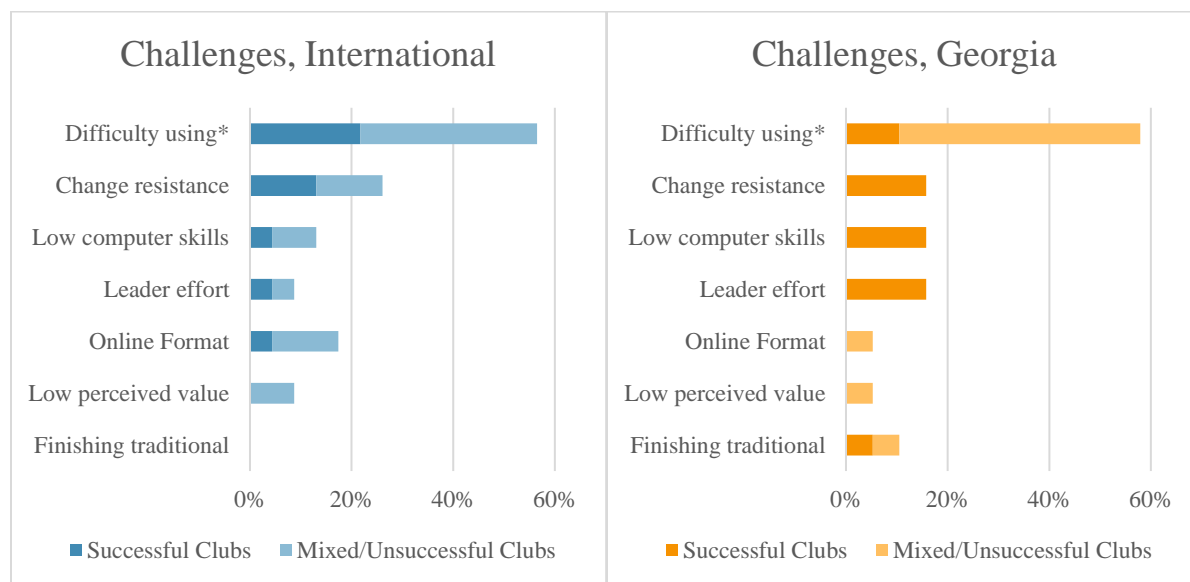
Challenges in Club Leader Survey Responses, International and Georgia Respondents

Q. What are the most important reasons for the challenges your club has had with Pathways?

Label	Description	Sample Responses
Difficulty using	Difficulty with site navigation, content complexity, or unspecified: see breakdown, Figure 8.	<i>Navigation:</i> Difficult to navigate the Pathway website. <i>Content complexity:</i> There are more steps required to move forward than there were with the booklet form <i>Unspecified:</i> People are uncomfortable using Base Camp.
Change resistance	Members are resistant to change.	More tenured members were worried it would take too much time or be too complicated to enroll in Pathways.
Low computer skills	Members do not have the computer skills or access to use the system.	Some members are not as technology savvy as other members. Older members not as good with technology.
Leader effort	Effort required to provide 1-on-1 training, mentoring, and/or encouragement is lacking.	Convincing clubs that Pathways requires an active on-boarding process [from a Pathways Guide]. We have had challenges with even getting new members to choose their Path.
Online Format	Members are dissatisfied with online format and/or prefer printed materials.	Most people are visual learners, and want tangible materials to work from.
Low perceived value	Members don't find potential value to be worth the effort, or the content doesn't suit.	Getting all Pathway members to "buy-in" to the value of the education Paths. Not fulfilling members number 1 need to learn to speak in public.
Finishing traditional	Members are waiting to use Pathways after they complete traditional awards.	Some of us are working on completing awards in the traditional education program.

Figure 7

Challenges of Club Leaders with Perceived Pathways Success

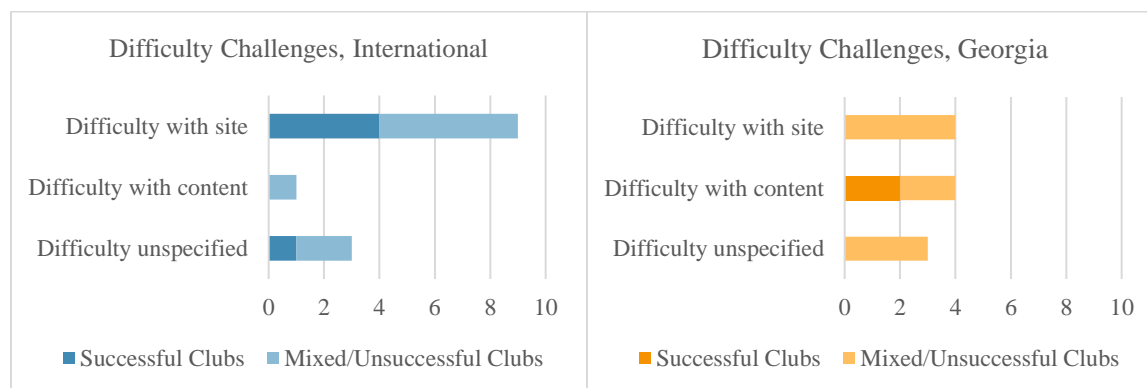


n=23 International, 19 Georgia.

Note: Respondents gave multiple answers.

Figure 8

Breakdown of “Difficulty Using” Challenge



n=23 International, 19 Georgia.

Note: Each respondent represented in “Difficulty using” in Figure 7 is represented here once.

Challenges were not mentioned equally by successful and mixed/unsuccessful clubs the way success factors were. In Georgia especially, difficulty using Pathways is largely a problem of mixed/unsuccessful clubs. This might indicate that successful clubs in Georgia have found solutions to these problems, or at least are not letting usability hold them back.

Although there were slightly more survey respondents in the International group, the Georgia group generally reported more success factors and fewer challenges. The International group also experienced change resistance, trouble with the online format, and difficulty with the website more than the Georgia group. The reasons for these differences might be the source of the International group, which is Reddit. The culture on Reddit encourages truth over hype and is a likely place for dissatisfied Pathways users to find solutions and empathy (PBS Digital Studios, 2012). It is possible that more people experiencing trouble using Pathways or resistance to change are drawn to Reddit.

Member Trends

The member survey branched according to the criteria specified in Table 7, thus creating four types of respondents. Type X is rare, and usually indicates a new member who is not yet fully engaged Toastmasters.

Table 7

Member Types

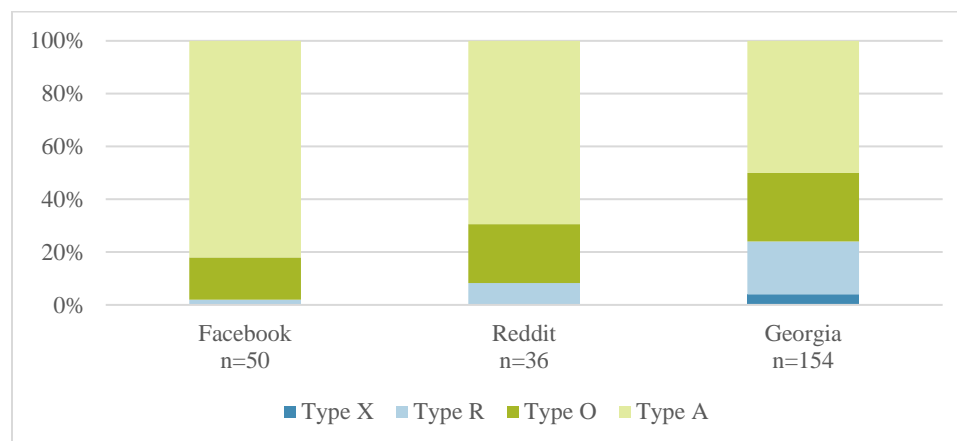
	Started with Traditional	Started with Pathways
Using Pathways	Type A (Adopters)	Type O (Onboarders)
Not using Pathways	Type R (Resisters)	Type X

Effect of COVID-19 Emergency. The COVID-19 pandemic and subsequent lockdown started immediately before and continued during the survey. As many offices and schools rapidly switched to online formats, many Toastmasters clubs also switched to online meetings. It was assumed that the urgent need to go online might influence Toastmasters users who were not already using Pathways to begin, thus affecting the survey data. Questions were added to the survey for test for these conditions. Only Pathways users, Types O and A, were asked when they started using Pathways: before or after the COVID-19 emergency. Of 114 respondents who answered this question, nine indicated that they started after the lockdown. Five of the nine indicated that their start at this time was a coincidence and was not caused by the emergency. Of the other four, two new Type Os and one new Type A said it was because they had more time, and one new Type O said it was because they were using the computer more than before. Based on these results, the effect of COVID-19 on the survey data is considered to be negligible.

Proportions of Type Groups. The proportions of the type groups relative to each other is not under study. The grouping is just a snapshot of changing conditions as more members transition to Pathways. When analyzing members by these types, comparisons to the Facebook and Reddit respondents are also not useful, because the populations and samples are very different; online groups are particularly designed to attract Pathways users, and therefore have a higher proportion of Type A and a lower one of Type R, as shown in Figure 9. In this study, each type is analyzed separately and numbers of members of each type are not compared.

Learning Methods of Pathways Users

Respondents to the member survey indicated the methods they used to learn the Pathways system. From the choices in Table 8, respondents could select multiple items. As shown in

Figure 9*Percentages of Member Types by Data Source***Table 8***Methods of Learning Pathways*

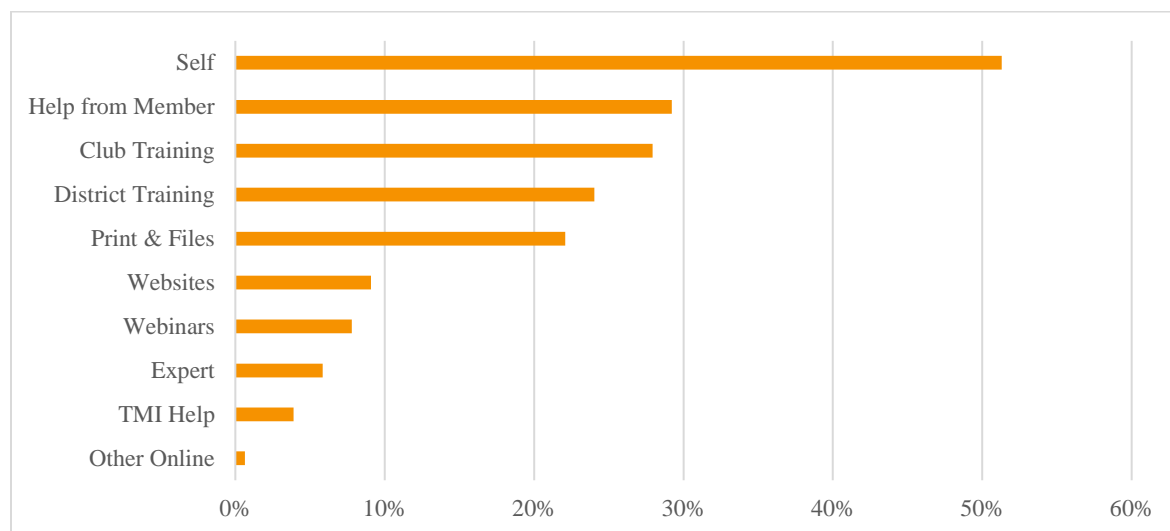
Q. Which of these helped you learn to use Pathways? Click ALL that apply.

Label	Choice
Self	I trained myself / figured it out by using it
Help from Member	One-on-one help from another club member / mentor
Club Training	Training from my club
District Training	Training from my district or other multi-club event
Print & Files	Handouts, printouts, and/or PDF files of Pathways materials
Websites	A club or district's website (instructions, quick reference guides)
Webinars	Webinar offered by my club or district
Expert	I am a Pathways Ambassador or other early user/trainer/mentor
TI Help*	TI help desk and tutorials
Other Online*	Other online resources

* These methods were prevalent among the open-text "Other" responses

Figure 10

Pathways Users' Methods of Learning, Georgia Respondents



n=117

Figure 10, self-training is by far the leading method, followed by help from a fellow club member or training provided from their club.

Attitudes and Preferences of Pathways Users

Types O, Onboarders, and A, Adopters, represent the Pathways users studied. Using branching in the survey, these respondents were presented with questions about their attitudes and experiences with Pathways to look for conditions of technology acceptance, such as perceived usefulness, ease of use, and enjoyment, as well as other trends. A list of the questions on attitudes, with the numbers of respondents who answered each, is in Table 9. Corresponding graphs of their reactions to the statements, using a Likert scale, are shown in Figure 11.

Table 9

Survey Questions: Attitudes about Pathways

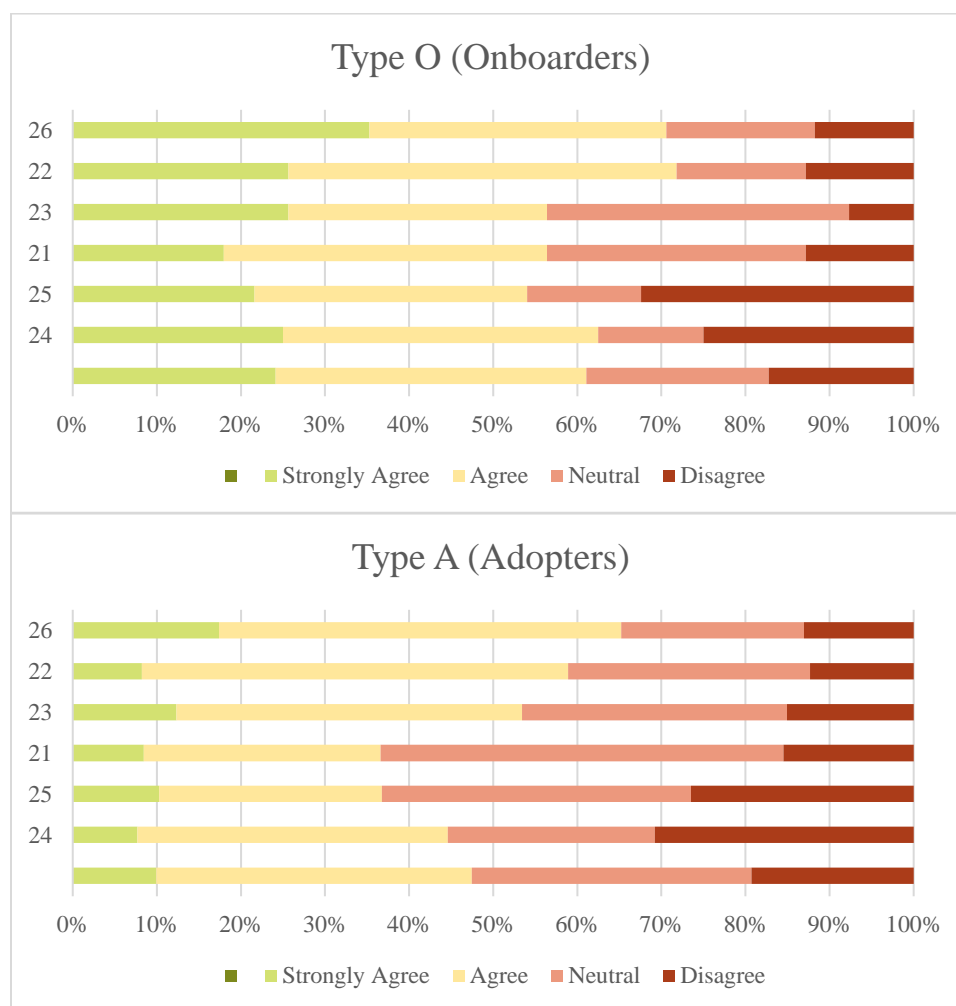
Q. How much do you agree with the following statements?

Label	Statement	n, Type O*	n, Type A*
Enjoy using	I enjoy using Pathways.	18	24
Communications	Pathways helps me improve my communications skills.	40	77
Leadership	Pathways helps me improve my leadership skills.	40	77
Helps Meeting	Pathways improves my Toastmasters club meetings.	40	77
Clear	Pathways is clear and understandable.	40	77
Easy to use	Pathways is easy to use.	40	77

* The number of respondents varies because some questions were asked in a follow-up survey.

Figure 11

Attitudes about Pathways, Type O and Type A, Georgia Respondents



Attitudes about Pathways among Pathways users lean mostly positive. The “AVERAGE” rows are provided for comparison. Perceived usefulness, indicated by improvements of skills-building and the meeting experience, are above neutral. Perceived enjoyment is moderately high. Perceived ease of use slightly high for Type O, and nearly exactly neutral for Type A.

The Type O group is more positive than the Type A group on nearly every question asked, and Type A responses have a greater tendency to be neutral. The differences between these groups that might influence these results are that Type As have been in Toastmasters longer, and they have experienced and transitioned from the traditional program. Since Type As have this different perspective, they were asked additional questions to compare the traditional program to Pathways. These questions are listed in Table 10 and charted in Figure 12. Overall there is a preference for Pathways, although the advantage is not overwhelming. A preference for the traditional program does not appear to be influencing Type As’ attitude strongly against Pathways. Besides experience with the traditional program, Type As also differ from Type Os in their tenure in Toastmasters (most Type Os joined after the Pathways launch in 2018) and their experience coping with the transition.

Table 10

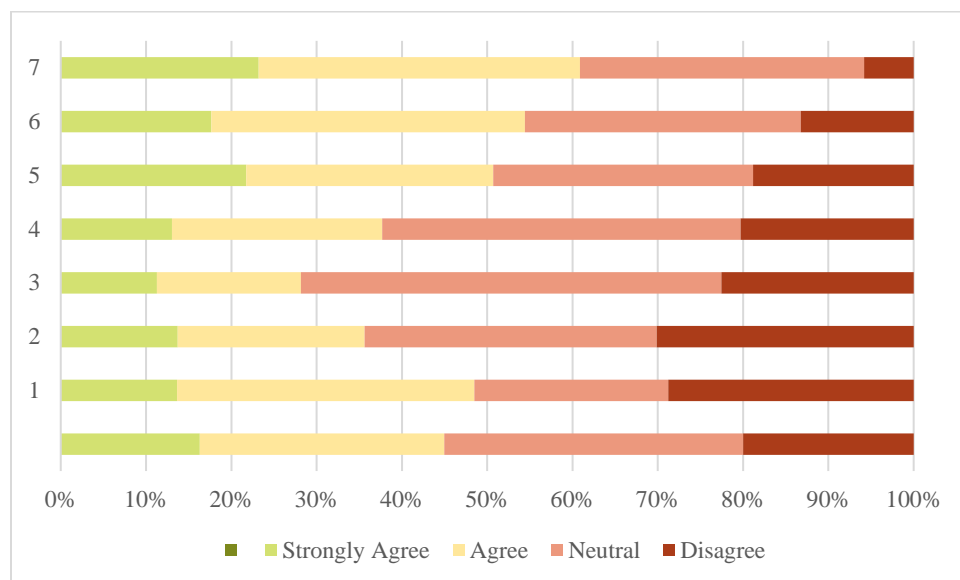
Survey Questions: Comparisons of Pathways to the Traditional Program

Q. How much do you agree with the following statements?

Label	Statement
More Benefits for Club	Pathways provides more benefits for my club overall.
More Benefits for Me	Pathways provides more benefits for me overall.
Faster Skills	I am making faster progress toward achieving Toastmasters awards.
Faster Awards	With Pathways, I am making faster progress in learning new skills.
Better Communication	Pathways is better than CC at helping me improve communications skills.
Better Leadership	Pathways is better than CL at helping me improve leadership skills.
Enjoy More	I enjoy using Pathways more than the traditional program.

Figure 12

Comparisons of Pathways to the Traditional Program, Type A, Georgia Respondents



n=77

Coping Strategies of Adopters

To see if any coping strategies consistent with the CMUA could be detected among Type As, they were asked whether they were excited about Pathways when it was first announced, and whether they get greater benefits from using it now. The answer to the first question would indicate whether they saw it as an opportunity or a threat, and the answer to the second question would indicate the quality of their current experience and sense of control. A graph of the combinations of answers to these questions is in Figure 13.

A total of 66% of respondents were neutral to agreeable on both questions, indicating a primary appraisal of opportunity, and a secondary appraisal of high control, resulting in a Benefits Maximizing coping strategy (Beaudry and Pinsonneault, 2005). See also Figure 2. Though the sample size is small, this result indicates that about two-thirds of Type As are

Figure 13

Evidence of Benefits Maximizing, Type A, Georgia Respondents

When Pathways was first introduced, I was excited to use it.	SA	8%	4%	4%	8%	4%
	A	0%	0%	0%	24%	4%
	N	4%	8%	12%	4%	0%
	D	0%	4%	0%	8%	4%
	SD	0%	0%	0%	0%	0%
		SD	D	N	A	SA
		Pathways provides more benefits for me overall.				

SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree. n=25.

Note: This chart is aligned to correspond to Figure 2.

reaping maximum benefits from Pathways by actively solving any problems they may encounter.

Relatively few, represented in the lower-right cells in this diagram, would have applied a

Disturbance Handling strategy to adapt their initial negative emotional reactions into a positive user experience.

Another question was designed to detect the Benefits Satisficing coping strategy: “When using Pathways, I only do the minimum amount of work to get through the system.” Agreement with this statement is evidence that the user is making limited efforts and reaping limited benefits out of a sense of low control. A graph of the combinations of answers to this question and the one about excitement is in Figure 14. This chart adds more detail to the story. Type As who were neutral when Pathways was first introduced are more likely to take shortcuts in the system, i.e.,

Figure 14

Evidence of Benefits Satisficing, Type A, Georgia Respondents

When Pathways was first introduced, I was excited to use it.	SA	0%	0%	12%	8%	8%
	A	0%	4%	16%	8%	0%
	N	4%	16%	4%	4%	0%
	D	0%	0%	4%	8%	4%
	SD	0%	0%	0%	0%	0%
		SA	A	N	D	SD
I do minimum amount of work.						

SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SD: Strongly Disagree. n=25.

Note: This chart is aligned to correspond to Figure 2.

Benefits Satisfice. To the extent that they were initially excited about Pathways, they appear less likely to satisfice now.

Workarounds and Adaptations. Evidence of workarounds, adapting Pathways resources for easier use, or “cheating the system” was sought as a possible means of coping with the new technology, and as an indication of a poor fit of learning approaches between Pathways and the Toastmasters club CoPs. Open text answers to survey questions revealed a few workarounds, but the survey did not indicate that workarounds have been widely adopted. One club leader from the international group described providing printouts to new members to complete Level 1, which is the same in every Path, without requiring them to log in and select a Path until they reach Level 2. No Georgia respondents indicated that they used the Pathways system in any way for which it

was not designed, nor that they circumvented the system. Since Toastmasters members are voluntary and self-motivated learners, there is little, if any, inducement to cheat the system.

The use of printouts from the Pathways system might be considered a workaround by online learning purists, but the ability to print out project descriptions and evaluation forms is built into Pathways. Of Pathways users in Georgia, 22.1% of Type As and 5% of Type Os reported using printouts. The higher percentage for Type A possibly indicates familiarity with the printed manuals of the traditional program.

Very few of the survey participants reported relying on the print versions of the Paths that they can order from TI. However, this survey sample likely under-represents those who would use print the most, because the survey was online.

Part of the hypothesis of this research was that clubs and members would make adaptations to Pathways to make it better fit the learning style of a CoP. No such indication was found in this survey sample.

Reasons for Resistance

A member survey respondent was identified as Type R, Resister, if they had experience using the traditional program but had not yet started their first Pathways project. Resisters were given questions about their reasons for not yet getting started with Pathways. The questions are listed in Table 11. The frequency of responses among Type R members is shown in Figure 15.

The survey results are shown in Figure 15. Statements are in order of frequency of agreement with the reason to indicate relative importance. For the reason “I’ve been putting it off,” several respondents explained in the “Other” text that they were working on completing traditional awards before starting Pathways. These responses are represented in an alternate color.

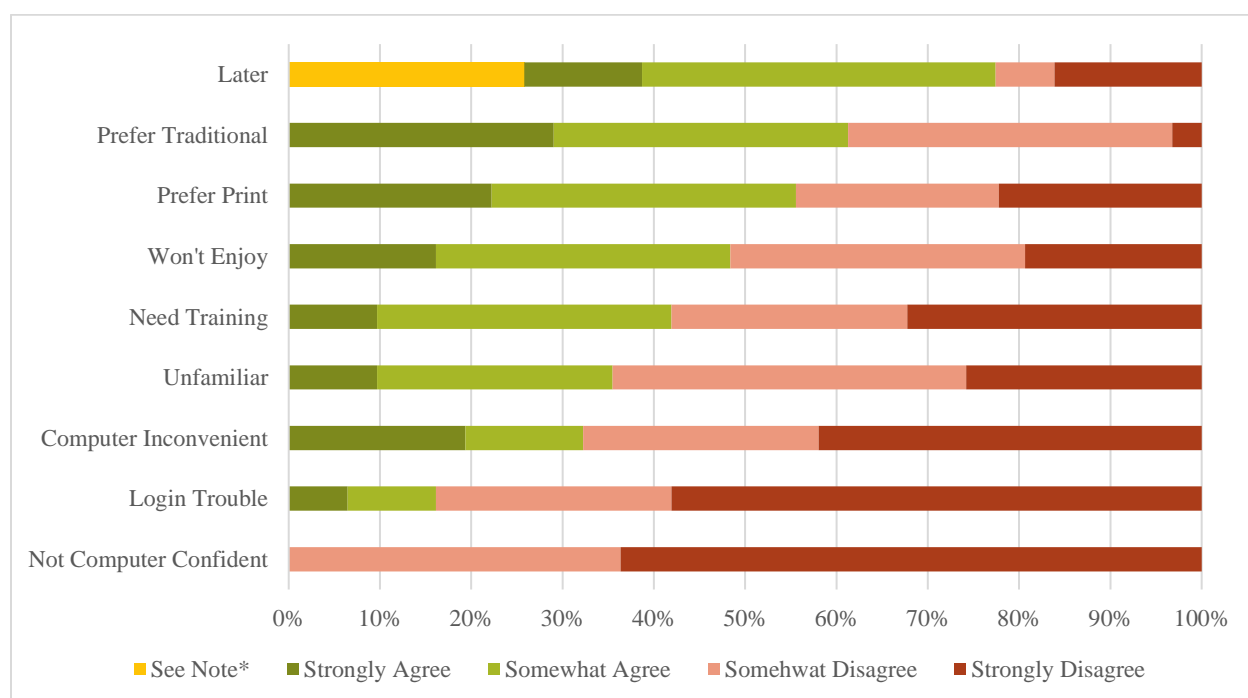
Table 11*Survey Questions: Reasons for Not Getting Started in Pathways*

Q. To explain why you are not getting started with Pathways, how much do you agree with the following statements?

Label	Statement	n**
Later	I've been putting it off, but I will get started with Pathways.	30
Prefer Traditional	I prefer the Traditional (CC/CL) program.	30
Prefer Print	(Disagree*) I prefer using online media to printed media for my individual learning.	9
Won't Enjoy	I could use Pathways, but I wouldn't enjoy it./I won't enjoy using Pathways.	30
Need Training	I need more training on how to use Pathways.	30
Unfamiliar	I'm not familiar enough with what Pathways is or why I should use it.	30
Computer Inconvenient	It's not convenient for me to use the computer for Toastmasters.	30
Login Trouble	I'm having trouble logging in or navigating on the Pathways website / Base Camp.	30
Not Computer Confident	(Disagree*) I am confident using computers and online applications.	7

* Inverted for comparison to reasons not to use online media and computers.

** The number of respondents varies because some questions were asked in a follow-up survey.

Figure 15*Reasons for Pathways Resistance, Type R, Georgia Respondents*

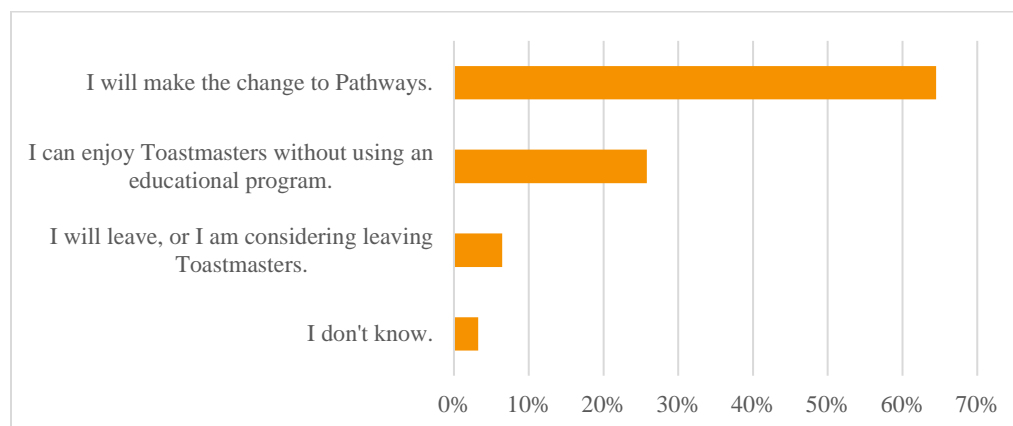
n=31

* Respondents specifically indicated the reason for putting off Pathways was to complete traditional awards first.

Notably, the top reason is procrastination, and about one-quarter of the procrastinators are working on traditional awards before adopting Pathways. The next two reasons, preferring print to online media and preferring the traditional program, might indicate simple change resistance. Incidentally, these two reasons do not strongly correlate; only 57% who prefer online media stated a preference for the traditional program. The bottom three reasons are related to computer use, and, although the sample is small, all respondents to the question claimed to be confident with computers; however, because this study relied on an online survey, the actual number of members resisting Pathways due to lack of computer self-efficacy or access is unknown.

Resisters' Plans. Type R members were asked what they plan to do when the Pathways transition period ends, and Pathways becomes the only educational program available. The results are in Figure 16. Two-thirds plan to start using Pathways, but most of the other third will apparently not adopt Pathways at all. These are “hard-core” resisters who exhibit the behaviors of Self-Preservation in the CMUA (Figure 15), reducing involvement and opting out of any possible benefits of the new system (Beaudry and Pinsonneault, 2005).

A significant number, 23.3% of resisters, plans to stay in Toastmasters without using any educational program. Since this study relied on email and web use, thus excluding non-computer-users, this percentage is probably higher in the entire population. With this sample, it is not possible to estimate a percentage of Toastmasters members who will be taking this approach after the transition period ends, and their long-term effect on Toastmasters is a matter for future research.

Figure 16*Resisters' Plans After Transition Period, Georgia Respondents*

n=31

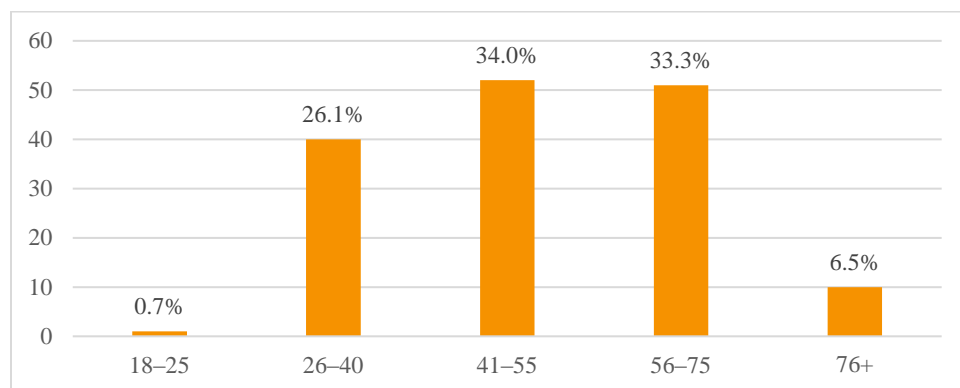
Resisters Leaving Toastmasters. Of Type R members in Georgia in this sample, 6.7% plan to leave Toastmasters rather than use Pathways. As an estimate of the population, this number is probably low because the sample favored people with access to computers.

Age and Tenure Stereotypes

Member age is a commonly cited challenge factor. Of the 42 club leader survey respondents (Georgia and International), 10 in all, including six from Georgia, mentioned age as a factor for members who are resistant to change or have low computer self-efficacy. The member survey asked respondents for age ranges that generally correspond to well-known generation categories (Gen Z, Millennials, Gen X, Baby Boomers, Greatest Generation). The breakdown of Georgia members' ages is in Figure 17. The member sample is older than the general Toastmasters population; this sample has 40.2% in the 56+ groups, and Toastmasters reports approximately 30% for that range; the 18–25 group in this sample is less than 1%, and in all of Toastmasters it is 5.4% (Toastmasters International, 2019b).

Figure 17

Percentages of Sample in Age Groups, Georgia Respondents

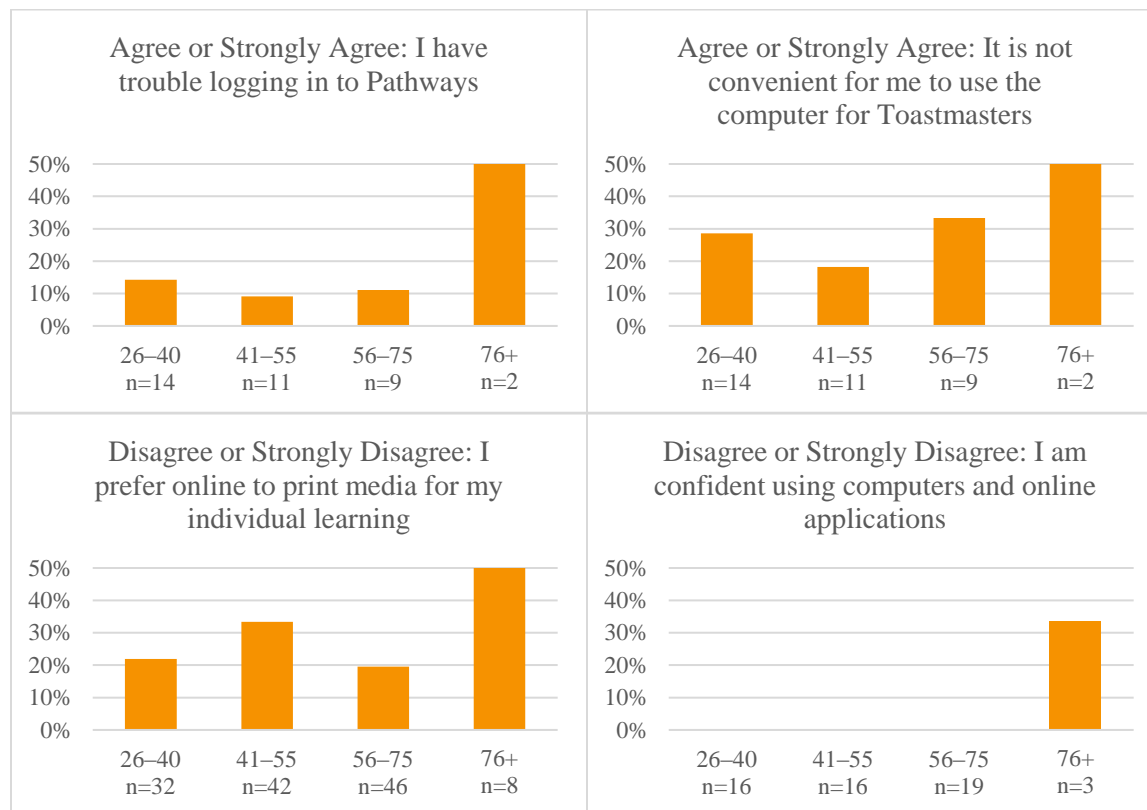


Four questions in the member survey address issues of computer access, use, and self-efficacy, illustrated in Figure 18. When answers are analyzed in relation to age group, the findings support studies in the literature that confirm correlations of these issues with age (Moore et al., 2015; Blažič & Blažič, 2020), although the ability to draw conclusions is limited by the small sample sizes in the 76+ age group. It is interesting that a preference for online over print media, for which the sample sizes are higher, does not conform to expectations in the three lower age groups; other variables that might affect these results are unknown.

Questions about ease of use and enjoyment or perceived future enjoyment of Pathways were included in the member survey to look for trends by age. Lower perceived ease of use and enjoyment in the older age groups indicates an opportunity to increase adoption in these groups (Lee et al., 2014). Figure 19 shows these percentages by age group. As expected, tendency to enjoy Pathways declines with age; however, the curve is slight. Analysis of perceived ease of use is limited to Types O and A who evaluated the statement “Pathways is easy to use.” Here the differences by age are greater, indicating the importance of perceived ease of use to older members, especially 76+.

Figure 18

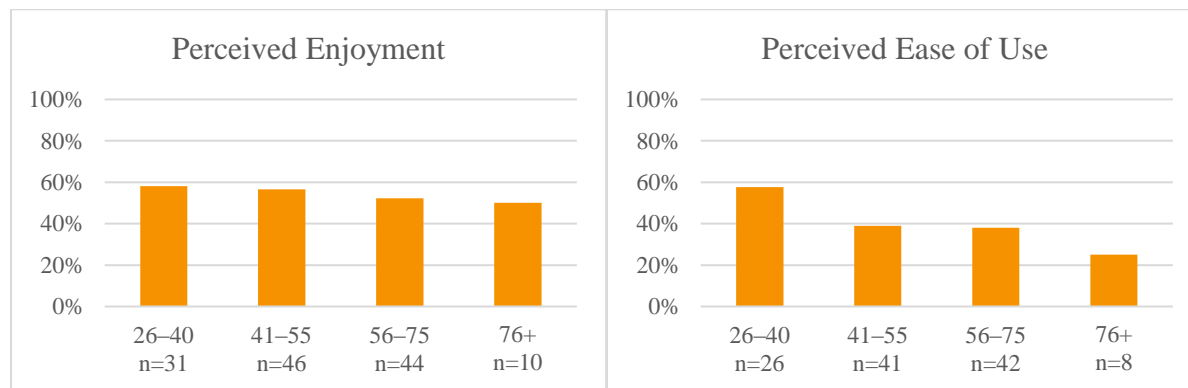
Indications of Low Computer Access or Self-Efficacy by Age Group, Georgia Respondents



Note: Sample size varies because questions varied for each member type, and some were answered in a follow-up survey. Sample size of the 18-24 group was too small for analysis.

Figure 19

Perceived Enjoyment and Perceived Ease of Use by Age Group, Georgia Respondents

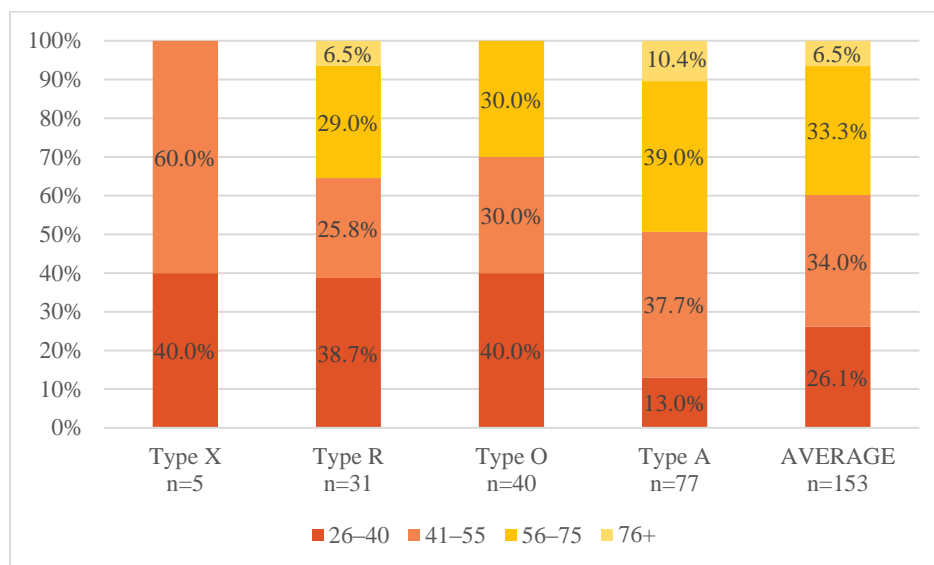


Note: Sample size varies because questions varied for each member type, and some were answered in a follow-up survey. Sample size of the 18-24 group was too small for analysis.

Based on the above analyses, one might assume that the Type R group would have a higher percentage of older members. Figure 20 displays the proportions of ages in each type group, with an “AVERAGE” for comparison. The 56–75 and 76+ age groups, shown in the lightest two bands, are actually less than or equal to average, and the larger-than-average group of resisters is 26–40-year-olds (Millennials).

Figure 20

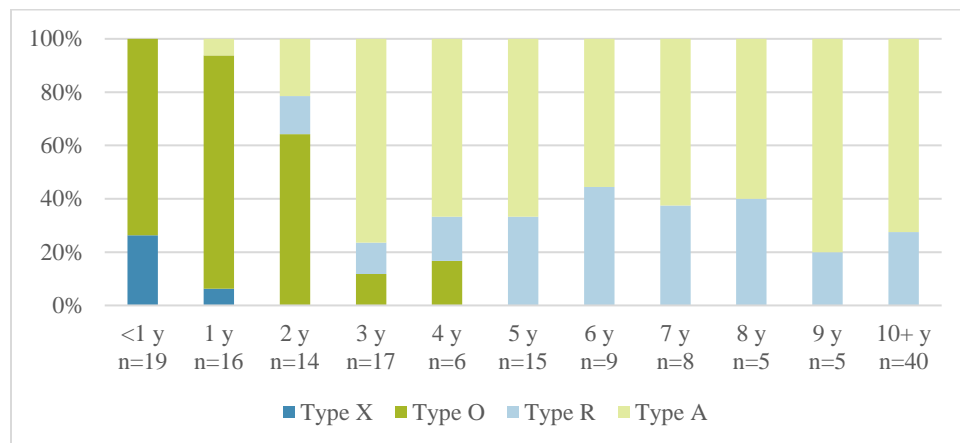
Percentages of Type Groups by Age with Average, Georgia Respondents



Similarly, likeliness to be a resister does not increase with tenure in Toastmasters. The tenure of the Georgia sample is shown in Figure 21. Likeliness to be a resister appears to level off after about five years in Toastmasters. If the likeliness continued to increase beyond ten years, the 10+ group, a large sub-sample, would have a much higher percentage of resisters.

Figure 21

Percentages of Member Types by Tenure, Georgia Respondents

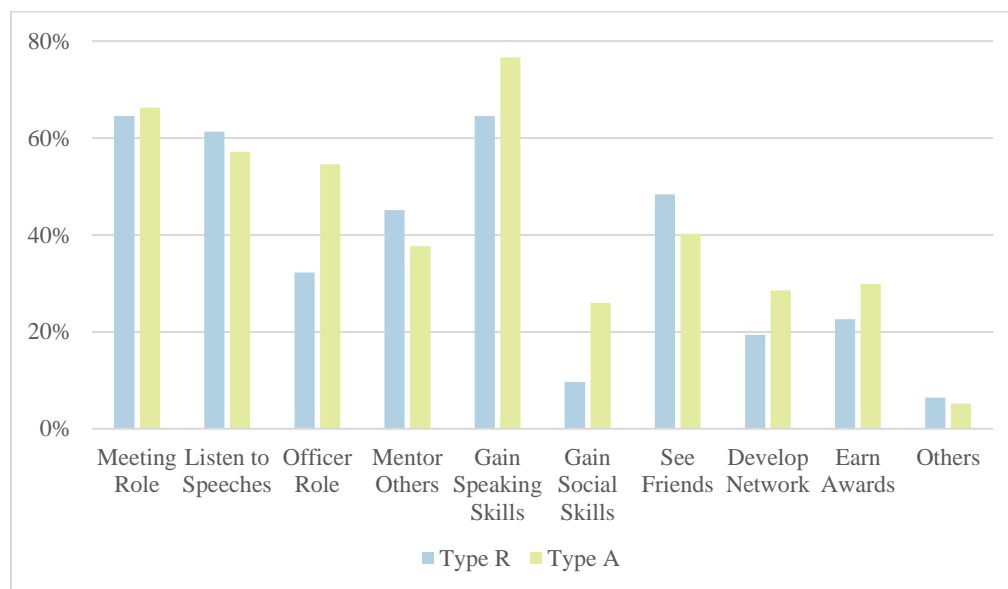


Motivations

Several survey questions addressed motivation for attending meetings or starting/renewing membership. These questions were designed to represent four motivators: earning awards, building skills, participating in the meeting, and socializing. The results from the question about attending meetings yielded more varied interesting results than the question about membership. The results are shown in Figure 22. The motivators for which greater percentages of resisters than adopters are motivated, listening to speeches, mentoring others, and seeing friends, are all related to human interaction and community, which was predicted based on the hypothesis Pathways is not compatible with a CoP; therefore, resisters would be more attracted than adopters to the characteristics of a CoP.

Figure 22

Motivations for Attending Meetings, Types R and A, Georgia Respondents



n=31 Type R, 77 Type A

Relatively few members indicated motivation by awards, even though awards are common in the Toastmasters experience. Of those motivated by awards, 83.3% are also motivated by gaining speaking skills. Therefore, probably very few members are purely awards-driven and inclined to use only shallow processing strategies in their Toastmasters learning.

Questions about motivations that represent the four types of motivation studied are listed in Table 12. Charts comparing percentages of transitioners (Types A and R) reporting these motivators, based on perceived enjoyment (PEnj) of Pathways, are in Figure 23.

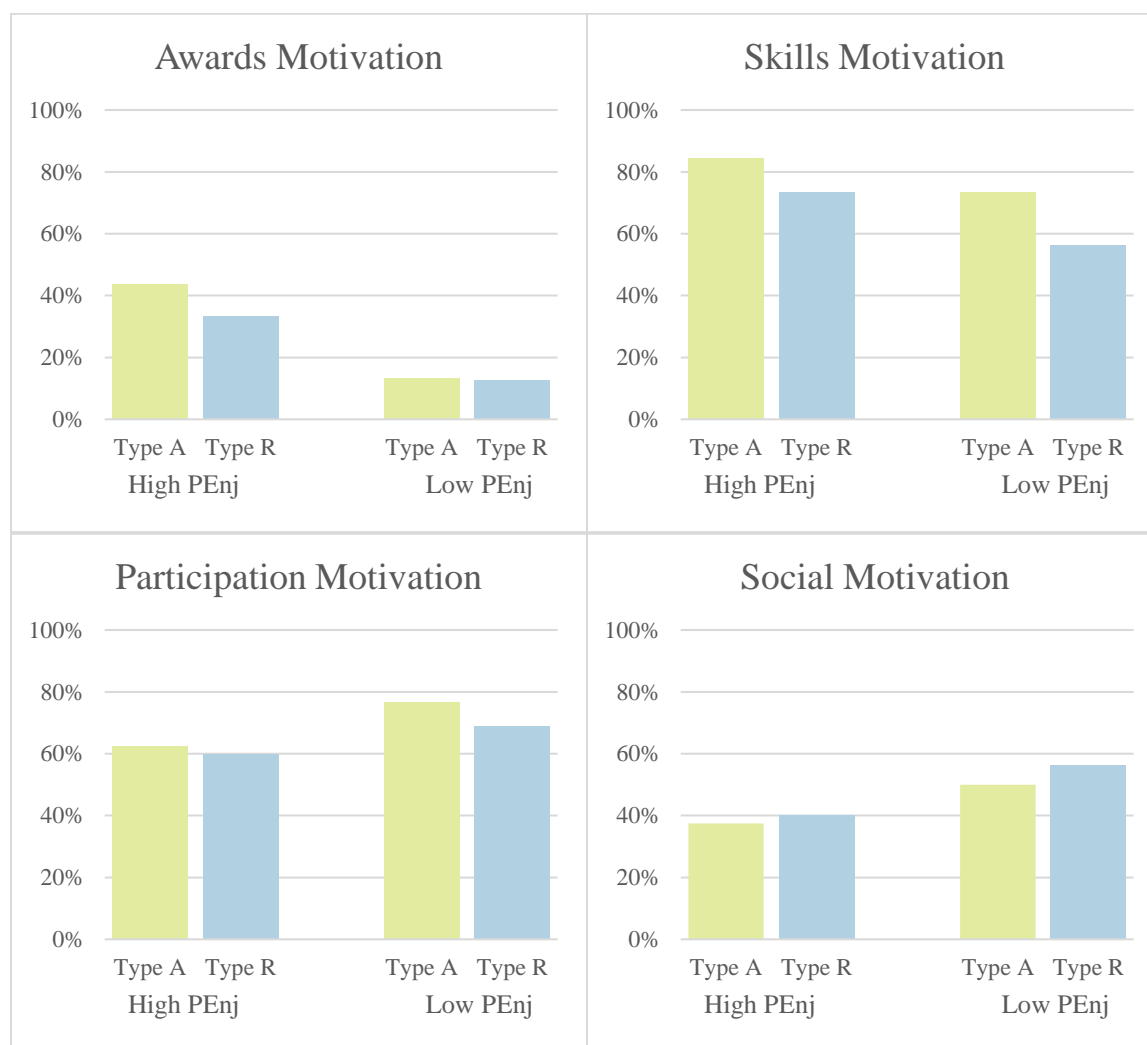
Predictably, members who perceive more enjoyment of Pathways are more likely to be award-driven since the only way to achieve awards after the transition period will be to use Pathways. Motivation for skills, though relatively high for all sub-groups, is also lower for low PEnj members; this might indicate that members perceive Pathways use as an effective way to

Table 12*Survey Questions: Leading Motivations for Attending Meetings*

*Q. What MOST motivates you to go to each Toastmasters meeting (** before the COVID-19 emergency)?*

Label	Statement
Awards	Pursuing my next award or Pathways level
Skills	Sharpening my public speaking skills / learning new speaking techniques
Participation	Speaking or taking a role in a meeting
Social	Seeing my friends

Note: Similar statements asking what motivates the respondent to start or renew membership yielded similar results.

Figure 23*Motivators of Transitioners (Types A and R) by Perceived Enjoyment, Georgia Respondents*

Note: Charts represent percentages of members in each subgroup who selected the statement listed in Table 12. Respondents were able to select multiple statements from a longer list.

build skills more often than not. Those with low perceived enjoyment are more motivated by participation and social aspects of the meeting experience.

These questions on motivation were designed to support the view of Toastmasters as a Community of Practice by establishing that members perceive and value (a) a domain, defined as a shared learning need, indicated by skills motivation; (b) a community, indicated by social motivation; and a practice, indicated by participation motivation (Wenger-Trayner 2011). Conversely, awards motivation is not associated with a CoP and was expected to be lower, as it is. Toastmasters members with low perceived enjoyment better fit the profile of a CoP member, with the possible exception of their skills motivation, which is relatively high in the low PEnj group but lower than in the high PEnj group.

Discussion

Best Practices

The source of success in Pathways is primarily the Toastmasters club and its leaders. Club leader data indicates that having proactive leaders who give one-on-one attention to club members in onboarding, training, and user support is the most widely used practice for success. Eliminating choice has been effective during the transition period, but this approach will be universal once the period has ended. Having a Pathways expert in the club helps.

Georgia club leaders who consider themselves successful tend to have high perceived ease of use; they do not list difficulty with the Pathways system as a challenge, but instead name change resistance from members, low computer skills among club members, and their own limitations in providing their club members with support. In short, they appear to attribute challenges to human constraints, not technical ones. Given that there are no discernible

correlations between club leaders' perceived success and any other observation or metric, it appears that club "success" is a matter of attitude.

From the member point of view in Georgia, help and training from within the club are the most effective methods of learning, after self-instruction through hands-on use. In fact, Georgia's learning methods start with the self, and then "radiate" outward to the club, the districts, and then the Internet and TI. That clubs are an important source of support, at least in Georgia, aligns with the most popular success factor, proactive club leaders. It also aligns with the notion of the Toastmasters club as a community that supports learning.

Both districts studied made significant efforts and achieved success in supporting members and gaining participation from clubs. District training closely follows club training as a method of learning Pathways according to Georgia members. The final test of the district's effectiveness through the transition will be the number of clubs that reach their award goals in Pathways after the transition, and the final participation of the clubs. It is possible that, as the transition period ends, an inevitable bend upward in the club participation curves has already started as evidenced by the March uptick.

Conditions for Technology Acceptance

The average results from Pathways users on conditions for technology acceptance, such as perceived ease of use, perceived usefulness, and enjoyment, are all in the neutral-to-slightly-positive range. These conditions are slightly lower for adopters than for those onboarded into Pathways, though their attitudes do not appear to be weighed down by a strong preference for Pathways over the traditional program. With time, the effects of the transition will lessen, but mediocre conditions for acceptance will persist, based on onboarders' reactions in this sample. Since this sample is weighted with technology users, the actual results are likely to be lower.

Pathways' technology acceptance will continue to be a challenge for a significant portion of members even after the transition is forgotten.

Regarding member age, member tenure, and technology acceptance indicators, although members in the 56-75 and 76+ age groups did report lower-than-average computer self-efficacy, perceived enjoyment, and perceived ease of use, these age groups are not in disproportional numbers among Pathways resisters. Similarly, tendency to be a resister appears to plateau after members have been in Toastmasters for five years, and not increase with greater tenure. These findings counter-indicate the assumptions that older and more tenured Toastmasters members are generally more resistant to Pathways. It does not mean that individual clubs are any less challenged to transition the older or more tenured members they have, but the stereotypes do not apply to these entire groups.

Evidence of Coping Strategies

Pathways adopters appear to be applying a mix of maximizing benefits and satisficing, i.e., just getting by. Early efforts by TI and the districts to raise excitement about Pathways before its launch seem to have paid off; the more excited a member was in the beginning, the more likely they are to apply deeper processing strategies as they work through the program.

Pathways resisters apply the self-preservation coping strategy by finding ways to participate in Toastmasters without using Pathways or by quitting. It is not possible to estimate the loss in membership due to Pathways resistance from this data, and with the COVID-19 emergency occurring as the transition period ends, it might be impossible to distinguish the causes of Toastmasters membership loss during this period.

Motivations and the Community of Practice

Analysis of members' motivations for attending Toastmasters meetings supports the view that resistance to Pathways is related to attraction to the characteristics of Toastmasters that make it a community of practice. Those with lower perceived enjoyment of Pathways are more motivated than others by participation and social involvement and, surprisingly, a little less by building skills, though skills motivation is high for all groups.

The hypothesis of this research was that if this connection between resistance and the CoP was found, then clubs and members who were resisting Pathways would have made adaptations, such as workarounds or other Benefits Satisficing or Disturbance Handling approaches, to preserve or enhance their CoP. No such adaptations were found. In the literature, there was support for the view that a cognitivist learning system, especially one imposed on members from the higher authority (TI), would not be effective in a CoP. There was other literature indicating that a blended learning approach, particularly for language skills, might work for self-directed learners and even enhance their self-directed learning ability. The latter case mostly prevails. Club leaders and members are doing the work to integrate Pathways, as designed, into their CoP, and in doing so are changing the Toastmasters experience into one of a blended learning program.

Conclusions and Recommendations

The promise of this study was to find out what works and what doesn't in implementing Pathways. What works is leadership and determination. Success with Pathways requires Toastmasters club leaders to take responsibility for the success of every member, through mentoring, training, and monitoring progress. Ironically, such attention is not typically the hallmark of a self-directed adult learning program. Pathways is not an autonomous vehicle.

Because the antecedents of technology acceptance are not much less evident in onboarders than in adopters, the work of mentoring, training, and monitoring members is a “new normal,” not a transitional effort. Ideally, it requires acts of leadership that build leadership skills.

Success at the club level also requires leaders and members to take responsibility for their outcomes. Club leaders who consider themselves successful look inward, not at Pathways, for the solutions to their challenges. Pathways does change the Toastmasters experience to one that is more formally, less casually, educational: it is a series of courses in the same style as other corporate and academic elearning. Effective club leaders are proactive in integrating that educational experience into their clubs. They overcome the faults in the system instead of blaming them. They accept—or perhaps shape—the effect of a formal learning program on their community.

The club is still central to the Toastmasters experience. It has the mysterious power of a community of practice, where a shared interest in a common practice, tempered with ground rules, and balanced with a network of interpersonal relationships creates a time and place where learning happens spontaneously. Pathways is educational content. Its job is to support the domain of the community, not become it. Club leaders have the additional responsibility to stay focused on supporting their communities of practice, and let Pathways be one means to that end.

District leaders and TI have developed a great deal of Pathways training content directed at members. Given the growing and changing responsibilities of clubs and their leaders, districts and TI are entreated to direct more support to the club level, so that club leaders can better nurture their unique communities.

Recommendations for Future Research

Any future research would be conducted after the Pathways transition period in the US ends on July 1, 2020, less than two months after the submission of this study. As the transition period ends, its effects will become more apparent. Future research could investigate the longer-term effects that Pathways may have on the Toastmaster Community of Practice, whether the goals that TI had for Pathways are being achieved and whether reaching those goals enhances the Toastmasters club experience.

The effect of potentially disenfranchising those Toastmasters members who have little access to or skills for using the Internet is the most important subject that this study could not investigate. Toastmasters clubs in rural areas and prisons might not be able to survive without a program as accessible as the *Competent Communicator*. An accessibility study of Pathways might reveal additional ways in which it is changing the culture and membership of Toastmasters and make a fitting start for the discussion of Pathways 2.0.

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Many thanks to all the Toastmasters members who made this research possible by taking the surveys. My fellow club members in Buckhead Toastmasters and Speakers Roundtable helped to spread the word. Several leaders from Districts 14 and 44 provided important information and pointed me to information sources. My advisory panel consisted of professional editor and former Toastmasters member Pam Eidson, fellow Toastmaster member and instructional designer Claudia Brogan, and fellow member of the UMass Boston Instructional Design M.Ed. program's class of 2020 Caroline Frankel. Thanks especially to my Capstone Advisor, Dr. Carol Sharicz, for extraordinary calm and encouragement, even in the face of a global pandemic.

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Appendix A

Data Collection Process

This project is entirely independent of Toastmasters International and the leadership of its districts. No data or information proprietary to Toastmasters International, its district leadership, or its clubs was accessed or used.

All data collected for this research came from publicly available sources and websites. To collect survey data, posts were made on public Reddit and Facebook groups targeted to Toastmasters members, requesting volunteer survey respondents. Clubs in Georgia, USA, were notified about the survey through club websites hosted by Free Toast Host, either through manual submissions of the “Contact Us” form (which has no restrictions on its purpose for use), email addresses configured on Free Toast Host by club officers, or email addresses published on websites. Clubs not contactable through Free Toast Host were Google searched to find publicly available contact information, contact forms, and Facebook pages or groups. No clubs were contacted using the “Find a Club” form on the Toastmasters International website. No clubs were contacted by phone. Some clubs were contacted through the researcher’s personal network of Toastmasters members.

Clubs that were contacted by email were provided with the researcher’s name, Veronica Brown, her email address, and her phone number where requested. Clubs were also provided with a link to a blog post, <http://www.endgamelearning.com/final-grad-school-project/>, containing background information about this project. The researcher also provided Toastmasters membership credentials including award designations and the names of numbers of two clubs in which she is a member in good standing. No Toastmasters branding was used in the emails. Club officers were asked to distribute survey links to their members, and any who distributed the link

did so voluntarily. No membership data was solicited or collected from club officers. Clubs for which officers declined to distribute the survey link were not contacted again.

The introductory text to all surveys included the text “Please note: this project is not in any way affiliated with Toastmasters International.” Questions on the member survey asked members if they were willing to answer follow-up surveys and whether they would like to receive a report of the findings of this research. Those who agreed to further communications provided their names and email addresses voluntarily, under a pledge that their data would not be disclosed. Some of those members were contacted again for additional surveys, and/or to request that they distribute the survey link to their fellow club members if they cared to do so. All statistics, videos, and published text cited in this research are publicly available and not restricted to Toastmasters members.

Appendix B







Competent Communicator Sample

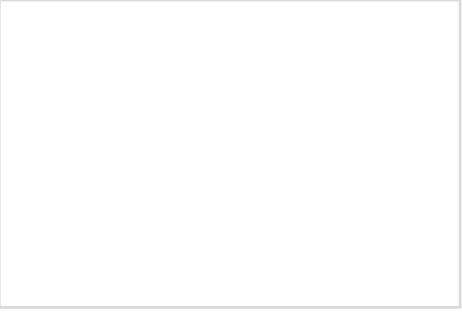
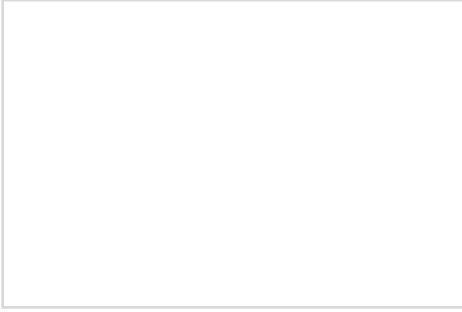
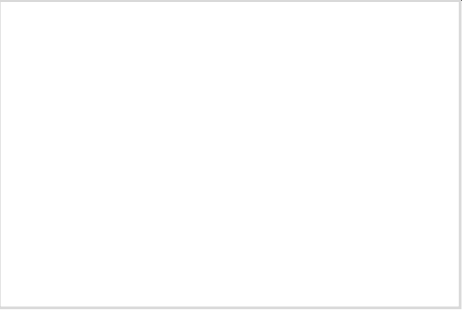
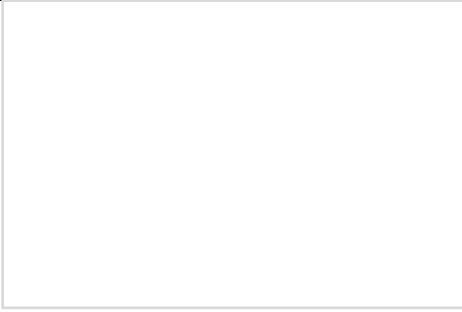
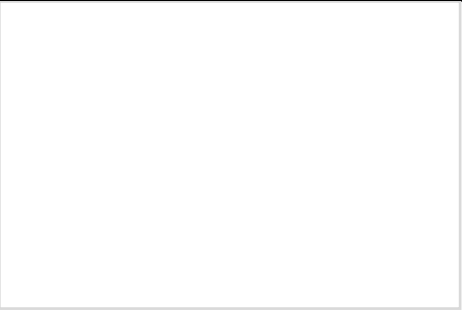
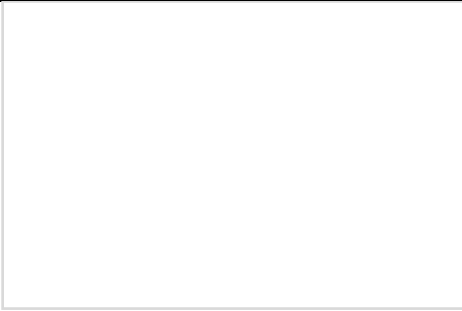
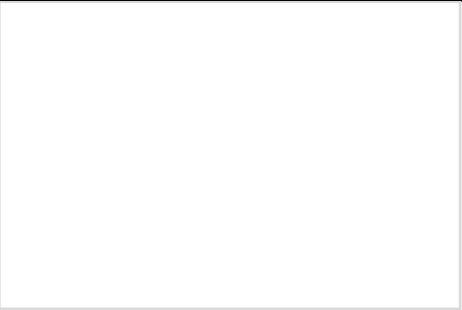
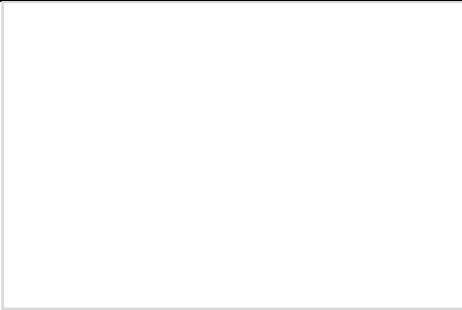
This sample contained copyright-protected material.

Appendix C

Pathways Sample

The images and titles of the samples in this appendix are copyright-protected and have been removed.

 <p>Sample 1: [REDACTED]. Every project begins with an introduction.</p>	 <p>Sample 2: [REDACTED]. Every project begins with a summary of the project and assignment.</p>
 <p>Sample 3: [REDACTED]. Each project begins with a self-assessment that aligns with the competencies on the next slide.</p>	 <p>Sample 4: [REDACTED]. Learning objectives are listed for every project.</p>
 <p>Sample 5: Project Content. Each project contains slides in various formats containing the learning content.</p>	 <p>Sample 6: Project Content: Interactive Sub-Pages. To present longer content in an interactive format, some topics are presented on sub-pages. The text is different, and the image is the same on each sub-page.</p>

 <p>Sample 7: Project Content: Video. Some projects include video content.</p>	 <p>Sample 8: Project Content: Structured Content. This device presents structured content in an interactive format. Users click the blue rectangles to reveal information.</p>
 <p>Sample 9: Project Content: Practice Quiz. Some projects include practices quizzes of the content.</p>	 <p>Sample 10: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>. Each project includes questions like these for review and reflection.</p>
 <p>Sample 11: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>. This page in each project prompts the user to make a speech, perform a duty, or take some other action to demonstrate their new skills.</p>	 <p>Sample 12: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>. The maroon numbered buttons display details about each item in the scale. The red hyperlinks lead to downloadable PDF files for this particular project.</p>
 <p>Sample 13: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>. The assessment earlier in the project is repeated. Then the “Before” and “After” scores are displayed to the user.</p>	 <p>Sample 14: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>. Every project ends with this page.</p>

Appendix D

Survey Questions, Member Survey

Note: Questions from a follow-up survey are added to this list for the sake of clarity. Follow-up questions are underlined. Fewer respondents answered these questions.

Pathways Survey for Toastmasters Members

Welcome! My name is Veronica Brown and I'm earning my Master of Education degree in Instructional Design. I am doing my final project on Pathways as a case study for the roll-out of a new training program.

This survey is for Toastmasters members about their experiences using and/or transitioning to Pathways.

Please note: this project is not in any way affiliated with Toastmasters International.

Note: This survey has been adjusted for the COVID-19 situation. For some questions, please imagine your answer **before** the emergency.

Thank you for taking part in my research.

More information about this project: <http://www.endgamelearning.com/final-grad-school-project/>

More information about me: <http://www.endgamelearning.com/about/>

* = Required

Section 1: Introductory Questions

What Toastmasters club(s) are you a member of? * [Short answer.]

If you are in multiple clubs, which club is your "home" club, or the one you are more active in? (Some questions will ask you about this club only.) [Short answer.]

US State or country where your club (or "home" club) meets or is chartered (if known): [Short answer.]

How many years have you been in Toastmasters? (Enter total even if you took breaks.) * Select one number.

(From *Less than one year to 10 or more years*)

0 1 2 3 4 5 6 7 8 9 10

What is your age? * Select one range.

- 18 - 25
- 26 - 40
- 41 - 55
- 56 - 75
- 75 - 110

"Normal Life" Questions

Please answer the next three (3) questions based on your participation and attitudes ****before**** the COVID-19 emergency, as best you can.

How many Toastmasters meetings do/did you attend per month, on average, in all your clubs combined (**** before the COVID-19 emergency)? *Select one number.**

(From *Less than one per month to 8 or more per month/2 or more per week*)

0 1 2 3 4 5 6 7 8

What **MOST** motivates you to go to each Toastmasters meeting (****before the COVID-19 emergency)? Click up to 5. ***

- Speaking or taking a role in a meeting
- Fulfilling officer/leadership duties
- My employer requires it Seeing my friends Listening to the speeches
- Pursuing my next award or Pathways level
- Sharpening my public speaking skills / learning new speaking techniques
- Going to social gatherings afterwards
- Developing social skills
- Developing my professional network
- Mentoring others
- It looks good to my employer or boss
- Other:

What **MOST** motivated you to join, or make your most recent membership renewal? Click up to 3. *

- My employer requires it
- Developing professional skills
- Becoming a professional speaker / improving quality as a professional speaker
- Spending time with friends / meeting new people
- Discovering new skills I can develop
- It looks good to my employer or boss
- Completing partially completed awards tracks in the traditional program (e.g., CC, ACS, DTM)
- Completing my next Pathways Level or Path
- Other:

Section 2: About the Traditional CC/CL Program

Have you ever completed a project from the Competent Communicator (CC) or Competent Leader (CL) manual? If unsure, see pictures below. * Mark only one oval.

- Yes
 - *Skip to Section 5. [Type R or A]*
- No
 - *Go to Section 3. [Type O or X]*

Competent Leader and Competent Communicator manuals in the US. If you ever completed a project from either of these manuals (or counterparts for your country/language), please click "Yes" above. If you never used, or have never heard of these manuals, click "No." [photos of two manuals]

Section 3: About Pathways

How familiar are you with the new Toastmasters educational program, Pathways?

- I have not used Pathways.
 - *Go to Section 4, Getting Started with Pathways. [Type X]*
- I have logged in, but haven't gotten started with my first project (e.g., speech).
 - *Go to Section 4, Getting Started with Pathways. [Type X]*
- I am working on my first project.
 - *Skip to Section 9, Starting Pathways. [Type O, COVID questions]*
- I have completed one or more project(s) in Level 1 in my first path.
 - *Skip to Section 9, Starting Pathways. [Type O, COVID questions]*
- I have completed one or more levels in my first path.
 - *Skip to Section 9, Starting Pathways. [Type O, COVID questions]*
- I have completed one or more paths. *[Type O]*
 - *Skip to Section 11, Using Pathways*

Section 4: Getting Started with Pathways [Type X]

To explain why you are not getting started with Pathways, how much do you agree with the following statements? *

Likert scale: Strongly Disagree, Somewhat Disagree, Somewhat Agree, Strongly Agree

- I've been putting it off, but I will get started with Pathways.
- I'm not familiar enough with what Pathways is or why I should use it.
- I need more training on how to use Pathways.
- I'm having trouble logging in or navigating on the Pathways web site / Base Camp.
- It's not convenient for me to use the computer for Toastmasters.
- I won't enjoy using Pathways.

- I am confident using computers and online tools like Pathways.
- I prefer using online media to printed media for my individual learning.

Skip to Section 12.

Section 5: About Pathways [Type R or A]

How familiar are you with the new Toastmasters educational program, Pathways?

- I have not used Pathways.
 - *Go to Section 6, Getting Started with Pathways. [Type R]*
- I have logged in, but haven't gotten started with my first project (e.g., speech).
 - *Go to Section 6, Getting Started with Pathways. [Type R]*
- I am working on my first project.
 - *Skip to Section 8, Transitioning to Pathways. [Type A]*
- I have completed one or more project(s) in Level 1 in my first path.
 - *Skip to Section 8, Transitioning to Pathways. [Type A]*
- I have completed one or more levels in my first path.
 - *Skip to Section 8, Transitioning to Pathways. [Type A]*
- I have completed one or more paths.
 - *Skip to Section 8, Transitioning to Pathways. [Type A]*

Section 6: Getting Started with Pathways [Type R]

To explain why you are not getting started with Pathways, how much do you agree with the following statements? *

Likert scale: Strongly Disagree, Somewhat Disagree, Somewhat Agree, Strongly Agree

- I've been putting it off, but I will get started with Pathways.
- I'm not familiar enough with what Pathways is or why I should use it.
- I need more training on how to use Pathways.
- I'm having trouble logging in or navigating on the Pathways web site / Base Camp.
- It's not convenient for me to use the computer for Toastmasters.
- I won't enjoy using Pathways.
- I am confident using computers and online tools like Pathways.
- I prefer using online media to printed media for my individual learning.

If desired, please explain any other reasons that you are not using Pathways (optional). [Long answer text.]

What do you plan to do when the Traditional (CC/CL) program is no longer supported by Toastmasters, starting July 1, 2020? * Select one.

- I will make the change to Pathways.

- *Skip to Section 12 (About the COVID-19 Emergency)*
- I can enjoy Toastmasters without using an educational program.
 - *Skip to Section 12 (About the COVID-19 Emergency)*
- I will follow the CC/CL program informally.
 - *Skip to Section 12 (About the COVID-19 Emergency)*
- I will leave, or I am considering leaving Toastmasters.
 - *Go to Section 7.*
- I don't know.
 - *Skip to Section 12 (About the COVID-19 Emergency)*
- Other:
 - *Skip to Section 12 (About the COVID-19 Emergency)*

Section 7: Leaving Toastmasters

Are you leaving, or considering leaving, because of the Pathways transition? * Select one.

- Yes
- No
- Partially

If you like, please say more about your decision to leave Toastmasters (optional). [Long answer text.]

Skip to Section 12 (About the COVID-19 Emergency)

Section 8: Transitioning to Pathways [Type A]

How much do you agree with the following statements? (CC=Competent Communicator program, CL=Competent Leader program) *

Likert scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

- Pathways is better than CC at helping me improve communications skills.
- Pathways is better than CL at helping me improve leadership skills.
- With Pathways, I am making faster progress in learning new skills.
- With Pathways, I am making faster progress toward achieving Toastmasters awards.
- I enjoy using Pathways more than the traditional program.
- Pathways provides more benefits for me overall.
- Pathways provides more benefits for my club overall.
- Pathways is easier to use than the traditional program.
- When Pathways was first introduced, I was excited to use it.

Section 9: Starting Pathways [Types O and A]

When did you begin working on your first project in Pathways? * Select one.

- Before the COVID-19 emergency affected my club or my participation in my club.
 - *Skip to Section 11, Using Pathways*
- After the COVID-19 emergency affected my club or my participation in my club.
 - *Go to Section 10, About Starting Pathways*
- Not applicable: the COVID-19 emergency has not affected my club or my participation in my club.
 - *Skip to Section 11, Using Pathways*

Section 10: About Starting Pathways

Why did you start using Pathways recently, *after* the COVID-19 emergency affected you or your club? Click the ONE answer that fits best, or "Other." Select one.

- I'm using the computer more now than I was before the emergency.
- Pathways itself is more useful now than it was before the emergency.
- I have more time for Pathways since the COVID-19 emergency caused quarantining.
- It's a coincidence that I started Pathways after the COVID-19 emergency began--I was going to do it anyway.
- Other: [short text]

Section 11: Using Pathways [Types O and A]

Which of these helped you learn to use Pathways? Click ALL that apply. *

- I trained myself / figured it out by using it
- Training from my district or other multi-club event
- Training from my club
- One-on-one help from another club member / mentor
- A club or district's web site (instructions, quick reference guides)
- Webinar offered by my club or district
- I am a Pathways Ambassador or other early user/trainer/mentor
- Handouts, printouts, and/or PDF files of Pathways materials
- Other:

How much do you agree with the following statements? *

Likert scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

- Pathways improves my Toastmasters club meetings.
- Pathways helps me improve my communications skills.

- Pathways helps me improve my leadership skills.
- Pathways is easy to use.
- I prefer using online media to printed media for my individual learning.
- Pathways is clear and understandable.
- I enjoy using Pathways.
- I am confident using computers and online applications.
- When using Pathways, I only do the minimum amount of work to get through the system.

Which do you use? Click ALL that apply. *

- Pathways on the web site (Base Camp)
- Pathways printed manuals ordered from Toastmasters
- Printouts and/or PDF files of Pathways projects and forms provided by my club
- Other: [short text]

Section 12: About the COVID-19 Emergency

If you are in multiple clubs: please answer these questions for the club you are most involved in, or consider to be your "home" club.

Which best describes the type of your club (or "home" club)? * Select one.

- Community club -- open to all
- Corporate or organizational club -- open to employees or members of another organization
- Advanced club -- open by invitation or by meeting eligibility requirements
- Other: [short text]

Which best describes the meeting style of your club (or "home" club) *before* the COVID-19 emergency? * Select one.

- We conducted all meetings 100% in person.
- We had an online option for members to participate in our in-person meetings.
- We were a 100% online club.

How has your club (or "home" club) been affected by the COVID-19 emergency? * Select one.

- My club is meeting normally.
- My club has stopped meeting and is suspending operations during the emergency.
- My club is switching to 100% online meetings.
- My club is working on a solution now and I'm not sure of the outcome.
- Other: [short text]

How do you feel about your club's (or "home" club's) ability to adapt to the emergency? * Select one.

- My club will continue through the emergency and resume normal operations afterwards.

- My club will change its operations as a result of the emergency.
- My club is likely to close due to the emergency.
- Other: [short text]

If you like, please say more about how your club is adapting to the emergency (optional): [Long answer]

Selection 13: Following Up

Will you help make this research more complete?

I promise not to share ANY individual survey responses or contact information with anyone. I promise not to use your information for ANY purpose beyond this research project.

May I email you if I have additional questions about your responses to this survey? * Select one.

- Yes
- No

Are you a VP of Education, President, and/or Base Camp Manager ... AND are you willing to fill out a short survey for club leaders? * Select one.

- Yes
- No

Would you like a summary of the results, recommendations, and conclusions of this project when it is complete? * Select one.

- Yes
- No

Please provide your contact information if you clicked "Yes" to any question above. Your Name (optional):

Your Email Address (optional):

Section 14: Thank you!

Be sure to click SUBMIT! :-)

I'm very grateful for your time and your survey data.
-Veronica Brown.

More information about this project: <http://www.endgamelearning.com/final-grad-school-project/>

More information about me: <http://www.endgamelearning.com/about/>

Appendix E

Survey Questions, Club Leader Survey

Pathways Project: Club Leader Survey

Welcome! My name is Veronica Brown and I'm earning my Master of Education degree in Instructional Design. I am doing my final project on Pathways as a case study for the roll-out of a new training program.

This is a short, informal survey to collect general information about club success and challenges with Pathways.

Please note: this project is not in any way affiliated with Toastmasters International. Thank you for taking part in my research.

* = Required

About COVID-19

This survey is **not** adjusted for the COVID-19 emergency. I am interested in your observations and opinions **before** the emergency.

Section 1

What is your Toastmasters club name? (I will only use this information to match your survey responses with publicly available Toastmasters club performance data.) * [open text]

In what city or town are you located? * [open text]

What is your role in administering the education program in your Toastmasters club? [select one]*

- Vice President of Education
- President
- None of the above, but I am helping with the duties of the VP of Education.
- I am not involved in administering the education program.

Section 2: About Pathways

Which statement best describes your Club in relation to Pathways? [select one]*

- We are having more successes than challenges in transitioning to Pathways.
 - *Go to Section 3*
- We have a mix of successes and challenges transitioning to Pathways.
 - *Skip to Section 4*
- We are having more challenges than successes in transitioning to Pathways.
 - *Skip to Section 5*

Section 3: About Your Club's Success

What are the most important reasons for your success with Pathways? [open text]

If you had any challenges along the way, what were they? [open text]

Skip to Section 6.

Section 4: About Your Club's Success

What are the most important reasons for the success your club has had with Pathways? [open text]

Section 5: About Your Club's Challenges

What are the most important reasons for the challenges your club has had with Pathways? [open text]

Section 6: Member Retention

About what percentage of your current club members are working in Pathways successfully, without needing further training or assistance? Your best estimate is fine. Mark only one.

Range: 0% —————100%
 0 1 2 3 4 5 6 7 8 9 10 (1=10%, 2=20%, etc.).

Has your club lost any members because of resistance to Pathways or loss of credit toward awards? [select one]*

- No
- Yes, one or a few
- Yes, several or many
- I don't know

Is it likely that your club will lose members when the transition period ends on June 30, 2020?
[select one]*

- No
- Yes, one or a few
- Yes, several or many
- I don't know

Feel free to add comments about any member retention issues that relate to Pathways. [long text]

Section 7: Following Up

With enough data, this research can be a powerful tool for your club and district. Will you help?

I promise not to share ANY individual survey responses or contact information with anyone. I promise not to use your information for ANY purpose beyond this research project.

May I email you if I have additional questions about your responses to this survey? [select one]*

- Yes
- No

Are you willing to fill out another short survey of club leaders for this project? (Future surveys would be more specific, based on the information you have provided here.) [select one]*

- Yes
- No

Are you willing to forward an email to the members of your club, containing a link to a survey for this project? (If yes, I will send an email with instructions.) [select one]*

- Yes
- No

To represent ALL Toastmasters members, not just computer users, would you be willing to help me contact ONE member of your club who does not use computers via a phone survey? (They would call me at THEIR convenience.) [select one]*

- Yes
- No
- Maybe - please send more information.

Would you like a summary of the results, recommendations, and conclusions of this project when it is complete? [select one]*

- Yes
- No

Please provide your contact information if you clicked "Yes" or "Maybe" to any question above.
Your Name (optional):

Your Email Address (optional):

Section 8: Thank you!

I'm very grateful for your time and your survey data.
-Veronica Brown.