

New Insights into Rhetoric and Argumentation

Editors

**Anita Runjić-Stoilova
Gordana Varošaneć-Škarić**



Faculty of Humanities and Social Sciences

Split 2017

Publisher

Faculty of Humanities and Social Sciences
Sinjska 2, Split, Croatia
www.ffst.hr

For publisher

Aleksandar Jakir

Book reviewers

Keith Lloyd
Jean H. M. Wagemans

Cover design

Zoran Stoilov

Proof reading

Diana Tomić

Print

Redak d.o.o. Split

CIP - Katalogizacija u publikaciji
S V E U Č I L I Š N A K N J I Ž N I C A
U S P L I T U

UDK 808(082)

NEW insights into rhetoric and
argumentation / editors Anita Runjić-
Stoilova, Gordana Varošanec-Škarić. -
Split : Faculty of Humanities and Social
Sciences, 2017.

Bibliografija. - Kazala.

ISBN 978-953-7395-99-5

1. Runjić-Stoilova, Anita 2. Varošanec-
Škarić, Gordana
I. Retorika -- Zbornik

160929035

Copyright © 2017 Faculty of Humanities and Social Sciences – FFST, Split
All rights reserved

Book printed in February 2017

New Insights into Rhetoric and Argumentation

Editors in Chief

Anita Runjić-Stoilova (University of Split, Croatia)
Gordana Varošaneć-Škarić (University of Zagreb, Croatia)

Board of Editors

Petra Aczél (Corvinus University of Budapest, Hungary)
Danijel Berković (University of Zagreb, Croatia)
Frans H. van Eemeren (University of Amsterdam, Netherlands)
Fotini Egglezou (University of Athens, Greece)
Damir Horga (University of Zagreb, Croatia)
Gabrijela Kišiček (University of Zagreb, Croatia)
Jens E. Kjeldsen (University of Bergen, Norway)
Keith Lloyd (Kent State University Stark, USA)
Davor Nikolić (University of Zagreb, Croatia)
Anera Ryznar (University of Zagreb, Croatia)
Joanna Szczepańska-Włoch (Jagiellonian University, Poland)
Diana Tomić (University of Zagreb, Croatia)
Frank Zenker (Lund University, Sweden)
Berislav Žarnić (University of Split, Croatia)
Sheldon Wein (Saint Mary's University, Canada)

Faculty of Humanities and Social Sciences
Split 2017

Table of Contents

Acknowledgments	vii
List of Contributors	ix
Introduction	xi
GORDANA VAROŠANEC-ŠKARIĆ AND ANITA RUNJIĆ-STOILOVA	

1 THEORETICAL ASPECTS OF RHETORIC AND ARGUMENTATION

Tackling Argumentative Reality: A Case in Point	3
Frans H. van Eemeren	
The Real Rhetorical Audience	19
Jens E. Kjeldsen	
Normativity in Communication	40
Berislav Žarnić, Gabriela Bašić	
The Dialogue Model of Argument and Solo Practical Argumentation	66
Michael D. Baumtrog	

2 POLITICAL DISCOURSE: RHETORIC AND STYLISTIC

The Linguistic-Discursive Creation of <i>Pathos</i> for the Sake of Persuasion: A(nother) Key Aspect of Rhetoric and Argumentation	87
Paul Danler	
Metaphors in Political Speech: Implications in the Arguments of Polish Politicians	110
Joanna Szczepańska-Włoch	
Italian Political Speech between the Old and the New	133
Snježana Bralić, Maja Bilić	
Inaugural Addresses of Croatian Presidents: A Rhetorical Analysis of Values, Style and Delivery	157
Jagoda Poropat Darrer, Elenmari Pletikos Olof	
Tropes as Rhetorical Devices in Croatian Parliamentary Debate	188
Anita Runjić-Stoilova	

3 RHETORIC OF SCIENTIFIC DISCOURSE

The Scientific Rhetoric of Nikola Tesla 217
Gordana Varošaneć-Škarić

4 LEGAL AND RELIGIOUS DISCOURSE

Interpreting Legal and Religious Argumentation:
Understanding through Deracination 249
Sheldon Wein

Protestant Preaching as a New Paradigm in
the 16th Century: The Impact of Humanistic Rhetoric
on Protestant Preaching 270
Zoltán Literáty

5 EDUCATION

Learning Communication Skills in the *Hellenic
Toastmasters Club*: The Influence of Classical Rhetorical
Educational Principles 287
Fotini Egglezou

6 VISUAL RHETORIC

Embroidering for Peace One Stitch at a Time:
Protesting the Deaths and Disappearances in the
“War on Drugs” in Mexico 311
Maureen Daly Goggin

Dalmatianness in Neoklapa Music Videos: Visual
Topoi and the “Mediterranean turn” 337
Eni Buljubašić

7 STYLISTICS

Oral Stylistics in *Facenda Stories* 365
Joško Božanić

SUBJECT INDEX 381

AUTHOR INDEX 387

Acknowledgments

It took quite some time for this book to be finished. Numerous people have put an enormous effort in it – the authors, reviewers, proof-reader and, finally, editors. We hope that our efforts will be recognized, and that not only scholars and experts will find the book interesting, but also students and casual readers.

We would like to thank all the authors for shaping this book with their original ideas, numerous reviewers for enriching it with their valuable comments and Diana Tomić for proofreading. We thank the book reviewers Keith Lloyd, Associate Professor from Kent State University, the USA and Jean Wagemans, Tenured Assistant Professor from the University of Amsterdam.

We thank our friends Paul Danler, Sheldon Wein and Frank Zenker for their kind advice and help, and our family and friends for understanding and support during the long process of producing *New Insights*.

Finally, we thank our eternal inspiration – our beloved Professor Ivo Škarić!

Split, May 20th, 2016

Anita Runjić-Stoilova
Gordana Varošanec-Škarić

LIST OF CONTRIBUTORS

GABRIELA BAŠIĆ

Faculty of Humanities and Social Sciences, University of Split

MICHAEL D. BAUMTROG

Faculty of Social Sciences and Humanities, New University of Lisbon

MAJA BILIĆ

Faculty of Humanities and Social Sciences, University of Split

JOŠKO BOŽANIĆ

Faculty of Humanities and Social Sciences, University of Split

SNJEŽANA BRALIĆ

Faculty of Humanities and Social Sciences, University of Split

ENI BULJUBAŠIĆ

Faculty of Humanities and Social Sciences, University of Split

PAUL DANLER

Department of Romance Studies, University of Innsbruck

FRANS H. VAN EEMEREN

Faculty of Humanities, University of Amsterdam

FOTINI EGGLEZOU

Department of Pedagogical Studies, National and Kapodistrian University of Athens

MAUREEN DALY GOGGIN

English Department, Arizona State University

JENS E. KJELDSEN

Department of Information Science and Media Studies, University of Bergen

ZOLTÁN LITERÁTY

Theological Faculty, Károli Gáspár University of the Hungarian Reformed Church

ELENMARI PLETIKOS OLOF

Faculty of Humanities and Social Sciences, University of Zagreb

JAGODA POROPAT DARRER

Zagreb School of Economics and Management

ANITA RUNJIĆ-STOILOVA

Faculty of Humanities and Social Sciences, University of Split

JOANNA SZCZEPAŃSKA-WŁOCH

Faculty of Philology, Jagiellonian University in Kraków

GORDANA VAROŠANEC-ŠKARIĆ

Faculty of Humanities and Social Sciences, University of Zagreb

SHELDON WEIN

Philosophy & International Development Studies Department, Saint Mary's University in Halifax

BERISLAV ŽARNIĆ

Faculty of Humanities and Social Sciences, University of Split

Learning Communication Skills in the *Hellenic Toastmasters Club*: The Influence of Classical Rhetorical Educational Principles

Fotini Egglezou

University of Athens

Abstract

This paper aims at presenting the influence of classical, educational principles of rhetoric on the *Toastmasters* educational program. *Toastmasters* is an eminent, international organization which aims at instilling communication and leadership skills in its members in a constructionist and pressure-free educational setting. In this context, the ancient theory *de ratione dicendi* seems to be perfectly applied, interwoven with modern communication theories on public speaking. The research reveals that traditional rhetorical principles and practices continue to be the necessary equipment that each member of *Toastmasters* should acquire in order to become successful in public speaking. The statistical analysis of the questionnaire given to the active members of the *Hellenic Toastmasters Club* brings out their profile, their interests and the multiplicity of benefits that are expected to be received in the above educational setting.

Key words: *Toastmasters*, communication (skills), leadership (skills), public speaking, adult education, lifelong learning

1. Introduction

Since 2010 the membership in the *Hellenic Toastmasters Club*, in Athens, may be compared to an experiential learning of Greek and Roman classical rhetorical principles during the 21st century. The educational

program of - the continuously multiplied⁵ - Greek clubs as well as of the international *Toastmasters* organization, founded by Ralph C. Smedley in California, in 1924, revolves around the two main axes: a) the improvement of communication and public speaking skills and b) the improvement of its members' leadership skills.



Figure 1. Toastmasters International curriculum, tracks and awards⁶

The accomplishment of the goals stated above is achieved gradually through a curriculum in *a learn by doing* process, adapted to the pace of each member and to the appropriation of diachronic principles of rhetorical theory. The primary goal for each member is to overcome the public speaking anxiety and to reach or, at least, approach the potential of their communication and leadership capacities.

⁵ Until the 1st of September 2014 four clubs share the educational program of *Toastmasters* in the Greek language: a) the *Hellenic Toastmasters Club* (founded 2010), b) the *Piraeus Toastmasters* (founded October 2013), c) the *Thessaloniki Toastmasters* (founded October 2013) and d) the *Kozani Toastmasters* (founded May 2014), while the *HAU Athens Toastmasters* (founded 2005) and the *Glyfada Toastmasters* (founded 2010) are English-speaking clubs in Greece.

⁶ <http://www.purleyspeakers.com/resources/communication-track.aspx>

2. The rhetorical character of the *Toastmasters Club*

Toastmasters, as a world-wide training community, has more than 292,000 members and is suitably integrated to a long rhetorical tradition that identifies: a) *communication* “as a practical art of discourse” (Craig, 1999: 135; Littlejohn, 1996: 117) and b) *rhetoric* as the “ancestor” of communication studies (Cannada Bartoli, 2009: 77). Within this theoretical framework, the club provides its members with the spatial and temporal context in which the art of public speaking is learned through practice. The writer of *Ad Herennium* (1954) stresses: “*Artem sine absiduitate dicendi non multum iuvare.*” Theory without continuous practice in speaking is of little avail ([Cicero], 1954, I/1: 4).

For *Toastmasters*, public speech consists of the transformative power that turns “(...) a collection of disparate individual hearers into a common and committed audience (...)” (Crick, 2014: xi), while it becomes the effective means for getting across certain messages to the audience with various purposes: to persuade, to motivate, to inspire, to inform, to entertain in interpersonal, professional or/and socio-political level. As it becomes clear, the training program is expanded in various levels and contexts of modern communication apart from persuasion (Renegar and Malkowski, 2009: 50). Within this context rhetoric may be “conceived as the study of public communication” (Sloane, 2001: 133).

Each meeting consists of a course on public speech and it is based on the *peer method* of interaction, mutual evaluation and learning among adults in a socially constructed environment (Berger and Luckmann, 1966). Here, rhetoric becomes the essential tool of creating knowledge as well as the “world” that surrounds the members of the club.

For *Toastmasters*, everyone can engage in public speaking and to cultivate his individual skills either as a speaker or as a critical listener. The afore-mentioned acceptance is aligned with Aristotle’s (1929) syllogism, that rhetoric is used in daily life by every person who attempts to discuss and maintain his opinion as the manifestation of an art, practiced “(...) either at random or with a familiarity arising from habit” (ibid. I: 3).

The acceptance of rhetoric as an art (Roochnik, 1994) guarantees the teachability of its object: *speaking well*. The voice of Quintilian (1920) seems to echo, when the best speaker of each meeting gets a ribbon for his prepared speech: “if he (the speaker) speaks well, he has lived up to the ideals of his art even if he is defeated” (ibid., II: 335).

The assurance of such ideals does not depend exclusively on the acquisition or enhancement of speaking skills. The ‘ethos’ of the Aristotelian speaker or the quest of the “vir bonus” (Quintilian, 1920, I, pr. 9: 8; Bizzell and Herzberg, 2001: 39) are still considered necessary conditions or the most potential “proofs” for the usefulness of a competent speaker as well as of an effective leader (McCrosky and Dunham, 1966). The above idea is clearly reflected in the promise given by each member of the club: “I promise (...) to maintain honest and highly ethical standards during the conduct of all Toastmasters activities.” (*Competent Communication: A Practical Guide to Becoming a Better Speaker*, 2009: 246). Furthermore, the first prepared speech of the training program, the *Ice Breaker*, offers each member the opportunity to build – even partially – his *ethos* by preparing a speech about himself in order to give the audience insight and understanding of his individuality.

Theory (*ars*), **imitation** (*imitatio*) and **practice** (*exercitatio*) as basic means for attaining rhetorical competence ([Cicero], 1954, I, 3: 7-9) are still valid in the *Toastmasters* club for the acquisition of modern communication skills. Regarding *theory*, there is a series of sixteen well-structured communication manuals offerings members the basic theoretical background, the necessary rules that help the speakers select, organize and perform their speeches and adjust them to the main objectives of each communication project. Similarly, *imitation* is revealed as an essential training method. Each member applies the Isocratean and Ciceronian principle of creative imitation (Muckelbauer, 2003: 69) either by examining and adopting the “marvelous characteristics” (Cicero, 2008, II: 159-160) of other speakers or by the careful selection of a *mentor*, a more experienced member of the club, who serves as a model for the mentees, while he provides his support, knowledge and guidance for the fulfillment of their educational goals. Arguably, *practice* is the core of learning public

skills and communication abilities (Quintilian, 1920, II: 347). Neither the rhetorical tradition nor the modern communicative trends deny the theoretical and productive character of the art of public discourse based on the examination (*in inspectione*) of principles and the achievement of a goal (*in effectu*). Despite it, they both recognize that the practical application of the speech, the performance of the oral discourse consists of the realm of the art of rhetoric (*...dicatur activa vel administrativa...*) (Quintilian, 1920, II: 344, 346, 348).

Finally, *Toastmasters education* assumes that the offered training program leads the members to an indisputable improvement of their natural communication abilities: “If you are a good speaker, you can become a better speaker; if you are a better speaker, you can become the best speaker; if you are the best speaker, you can become an international speaker!” This assumption, despite its simple character, might be based on the principles of Isocratean *paideia*. In *Against the Sophists*, Isocrates (1929) stresses that the rhetorical training, in combination with natural abilities in speech or in other activities, renders men “more knowing in art and better qualified in life”, while, at the same time improves and makes “more intelligent in many respects” (Isocrates, 1929, § 15) those who lack natural abilities in debate or speech writing. Analogous ideas are presented by Quintilian (1920) who supports that the ideal orator results as a blend of natural abilities and education (*ibid.*, XIX: 349).

Up to this point, I have tried to sketch out the outline of the influence of classical rhetorical principles to the pedagogical character of *Toastmasters program*. Later, I will try to reveal the further expansion of classical rhetorical principles to the whole training program and the structure of the meetings.

3. The structure of the meetings

Each meeting is divided into four basic parts: a) the prepared speeches, b) table topics, c) controversy and d) evaluations. The meeting lasts for about two hours, it takes place three times a month and offers its members the

chance to develop both their communication and leadership skills through the taking of standard roles.

At the beginning of the meeting the participants can take some of the main roles: a) the *Toastmaster of the day*. He/She is the co-ordinator of the meeting, an experienced member who runs the process in collaboration with other members. The Toastmaster calls the responsible members to present the function of the following eight roles: i) the *timer*, who explains the timing rules of each activity and gives the timing signal. The defined timing of each linguistic activity aims at stating the existence of a clear correlation of the produced speech with the intended effect to the audience avoiding the verbiage that affects negatively the clarity of the expression, as Aristotle notes (1929, III: 33-34). ii) The *grammarian* is responsible for noting linguistic misuses in grammar and syntax and for providing well-informed suggestions for improvement. As Quintilian would say: “Barbarisms and solecisms must not be allowed to intrude their offensive presence” (Quintilian, 1920, I: 81). At the same time, the grammarian points out positive uses of the language that might enrich the linguistic competence of the members. iii) The *Ah-Counter*, who writes down audible, unconscious pauses or fillers such as “ah”, “er”, “um”, “well”, and “you know” used in the speeches in order to raise the members’ awareness on them. Then, the meeting starts by the taking of roles as: 1) the *jokemaster*, who creates a congenial atmosphere through the narration of a joke. The notion of humor as communication skill in various forms and with different functions is included to classical rhetorical teachings. Aristotle, stresses its positive or negative influence on the speaker’s ethos (Aristotle, 1929, III: 466; Perks, 2012: 128). Also, Cicero points out the pleasure that humor brings to the audience as well as its efficacy on “breaking the force of offensive remarks” of a speaker (Cicero, 2008, II. LIV: 210-211, II. LVIII: 216-217). ii) the *Word-master* or *Lexicologist* presents the *word of the day*. The members are called to use this word and its derivatives in their presentations in order to increase their vocabulary reminding Quintilian’s (1920, I.V) teachings on the value of every single word. iii) The *maxim of the day*. A member presents a maxim and gives its short analysis. Aristotle (1929), recognizes maxims as persuasive devices

that offer wisdom, experience and “moral content” to a speech (ibid. II. 21.: 12-13). Such maxims may be used as a source of inspirational in speeches or be included in prepared speeches. iv) The *Table Topics Master* prepares questions or topics on various, unknown themes and calls the members of the audience to respond to them participating in a short impromptu speech lasting one to two minutes (1’-2’). This kind of activity, as rhetorical act, is related to the practice of critical thinking and delivery skills (Campbell and Huxman, 2009: 77) despite its correlation to higher levels of anxiety (Morreale, 2010: 32). v) The *introducer of “My Opinion”*. This activity is based on the exchange of bilateral arguments about an issue, reminding the rhetorical exercise of controversy in *progymnasmata*. The person in charge of the activity states his prepared argumentation about a subject matter and, then, he calls other members to defend or attack his thesis. vi) *The Prepared Speeches*. Five speakers present their own prepared, memorized speech, which is invented according to the theory and the goals that correspond to each project. Although Cicero (2008) recognizes the usefulness of *exercitatio* in impromptu speech, he admits that the thorough and mature preparation on a certain subject is more necessary for an orator. First and foremost, Cicero (2008) defends zealously the writing of a speech as the main instructor of rhetoric (ibid. I.XXXIII: 150). vii) The five *evaluators* of the speeches give useful feedback to the speakers about their presentations, stressing the positive parts of their prepared speeches and on the other hand, the parts that should be improved. According to modern communication theories, the process of “accurate and timely feed-back” is indispensable for the acquisition of the skill of public speech as well as for the improvement of its performance (Hargie, 2006: 49). The evaluations give emphasis to the positive aspects of each performance following the *sandwich* method or the *PIP* method (Praise - Improve - Praise) in order not to discourage the learning trials of the members. This technique might stem from the advice given from Quintilian (1920) to the ideal instructor of rhetoric: (...remedies, which are harsh by nature, must be applied with a gentle hand· some portions of the work must be praised, other tolerated and others altered...) (ibid. II. IV. 12: 229) according to the “pupil’s strength” (ibid. I.IV.14: 231). viii) At

the final part of the meeting the *general evaluator* gets the baton from the co-ordinator in order to announce the best speakers and to give a whole feed-back on the quality of the training process, of the prepared speeches and of the effective accomplishment of each role.

Furthermore, the role of the *audience* is pivotal to the training process. The members vote for the best prepared speech and the best table topic speaker in the given situation. On the other hand, the audience writes down its personal evaluation on the speakers, and gives it to them as a supplementary feedback on their performance. The above activities reveal: a) the importance of active listening during the “rhetorical exchange” (Emmel, 2008: 90) and b) enact the critical judgment of the audience during the rhetorical interaction that occurs. In this way, Walker’s (2003) opinion is affirmed. The main feature of rhetoric is not just the invention of the “available means of persuasion” (Aristotle, 1929, 1355b: 12) – but rather the “effort to account for what makes the persuasive thing persuasive”, the examination of the value to earn its assent or as Aristotle (1929) says “to examine what makes the probable possible.”

4. Implications of rhetorical theory on the communication track

The implications of rhetorical theory are, in various ways, diffused in the communication track of *Toastmasters*. As it was already mentioned the communication training is based on the series of 16 manuals: a) the basic manual of *Competent Communication* and b) a series of 15 *Advanced manuals* that put emphasis on particular aspects of communication (e.g. technical presentations, persuasive speech, public relations, expressive reading, humoristic speeches etc.). The manuals are composed of: a) a theoretical part aimed at the accomplishment of well-defined, progressive, desirable communicative goals through carefully crafted projects and b) an evaluation guide for each project. The pre-mentioned guide includes questions or/and arithmetical or/and qualitative scales corresponding to qualities that the speaker should develop in his speech and facilitates

the evaluator to form his judgment, as well as the speaker during the preparation of his speech. Of course, the offered recommendations do not impose limitations on the final judgment.

The manual of *Competent Communication* consists of the core of the training program. It includes ten projects that instill, through the performance of analogous speeches, the five canons of rhetoric: a) *invention*, b) *disposition*, c) *elocution*, d) *memory* and e) *action* (Cicero, 1949, 1.9: 21). The first speech aims at constructing the *ethos* of the speaker. The goals of the other projects are: the organization of a speech, the definition of its specific purpose (to persuade, to entertain etc.), the selection of the appropriate words and rhetorical devices that contribute to the clear and accurate communication of the message. The fifth project focuses on the development of non-verbal dimensions of communication (Goffman, 1981) such as the natural and smooth body-language (stance, movement, gestures, facial expressions and eye contact), while the sixth project seeks for a natural use of vocal qualities (volume, pitch, rate) and pauses in such a way that the meaning of the messages is enhanced. The next two projects are related to the use of the appropriate means of persuasion or the Aristotelian “non-artistic *pisteis*” (anecdotes, stories, testimonies etc.) and to the use of various types of visual aids during the presentation of the speeches. The last two projects are dedicated to persuasive and inspirational speeches. The members are called to use in an appropriate way their personal credibility, logic, emotion and/or drama (the Aristotelian artistic *pisteis* of *ethos*, *logos* and *pathos*) in order to persuade the listeners either to adopt a viewpoint, to take some action, or to inspire the audience to reach a higher level of personal or collective beliefs.

The learning program follows a spiral process. Every speech must include all the skills presented in the previous projects. Also, the memorization of the speeches and the avoidance of the use of notes remains an important goal of the learning process.

The content of the speeches may be extended in various fields of knowledge. The choice of the appropriate topic varies according to the interests, knowledge, personal experiences and abilities of the speakers and presents the meaning that each participant attributes to life. Every

theme is suitable for presentation, since it is adapted to the goals of each project. The tradition of the infinite rhetoric material starts from Gorgias of Leontini reiterated by Quintilian (1920), who in later centuries notes: "(...) the material of rhetoric is composed of everything that may be placed before it as a subject for speech (...)" (ibid. II.XXI.4: 357). The alternation of topics, even for the same project, becomes very useful for the audience and expands its mental horizons. In this way, the rhetorical audience accomplishes its duty "to seek out, hear, read, discuss, handle and ponder everything that befalls in the life of man" as Cicero (2008) proposes to the ideal orator of his era (ibid. III: xiv, 54).

The completion of the basic manual gives the members the award of *Competent Communicator* (CC). From a communication approach, the term reflects the ability of an accurate, comprehensive, coherent, effective and appropriate interaction with others in various communicative situations (Spitzberg, 1988).

As for the advanced manuals, each one includes five projects, each one guiding the members to deepen their communication skills in specific fields and to refine the acquired skills in order a) to please the audience: *delectare* (g.e. the humoristic speeches), b) to teach: *docere* (g.e. informative speeches) or c) to move: *commovere* (g.e. persuasive speeches, narrative speeches) (Vico, 1996: 7). The completion of the advanced manuals leads to the acquisition of advanced awards as: *Advanced Communication Bronze* (ACB), *Silver* (ACS) and *Gold* (ACG) (Fig.1).

5. Implications of rhetorical theory on the leadership track

The relation of *Toastmasters Club* to the development of leadership skills through the power of discourse is as strong as the relation of rhetoric to the promotion of socio-political developments in every historical period. Since Aristotle (1937), *logos* is the primary quality that discerns the human from other beings and the essential medium for creating a household as well as a polis (ibid. 1253a) by the purposeful partnership of men. As Kennedy notes (1999: 116), Quintilian attributed to rhetoric the

“centerpiece in the training of the leaders of society and the responsible citizen”, while for Cicero (1970: xlix) rhetoric was considered “training for leadership”.

Undoubtedly, the concept of a leader and of leadership has been defined in various ways through the years. The modern concept of *transformational leadership* (Burns, 1978: 20), which aims at raising “leaders and followers to higher levels of morality and motivation” through the appeal to ideals and values such as justice and equality, can be applied not only to the governing of a state but, equally, to various types of organizations (business, educational, health care etc.). In this context, the leaders need to develop skills that may enhance the sense of community, facilitate the sharing of meanings for all the members of the team and to create a basis for organized action through an effective communication. Such competencies reveal a rhetorical approach of leadership (Olson, 2011) and consider rhetoric as the core of the cooperation for the achievement of common goals and the coordination of social actions through the effective use of the language (Hauser, 2002: 3).

By adopting a rhetorical approach of leadership and by recognizing the Isocratean demand for education of leaders or “rulers” (Simmons, 2007: 63), the *Toastmasters Club* teaches leadership skills. The manual of *Competent Leadership* includes ten projects that aim at the development of leadership skills through the role-taking during the meetings. Also, leadership skills are practiced through the volunteer governance of the club by an executive committee composed by the president, the vice president of education, the vice president of membership, the vice president of public relations, the treasurer, the sergeant at arms and the web-master of the club. Moreover, the organization of various events (contests, conferences, campaigns) offers more opportunities for the practice of leadership skills and the cooperation of the members. The completion of the program guarantees the *Competent Leadership* (CL) award and opens the way for the *Advanced Leadership* awards (Bronze: ALB and Silver ALS) which are obtained through the performance of higher leadership skills on a project chosen by the member in cooperation with

the members of its guidance committee. Moreover, the club provides the members with the opportunity to learn the *parliamentary procedure*, which may be useful in business and political settings.

Skills such as the active listening, the development of critical thinking, the giving of feedback, the management of time, the planning and implementation of goals, the delegation of tasks, the facilitation of activities, the resolution of conflicts, the development of motivational competency and mentoring skills as well as the building of a team are considered essential in rhetorical interactions. All of them are necessary for affronting practical shared problems, take probable decisions and “perform the leadership function” (Mendez-Morse, 1992: 72).

Most of all, *Toastmasters* in the leadership training program recognizes rhetoric as “practice” (Farrell, 1999: 82), used for the formation of judgments, the inference of conclusions, the resolution of conflicts in real settings and the conduct to action. For example, during the meeting of the club’s executive committee, the elected members are invited to plan the action projects, to take decisions on the better functioning of the club, to explore the offered bylaws that assure the eligibility of those decisions. As Isocrates (2000: 255, 257) points out “nothing done prudently occurs without speech (*logos*), that the speech is the leader of all thoughts and actions.”

6. The profile of the *Hellenic Toastmasters Club*

The participation in the training program of the *Hellenic Toastmasters Club* for the acquisition of communication and leadership skills may be related to the continuing professional development (CPD) of its active members. Their answers highlighted the need for a “systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for execution or professional, managerial and technical duties throughout the individual’s working life.” (Kennie et al., 1998: 113).

In particular, during the period from October 2013 to March 2014 the *Hellenic Toastmasters Club* was composed of thirty-nine (39) members, twenty-six (26) men and thirteen (13) women. The participation rates of 30-40 years and 40-50 years old members' was higher than that of younger members, while the participation rates of older members was much lower. More specifically, seventeen members, eleven men (28%) and six women (15.4%) belonged in the 30-40 age group and twelve members, six men (15.4%) and six women (15.4%) in the 40-50 age group, while 6 men belonged in the 20-30 age group (15.4%) and only 3 members in the 50-60 age-group, 2 men (5.1%) and 1 woman (2.6%). In the members' sample thirty-six members (89.7%) obtain a university degree in various scientific fields, while thirteen members (33.3%) hold a master degree.

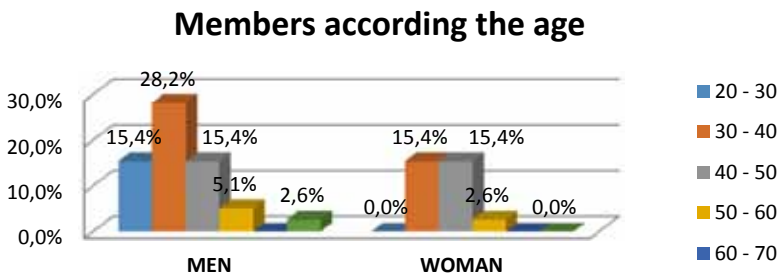


Figure 2. The chronological age of the *Hellenic Toastmasters Club* members'

The results show that the majority of the full members wants to develop various skills (Fig. 3): a) public speaking skills, b) persuasive skills and c) quick and effective thinking under pressure which chosen, among others, as the three most important social skills expected to develop by participating in the informal forms of learning used in the club. In particular, the first choice of thirteen members (37.1%), seven males (20%) and six females (17.1%) underscored the skill of public speaking as the most desirable in the training program. Besides, public speaking is associated with various social situations for exchanging

successfully personal beliefs or/and professional intentions. The second choice of the eight members of the club (22.2%), four males (11.1%) and four females (11.1%), referred to the development of persuasive skills assessing its diachronic function of inducing people “to change their attitudes” (Hargie et al., 1994: 27), while the same percentage of other eight members (22.2%), five males (13.9%) and three females (8.3%) have chosen the feature of quick and effective thinking under pressure (Nelson-Jones, 2004) as the third most necessary skill to typically develop. According to the Pearson’s Chi-Squared statistical test ($\alpha=5\%$), there was no difference between male and female participants regarding the choice of the three most important skills.

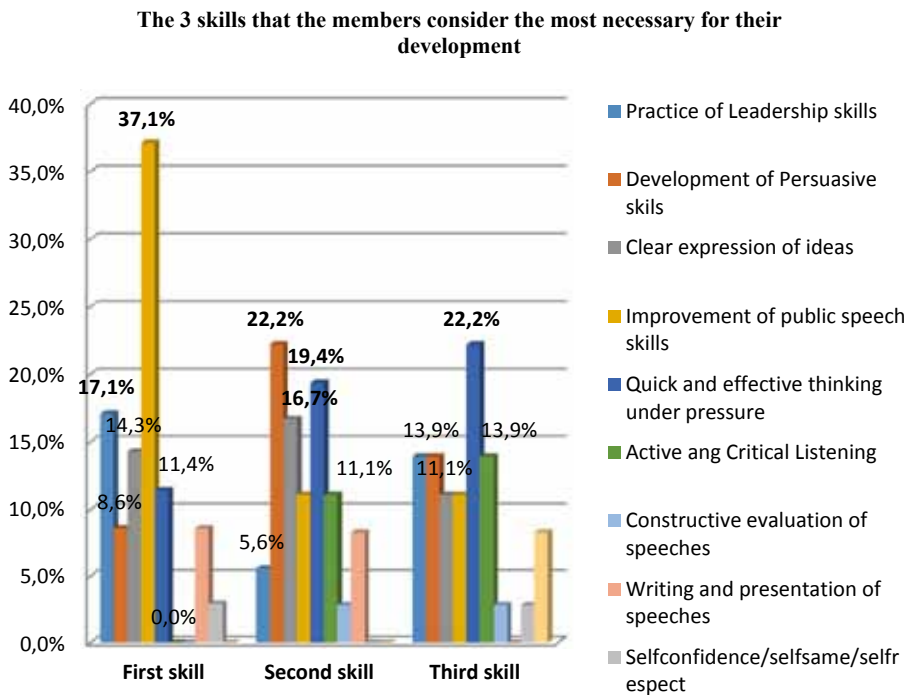


Figure 3. The three most important skills to develop in the *Hellenic Toastmasters Club*

Also, the club offers the members several objectives to attain in the context of a well-structured web of interpersonal activities. The policies of the club are steered according to a success plan made by its executive committee and they are based upon the needs and the interests of the members in various fields of action. In the case of the *Hellenic Toastmasters Club* the main fields of interest defining the members' activities during the afore-mentioned learning period are described in the Table 1. As noticed, the first three preferences of the members are: twenty-nine members (74.4%), 20 males (51.3%) and 9 females (23.1%) were interested in becoming competent communicators, twenty-one members (53.8%), 14 males (35.9%) and 7 females (17.9%) were equally interested in gaining awards of leadership and in improving their management skills and nineteen members (48.7%), 12 males (30.8%) and 7 females (17.9%) were interested in completing the advanced manuals of communication. The desire preference for the completion of both the basic and the advanced manuals of *Toastmasters* confirms the members' commitment to the development of their public speaking skills. Fisher's exact test ($\alpha=5\%$) was applied and showed that the members' interests in the various fields depend on their gender.

Table 1. The fields of interest of *Hellenic Toastmasters Club* members'

Fields of interest	Male		Female		Total %	*Exact Sig. (2-sided)
	N	%	N	%		
Completion of the Basic manual, CC	20	51.3	9	23.1	74.4	.000
Completion of Advanced Manuals	12	30.8	7	17.9	48.7	.000
Awards of leadership	14	35.9	7	17.9	53.8	.000
Contribution to <i>Public Relations</i>	6	15.4	4	10.3	25.6	.005
Contribution to the edition of the <i>Newsletter</i> and/or to the <i>Web-Site</i>	3	7.7	2	5.1	12.8	.100

New Insights into Rhetoric and Argumentation

Learning of the <i>parliamentary process</i>	6	15.4	6	15.4	30.8	.002
Improvement of the evaluation skills	6	15.4	8	20.5	35.9	.000
Improvement of the active listening skills	6	15.4	5	12.8	28.2	.002
Improvement of the management skills	14	35.9	7	17.9	53.8	.000
Participation to other Toastmasters	5	12.8	0	0	12.8	
Contribution as a <i>mentor</i>	10	25.6	6	15.4	41	.000
Participation as a <i>mentee</i>	5	12.8	5	12.8	25.6	.008
Contribution to increase membership	7	17.9	1	2.6	20.5	.125
Participation to educational activities	12	30.8	6	15.4	46.5	.000
Presentation of speeches from the <i>Better Speaker Series</i> and the <i>Success Communication Series</i>	10	25.6	4	10.3	35.9	.001
Interest for taking a role in the executive committee	4	10.3	2	5.1	15.4	.067
Organization and Presentation Of the Speechcraft Program	6	15.4	3	7.7	23.1	.012
Organization and Participation to the program Youth Leadership Program	10	25.6	3	7.7	33.3	.003
Interest in educate judges for contests	3	7.7	1	2.6	10.3	.250
Participation as a judge of contest	4	10.3	2	5.1	15.4	.067
Participation as Speaker of a Contest	11	28.2	4	10.3	38.5	.001
Organization of a new Toastmasters Club	6	15.4	1	2.6	17.9	.143

* *Fisher exact test*

7. Limitations and benefits of the *Toastmasters* training program

Since the Sophists' era, the need for the teaching and learning the skill of public speaking remains imperative, despite the problems caused by its teaching in almost all historical periods. Modern scholars accept the vital contribution of communication and leadership skills to a successful social, academic and professional life. Regardless of it, the teaching of public discourse – as communication skill – as well as of leadership skills consist of a complex, if not chaotic, process. Crocker (1940: 219) recognized the difficulty of such an attempt due to the conviction that “everyone can teach (it) with little or no preparation”. Through the years, the teaching of public discourse is institutionalized at the Universities and various approaches of its instruction have been developed involving even blended learning environments (Ainol and Zailin, 2012; Morreale and Hackman, 1994).

Toastmasters program, as an educational setting, stands in equal terms among other approaches for teaching rhetorical communication and leadership skills. Its educational philosophy is based on the principles of the constructivist learning approach, on practices of experiential (Dewey, 1937) and co-operative learning (Johnson et al., 1998), on the coaching method (Hunt, 2009) and subsequently on life-long learning (Miettineu, 2000; Óhidy, 2008: 75). The total absence of an instructor represents the conviction that the transmission of knowledge is not a linear process; transmission from one expert teacher to the learners. Instead, the members, as constructivist learners, with even a low but an existing level of knowledge and experience in public speaking, become the responsible leaders of their active and intentional learning in a supportive environment, in which they can share and co-construct their skills. Each project described in the manuals consists of a learning problem that has to be solved through the perceptions and the past experiences of each member in a social environment that offers a chance to reflect on the personal choices and practices; to reform the existent personal knowledge through the exchange of information with other peers and to reconstruct it again and again based on current experiences (Kolb, 1984: 26). The linear transfer of skills and expertise is limited to interactions with more or less experienced practitioners.

Despite the described benefits, the above approach does not remain resistant to criticism. The resistance to accept an authoritative teaching method for the public discourse is as old as the rhetorical tradition. As Kennedy (1995: 66) notes, no teacher of rhetoric even from the earliest times in Greece did not manage to “achieve a permanent authoritative status” in the teaching of rhetorical theory. In the case of *Toastmasters*, the counter-arguments that contradict the proposed method of learning might refer to the strict structure of the meetings. Furthermore, the lack of objectivity of the evaluations, the realization of the discursive practices in a friendly environment and, finally, the quality of the offered learning that may vary in each club according to the experience and general education of the members, might be points of further questioning.

Concerning the strict organization of the meetings, the applied structures of discursive activities are considered useful (Kagan, 1989: 12), since, during the meeting, they repeatedly and contemporaneously energize several rhetorical communication qualities, and enhance the learning effects. The qualities are listening, critical judgment, impromptu speech etc. Also, the organizational structures of every meeting assure basic parameters of the cooperative learning as the individual accountability and the equal participation of the members (Dotson, 2001).

As for the fictitious character of the produced speech in a supportive environment, unlike real-life communication settings, *Toastmasters'* educational program supports the transfer of the acquired skills to every domain of life. For Quintilian (1920: I.X.33: 175), the use of fictitious themes, especially in declamation “*declamandum fieta material*”, has been an object of great interest, since this kind of themes “may well occur in actual cases” (ibid. III.viii, 58: 507 op. cit.). Also, reports attest that the method leads to the enhancement of public speaking and of various communication skills (Nordin and Shaari, 2005), of the awareness on social problems (Hsu, Tsu-Chia, 2012), whether the method is recognized for its value to foreign language curricular design (Sun, Yu-Chih, 2008).

Finally, regarding the quality of the offered evaluations and the whole level of each club, it might be true that the level of the existing communication

skills of the participants influences the entire learning process. However, we have to consider that the members are self-motivated learners, committed to the realization of their goals, and to the development of their rhetorical communication skills. The will for speaking and the act of speaking in front of an audience, progressively, transforms them, through consistent effort, in competent speakers. A further, longitudinal study could present the progressive development of the communication skills of the members and would be very valuable.

8. Conclusion

To conclude, the paper attempted to show that the *Toastmasters* training program, which is – despite its probable limitations – an appropriate and practical method for adults to learn the skill of public speaking and persuasion in our era. It is inspired by both classical Greek and Roman teachings. According to the examined questionnaires and the derived descriptive statistics, the members of the *Hellenic Toastmasters Club* seem convinced that the practice in public speech may enhance their personal and professional communication and leadership skills. As Carnegie and Esenwein (2007: x) note: “once (someone) has spoken he can improve himself by self-observation or according to the criticism of those who hear.” Nevertheless, the best defense of *Toastmasters* approach may be Quintilian (1920: III. ii. 3: 383), who seems to establish the educational seal of the organization: “it was nature that created speech and observation that originated the art of speaking (...) the observations were confirmed by experience and each man proceeded to teach what he knew (...)”.

References

- Ainol, H. I., and Zailin, S. Y. (2012). Teaching Public Speaking in a Blended Learning Environment. *International Journal of Social Science and Humanity*, II/6, 573-576.
- Aristotle (1929). *The Art of Rhetoric*. London: William Heinemann.
- Aristotle (1937). *Politics*. Massachussets: Harvard University Press.
- Berger, P., and Luckmann, Th. (1966). *The Social Construction of Reality: A Treatise*

- in the Sociology of Knowledge*. Garden City, NY: Anchor Books.
- Bizzell, P., and Herzberg, B. (2001). *The Rhetorical Tradition: Readings from Classical Times to the Present* (2nd edition). Boston: Bedford/St Martin's.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- Campbell, K. K., and Huxman, S. S. (2009). *The Rhetorical Act: Thinking, Speaking and Writing Critically*. Belmont, CA: Wadsworth Cengage Learning.
- Cannada Bartoli, V. (2009). Practice of Rhetoric, Rhetoric of Practice. I. Strecker, and St. Tyler (eds.). *Culture and Rhetoric*. New York: Berghahn Books, 74-84.
- Carnegie, D., and Esenwein, J. B. (2007). *The Art of Public Speaking*. New York: Cosimo Inc.
- Cicero (1949). *De Inventione. De Optimo Genere Oratorum*. London: William Heinemann.
- [Cicero] (1954). *Rhetorica Ad Herennium*. Massachusetts: Harvard University Press.
- Cicero (1970). *On Oratory and Orators*. Carbondale, IL: Southern Illinois University Press.
- Cicero (2008). *De Oratore*. Athens: Polis.
- Craig, R. T. (1999). Communication Theory as a Field. *Communication Theory*, 9(2), 119-161.
- Crick, N. (2014). *Rhetorical Public Speech* (2nd edition). Boston: Pearson.
- Crocker, L. (1940). On Teaching Public Speaking. *The English Journal*, XXIX/3, 219-224.
- Dewey, J. (1937). *Experience and Education*. New York: Simon and Schuster.
- Emmel, B. A. (2008). Common Ground and (Re)defanging the Antagonistic. A Paradigm for Argumentation as Shared Inquiry, and Responsibility. E. Weigaud (ed.). *Dialogue and Rhetoric*. Amsterdam: John Benjamins B. V., 83-94.
- Farrell, Th. (1999). Practising the Arts of Rhetoric: Tradition and Invention. J. L. Lucaites et al. (eds.). *Contemporary Rhetorical Theory: A Reader*. New York: The Guilford Press, 79-84.
- Goffman, E. (1981). *Forms of Talk*. Philadelphia: University of Pennsylvania Press.
- Hauser, G. (2002). *Introduction to Rhetorical Theory*. Propsect Heights, IL: Waveland.
- Hargie, O. (2006). *Training in Communication Skills: Research, Theory and Practice* (3rd edition). London: Routledge.
- Hargie, O. et al. (1994). *Social Skills in Interpersonal Communication* (3rd edition). London: Routledge.
- Hunt, J. (2009). Tanscending and Including our Current Way of Being. An Introduction to Integral Coaching. *Journal of Theory and Practice*, IV/1, 1-20.
- Hsu, T.-Ch. (2012). Enhancing College Students' Global Awareness through Campus Toastmasters Club. *International Journal of Research Studies in Education*, 1/1, 21-34.

- Isocrates (1929). *On the Peace. Areopagiticus. Against the Sophists. Antidosis. Panathenaicus* (Vol. II). Massachusetts: Harvard University Press.
- Isocrates (2000). *Antidosis*. In *Isocrates I*. Austin: University of Texas Press.
- Johnson, D. et al. (1998). *Active Learning: Cooperation in the College Classroom* (2nd edition). Edina, MN: Interaction Book.
- Kagan, S. (1989). The Structural Approach to Cooperative Learning. *Educational Leadership*, XLVII/4, 12-15.
- Kennedy, G. A. (1995). Attitudes Toward Authority in the Teaching of Rhetoric. W. B. Horner, and M. Leff (eds.). *Rhetoric and Pedagogy: Its History, Philosophy and Practice: Essays in Honor of James J. Murphy*. Mahwah, NJ: Lawrence Erlbaum Associates, 65-71.
- Kennedy, G. A. (1999). *Classical Rhetoric and its Christian and Secular Tradition from Ancient to Modern Times* (2nd edition). Chapel Hill, NC: The University of North Carolina Press.
- Kennie, T. J. M. et al. (1998). The Growing Importance of Continuing Professional Development. *Continuing Professional Development*, IV, 112-119.
- Kolb, D. A. (1984). *Experiential Learning. Experience as the Source of Learning and Development*. New Jersey: Prentice Hall.
- Littlejohn, S. W. (1996). Communication Theory. T. Enos (ed.). *Encyclopedia of Rhetoric and Composition: Communication from Ancient Times to the Information Age*. New York: Garland, 117-121.
- McCrosky, J. C., and Dunham, R. E. (1966). Ethos: a Confounding Element in Communicative Research. *Speech Monographs*, XXXIII/4, 456-463.
- Mendez-Morse, S. (1992). *Leadership Characteristics that Facilitate School Change*, Austin: Southwest Educational Development Laboratory.
- Miettineu, R. (2000). The Concept of Experiential Learning and John Dewey's Theory of Reflective Thought and Action. *International Journal of Lifelong Education*, XIX/1, 54-72.
- Morreale, S. P. (2010). *The Competent Public Speaker*. New York: Peter Lang Publishing.
- Morreale, S. P., and Hackman, M. Z. (1994). A Communication Competency Approach to Public Speaking Instruction. *Journal of Instructional Psychology*, II/1, 250-257.
- Muckelbauer, J. (2003). Imitation and Invention in Antiquity: An Historical-theoretical Revision. *Rhetorica*, XXI/2, 61-88.
- Nelson-Jones, R. (2004). *Introduction to Counselling Skills: Texts and Activities* (2nd Edition). London. Sage Publication Ltd.
- Nordin, S. M., and Shaari, Z. H. (2005). Implementing the Toastmasters tradition in the L2 Classroom. *The English Teacher*, XXXIV, 60-66.

- Óhidy, A. (2008). *Lifelong Learning: Interpretations of an Educational Policy in Europe*. Wiesbaden: VS Verlag.
- Perks, L. G. (2012). The Ancient Roots of Humor Theory. *Humor*, XXV/2, 119-132.
- Quintilian (1920). *Institutio Oratoria, I-III*. Massachusetts: Harvard University Press.
- Renegar, V. R., and Malkowski, J. A. (2009). Rhetorical and Textual Approaches to Communication. W. F. Eadie (ed.). *21st Century Communication: A Reference Handbook*, Vol. 1. California: Sage Publications, 49-56.
- Roochnik, D. (1994). Is rhetoric an art? *Rhetorica: A Journal of the History of Rhetoric*, XII/2, 127-154.
- Simmons, T. L. (2007). *Climbing Parnassus: A New Apologia for Greek and Latin*, Wilmington: Access Publishers Network.
- Sloane, Th. O. (2001). *Encyclopedia of Rhetoric*, Vol. 1. New York: Oxford University Press.
- Spitzberg, B. H. (1988). Communication Competence: Measures of Perceived Effectiveness. Ch. H. Tardy (ed.). *A Handbook for the Study of Human Communication: Methods and Instruments for Observing Measuring and Assessing Communication Processes*. Westport, CT: Ablex, 67-105.
- Sun, Y.-Ch. (2008). The Toastmasters approach: An innovative way to teach public speaking to EFL learners in Taiwan. *RELC Journal*, XXXIX/1, 113-130.
- Toastmasters International (2009). *Competent Communication: A Practical Guide to Becoming a Better Speaker*, Item 225. Printed in USA.
- Vico, G. (1996). *The Art of Rhetoric*, Atlanta: Rodopi B.Y. Editions.

Websites

- Dotson, J. M. (2001). Cooperative learning structures can increase student achievement. *Kagan Online Magazine*. www.kaganonline.com (2 April 2014).
- Olson, K. M. (2011). What is rhetorical leadership: my perspective? www4.uwm.edu/lets/rhetlead/essays/upload/whatisrl.pdf (29 March 2014).
- Walker, J. (2003). On rhetorical traditions: A response to Jerzy Axer. <https://webpace.utexas.edu/jw2893/www> (27 March 2014).

6

VISUAL RHETORIC

