

COMMUNICATION ESSENTIALS



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dan dengan cara apapun tanpa izin tertulis dari penerbit.

PREFACE

Praise and gratitude we offer to the presence of God Almighty, who has given His grace and gifts so that the book entitled *Communication Essentials* can be completed. The contents of this book include discussions on introduction to communication skills, effective speaking and listening skills, persuasive communication and ethical negotiation, non verbal communications and information technology, and reflection and self-development in communication. Finally, we hope that this book can be a useful reference and an inspiration for all readers.

Jakarta, Januari 2026

Author

TABLE OF CONTENTS

PREFACE	i
TABLE OF CONTENTS.....	ii
LIST OF FIGURE.....	vi
LIST OF TABLE	vii
CHAPTER 1 INTRODUCTION TO COMMUNICATION SKILLS	1
1.1 Communication: The Core of Human Existence and Collaboration.....	1
1.2 Definition and Scope of Communication Skills	3
1.3 Relevance in a Globalized and Digital Era.....	6
DAFTAR PUSTAKA	14
CHAPTER 2 EFFECTIVE SPEAKING AND LISTENING SKILLS	17
2.1 The Nature of Effective Speaking	19
2.1.1 Barries of Speaking.....	21
2.2 The Nature of Effective Listening.....	23
2.2.1 Cognitive Characteristics of Effective Listening.....	25
2.2.2 Affective Characteristics of Effective Listening.....	26
2.2.3 Behavioral Characteristics of Effective Listening.....	26
2.3 Barriers in Listening.....	26
2.3 Teaching Effective Listening	28
REFERENCES.....	30
CHAPTER 3 PERSUASIVE COMMUNICATION AND ETHICAL NEGOTIATION	31
3.1 Beyond the Transaction	31
3.2 The Conversational Core: Why People Say "Yes"	32
3.2.1 Rethinking the Rhetorical Triangle as a Bridge.....	32
3.2.2 The Power of Perspective: Framing the Choice.....	33

3.3 Ethical Influence: The Psychology of Automatic Agreement.....	33
3.3.1 Reciprocity and Liking: The Relational Engine	35
3.3.2 Authority, Social Proof, and Consistency	36
3.3.3 Scarcity (Highlighting Missed Opportunity).....	36
3.4 The Ethical High Ground: Navigating the Grey Areas	37
3.4.1 When Puffery Becomes Deception	37
3.4.2 Choosing Your Ethical Guide.....	39
3.4.3 The Enduring Value of Reputation	40
3.5 Contextualizing Persuasion: Global and Local Insights.....	40
3.5.1 The Shift to Logic in Digital Spaces	41
3.5.2 Persuasion and the Indonesian Context.....	42
3.6 Building the Sustainable Agreement.....	43
3.6.1 The Interests-Based Persuasion Model.....	44
3.6.2 Leveraging Emotional Intelligence (EQ)	44
3.6.3 Ethical Case Study: Reciprocity and the Win-Win Pivot.....	45
3.7 The Negotiator's Integrity	47
REFERENCES	48
BAB 4 NON VERBAL COMMUNICATIONS AND INFORMATION TECHNOLOGY.....	51
4.1 The Nature of Nonverbal Communication.....	52
4.1.1 Categories of Nonverbal Communication.....	53
4.1.2 Functions of Nonverbal Communication	54
4.1.3 The Power and Universality of Nonverbal Cues	54
4.2 Information Technology and the Transformation of Human Communication	55
4.2.1 The Evolution of Communication Technologies	55
4.2.2 From Physical to Virtual Presence	56
4.2.3 Challenges and Opportunities in Digital Interaction.....	57

4.2.4 Implications of Technological Mediation.....	57
4.3 Nonverbal Communication in Digital Contexts.....	58
4.3.1 The Substitution of Nonverbal Cues in Digital Media	58
4.3.2 Visual Representation and Identity: Avatars, Profiles, and Filters.....	59
4.3.3 Paralinguistic and Temporal Cues in Computer- Mediated Communication.....	60
4.3.4 Nonverbal Miscommunication and Ambiguity in Digital Contexts	60
4.3.5 Reimagining Nonverbal Communication in the Digital Era.....	61
4.4 Cultural and Psychological Perspectives.....	61
4.4.1 Cultural Variability in Nonverbal Behavior	62
4.4.2 Cross-Cultural Misinterpretation in Digital Spaces	63
4.4.3 Psychological Dimensions of Nonverbal Communication in Technology-Mediated Contexts.....	63
4.4.4 Emotional Contagion and Empathy in Digital Communication.....	64
4.4.5 The Interplay of Culture, Psychology, and Technology.....	65
4.5 Implications for Education, Business, and Social Interaction.....	65
4.5.1 Educational Implications.....	65
4.5.2 Implications for Business and Professional Communication.....	66
4.5.3 Implications for Social and Interpersonal Interaction	67
4.5.4 The Need for Interdisciplinary Literacy.....	68
4.6 Conclusion and Future Directions.....	68
4.6.1 Future Directions.....	69
REFERENCES.....	71

CHAPTER 5 REFLECTION AND SELF-DEVELOPMENT IN COMMUNICATION	77
5.1 Conceptual Foundations in Reflection	78
5.1.1 Definition of Reflection	79
5.1.2 Reflection in Communication	79
5.1.3 Types of Reflection	80
5.1.4 Stages of Reflection.....	81
5.1.5 Modeling of Reflection.....	82
5.2 Self-Development in Social Identity	82
5.2.1 Understanding Self-Development.....	85
5.2.2 Managerial Self-Development	86
5.2.3 Self-Development and Communicative Growth.....	89
5.3 Communication and Identity Formation.....	90
REFERENCES	92
AUTHOR BIOGRAPHY.....	96

LIST OF FIGURE

Figure 1. 1 Communication Skills in the Globalized and
Digital Era..... 9

Figure 1. 2 Indonesian Context of Communication Skills10

Figure 1. 3 *Skills* Framework for the Era12

Figure 5. 1 6 Stages from Reflections81

Figure 5. 2 Model of Cognitive, Socioemotional, and Neural
Influences on Self-Development84

Figure 5. 3 Model of Managerial Self-Development89

LIST OF TABLE

Table 3. 1 Integration of Cialdini's Principles of Persuasion
 Into Ethical Negotiation Applications33

Table 5. 1 A Motivational Model of Self- Development.....83

CHAPTER 1

INTRODUCTION TO COMMUNICATION SKILLS

By Citra Prasiska Puspita Tohamba

1.1 Communication: The Core of Human Existence and Collaboration

Communication is one of the most fundamental human activities, shaping the way individuals think, interact, and collaborate across diverse contexts (Nandedkar, 2025). From simple daily conversations to complex professional exchanges, effective communication forms the backbone of healthy personal relationships, productive organizational dynamics, and successful global cooperation. In a rapidly interconnected world, the ability to convey ideas clearly, listen actively, and adapt to multiple cultural and technological contexts has become an indispensable necessity (Chen, 2005).

The 21st century has witnessed profound transformations in communication practices. The rise of digital platforms, multicultural workplaces, and knowledge-based economies has dramatically shifted the way people engage with one another (Joyne and Rossignoli, 2019). Consequently, communication is no longer viewed merely as the transfer of information; it has evolved into a strategic competence that integrates interpersonal sensitivity, cross-cultural awareness, and technological literacy. This new

paradigm emphasizes that communication success lies not just in what is said, but in how the message is received, interpreted, and responded to by diverse audiences.

At the interpersonal level, effective communication demands emotional intelligence and empathy (Sinha and Sinha, 2007). This means going beyond the words themselves to understand non-verbal cues, tone of voice, and the emotional context behind the message. Furthermore, in today's global environment, cross-cultural awareness is an inseparable component. Communication norms, etiquette, and styles vary significantly across cultures, and minor misunderstandings can easily lead to conflict or negotiation failure (Kakarla, 2025). The ability to adjust one's communication style to respect and bridge these differences is key to building trust and facilitating international cooperation.

Technological literacy has become the third pillar of modern communication (Sphero, 2024). Digital platforms—from email and video conferencing to social media—have accelerated information exchange but have also introduced new challenges. Digital communication often lacks the richness of non-verbal cues crucial in face-to-face interactions, requiring users to be exceptionally precise and careful in their word choice and message structure (Venter, 2019). This competence includes not only mastering the tools but also understanding digital ethics and the ability to choose the most appropriate communication channel for a specific purpose and audience.

In a professional context, effective communication has emerged as a significant competitive advantage. For leaders, this means inspiring teams, articulating a strategic vision, and managing crises with transparency (Tankosic, Dragovic and Ivetic, 2017). For professionals, it means writing persuasive proposals, delivering engaging presentations,

and negotiating effectively. In every role, strong communication competence enhances efficiency, reduces ambiguity, and directly contributes to better innovation and decision-making, cementing its status as the "hardest soft skill" in the global job market.

Therefore, communication in the 21st century is a dynamic and holistic discipline. It is not a passive skill learned once, but rather a continuous process of lifelong learning. As technology and global demographics continue to evolve, individuals and organizations must constantly evaluate and upgrade their abilities to interact, listen, and convey ideas amidst increasing complexity. Mastering strategic communication is a vital investment that pays dividends in the form of personal, professional, and collective success in an increasingly fragmented and real-time world.

1.2 Definition and Scope of Communication Skills

Communication skills can be broadly understood as a set of core abilities that allow individuals to share information, convey ideas, and express emotions with clarity, accuracy, and ethical responsibility. These skills are not confined to a single mode of interaction; rather, they comprise a multidimensional framework that integrates linguistic, behavioral, cognitive, and technological elements. In essence, communication skills determine how effectively a message is encoded, transmitted, received, and interpreted within various interpersonal, organizational, and societal contexts.

1. Verbal Communication

Verbal communication includes both spoken and written messages. Spoken communication requires clarity in articulation, choice of words, and the ability to adapt tone and register to different audiences. Written communication, meanwhile, demands accuracy, coherence, and the ability to structure ideas in ways that are accessible and persuasive. For example, delivering a presentation in a classroom, writing an academic paper, or drafting a professional email all rely on strong verbal communication skills.

2. Non-verbal Communication

Equally powerful is non-verbal communication, which encompasses body language, facial expressions, eye contact, gestures, posture, and vocal tone. Non-verbal cues often reinforce, complement, or sometimes contradict verbal messages. For instance, maintaining eye contact can signal attentiveness and confidence, while crossed arms may indicate defensiveness. In cross-cultural contexts, understanding non-verbal differences is crucial to avoiding misinterpretation.

3. Listening Skills

Effective communication is not only about expressing oneself but also about receiving and processing messages. Active listening involves paying attention, withholding judgment, clarifying meaning, and demonstrating empathy. In professional settings, good listening skills can prevent conflicts, build trust, and foster collaboration. For example, a counselor or mediator relies heavily on listening to understand underlying needs and concerns.

4. Interpersonal Skills

Interpersonal communication skills facilitate relationship building, teamwork, and conflict resolution. They encompass abilities such as empathy, negotiation, persuasion, and assertiveness. Whether in leadership, education, or healthcare, interpersonal skills enable individuals to connect with others on a deeper level, create rapport, and manage differences constructively. For instance, a teacher motivating students or a manager resolving disputes between employees illustrates the importance of strong interpersonal abilities.

5. Digital and Mediated Communication

In the digital age, communication increasingly occurs through mediated channels such as social media, video conferencing, instant messaging, and collaborative platforms. Digital communication skills involve not only technical proficiency but also critical awareness of ethics, netiquette, and multimodal expression (text, image, video, emoji, etc.). As hybrid and remote interactions become more common, competence in digital communication is vital for sustaining professional effectiveness and social connection.

6. Scope of Communication Skills

The scope of communication skills is broad and intersects with nearly every domain of human activity. In education, they support teaching, learning, and academic collaboration. In professional development, they underpin employability, leadership, and career growth. In healthcare, clear and compassionate communication enhances patient care. In business and diplomacy, negotiation and persuasion skills are central to building trust and achieving shared goals. Even in

everyday community life, communication enables civic engagement and social cohesion.

Ultimately, mastery of communication skills empowers individuals not only to succeed in their professional and academic roles but also to contribute meaningfully to society. By combining clarity of expression with sensitivity to context, communication becomes a bridge that connects ideas, cultures, and generations.

1.3 Relevance in a Globalized and Digital Era

In the contemporary era, communication skills are not merely supportive competencies but strategic assets that determine personal, professional, and societal success. Globalization has interconnected people, institutions, and nations in unprecedented ways, while digital technologies have redefined how information is produced, shared, and consumed. In Indonesia—one of the most culturally diverse nations and the largest digital economy in Southeast Asia—these forces make communication skills indispensable for navigating the complexities of the 21st century.

Globalization has expanded the scope of human interaction well beyond local boundaries. Indonesian university students, for instance, are increasingly involved in international exchange programs and joint research collaborations. Their success depends not only on English language proficiency but also on intercultural sensitivity, enabling them to adapt to diverse norms and expectations. Similarly, Indonesian diplomats negotiating trade agreements within ASEAN or with global partners rely on persuasive language while demonstrating cultural tact to ensure mutual understanding.

Parallel to this, the rise of digital technologies has transformed communication into multimodal, instantaneous, and borderless practices. In Indonesia, the rapid adoption of online learning during the COVID-19 pandemic exemplifies this shift. Teachers and lecturers had to adjust their communication strategies by delivering instructions clearly via Zoom or Google Classroom, maintaining etiquette in online discussions, and creatively engaging students through multimedia tools. A lecturer who integrates visual presentations, interactive polls, and constructive feedback illustrates how traditional teaching is enriched by digital communication skills.

The professional and business landscape in Indonesia further underscores the importance of communication competence. Digital startups such as Gojek, Tokopedia, and Ruangguru have become emblematic of Indonesia's growing role in the global economy. Their success relies heavily on effective online communication with customers, investors, and international partners. Customer service representatives must engage empathetically through digital platforms, while startup founders are tasked with pitching ideas persuasively to global stakeholders. These examples highlight that communication is at the core of entrepreneurship and innovation in the digital era.

In governance and civic life, communication also plays a pivotal role. Indonesian government agencies increasingly use social media and other digital platforms to reach citizens. The National Disaster Management Authority (BNPB), for instance, delivers real-time alerts during natural disasters through Twitter, while the Ministry of Health has conducted nationwide campaigns on COVID-19 vaccination through multimedia channels. Yet, the same digital environment also exposes challenges such as misinformation and hoaxes, underscoring the need for

critical literacy and ethical responsibility in communication practices.

At the societal level, Indonesia's rich multiculturalism further illustrates the complexity of communication in a globalized era. In a postgraduate classroom, students from different provinces may bring distinct communication styles—some more direct, others more indirect—reflecting their local cultural backgrounds. A lecturer who can balance these styles and encourage inclusive dialogue demonstrates the importance of intercultural competence within national as well as globalized educational settings.

Therefore, Indonesia's dynamic position—bridging tradition and modernity, local identity and global engagement—underscores the heightened relevance of communication skills in this era. Those who cultivate both interpersonal sensitivity and digital literacy are not only better equipped to thrive within Indonesia's diverse society but also positioned to contribute meaningfully to global cooperation, sustainable development, and social harmony.

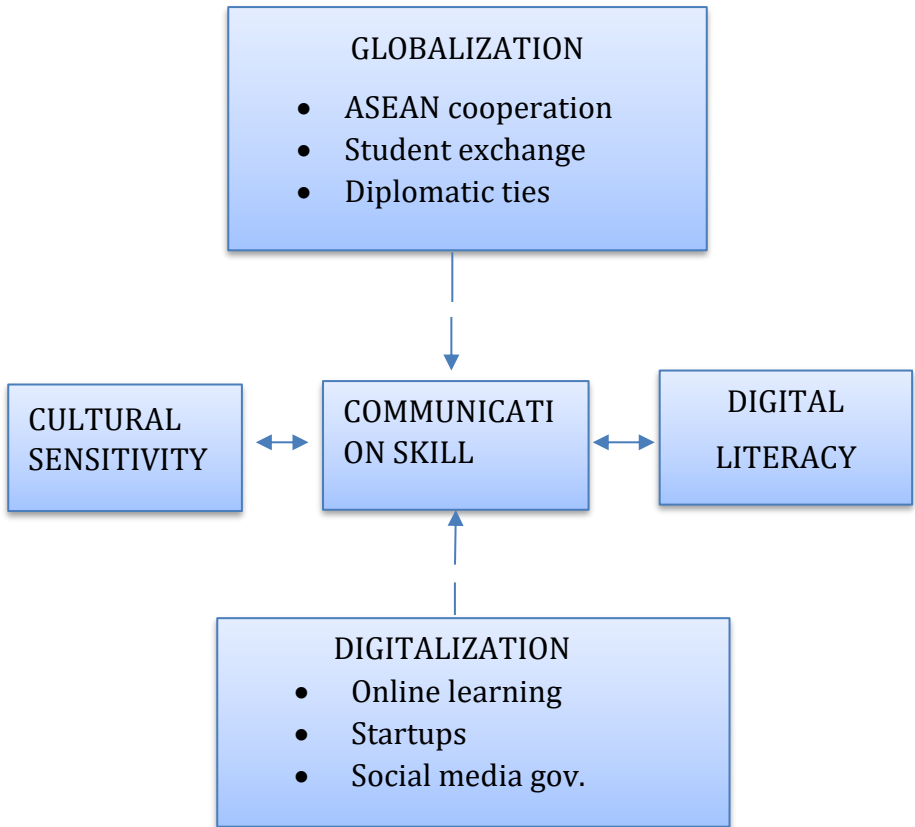


Figure 1. 1 Communication Skills in the Globalized and Digital Era

This conceptual model illustrates how communication skills serve as the central bridge between globalization and digitalization. Globalization in Indonesia is reflected through ASEAN cooperation, international student exchanges, and diplomatic engagement with global partners. On the other side, digitalization reshapes communication through online learning, the growth of digital startups such as Gojek, and the increasing use of social media by government agencies.

At the intersection of these two forces lies the need for robust communication skills, strengthened by cultural sensitivity and digital literacy. For example, an Indonesian lecturer teaching a joint online class with an overseas university must not only use clear digital communication tools but also adapt to cultural expectations of students from different backgrounds. Thus, communication is both the connector and the enabler of Indonesia's active participation in the globalized, digital era.

EDUCATION

- Online learning (Zoom, LMS, Google Classroom)
- Multicultural classrooms across provinces
- English proficiency for global collaboration

BUSINESS & ENTREPRENEURSHIP

- Digital startups (Gojek, Tokopedia, Ruangguru)
- Customer service through digital platforms
- Investor pitching and international partnerships

GOVERNANCE & CIVIC LIFE

- BNPB disaster alerts via Twitter
- Ministry of Health vaccination campaigns
- Combating misinformation and hoaxes

DIPLOMACY & GLOBAL RELATIONS

- ASEAN negotiations
- International trade and cultural diplomacy
- Student exchanges and research collaborations

Figure 1. 2 Indonesian Context of Communication Skills

This figure 1.2 highlights four major domains where communication skills play a vital role in Indonesia: education, business, governance, and diplomacy.

In education, digital communication became indispensable during the pandemic, when teachers shifted to online platforms such as Zoom, Google Classroom, and other learning management systems. Multicultural classrooms across provinces also require sensitivity to diverse communication styles, while international collaboration demands strong English proficiency.

In business and entrepreneurship, digital startups like Gojek, Tokopedia, and Ruangguru demonstrate how communication underpins customer service, investor relations, and international partnerships. Persuasive pitching, empathetic responses to customer feedback, and clarity in digital transactions all hinge on communication competence.

In governance and civic life, agencies like BNPB (National Disaster Management Authority) use Twitter to deliver real-time disaster alerts, while the Ministry of Health's vaccination campaigns relied on multimedia strategies. These examples show how communication supports trust and compliance, though challenges such as misinformation also highlight the need for critical literacy.

In diplomacy and global relations, Indonesian representatives engage in ASEAN negotiations, international trade agreements, and cultural diplomacy. Here, effective communication ensures mutual understanding, builds trust, and strengthens Indonesia's position on the global stage.

Together, these domains demonstrate that communication skills are not abstract ideals but lived practices shaping Indonesia's development across multiple sectors.

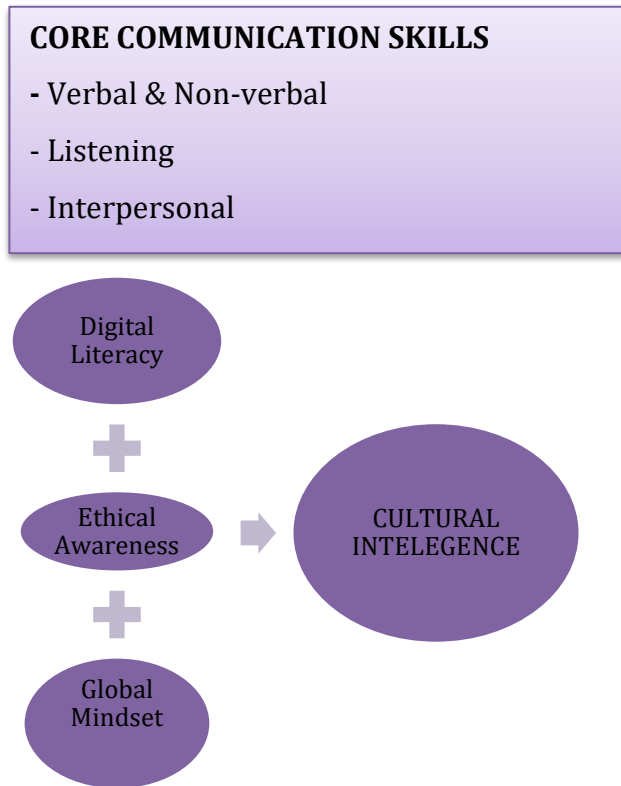


Figure 1.3 Skills Framework for the Era

The third framework (Figure 1.3) shows how traditional communication abilities—verbal, non-verbal, listening, and interpersonal skills—must be expanded to meet contemporary demands. These foundational skills remain central but are no longer sufficient on their own. To thrive in the globalized and digital era, Indonesians must integrate four complementary dimensions:

1. Cultural Intelligence, to navigate Indonesia's own diversity as well as global multicultural interactions.
2. Digital Literacy, to use online platforms effectively, ethically, and creatively.

3. Ethical Awareness, to ensure responsible communication, whether in combating hoaxes or maintaining professionalism online.
4. Global Mindset, to approach issues with openness, adaptability, and collaborative spirit across borders.

For example, an Indonesian startup founder pitching to an international investor must demonstrate verbal clarity, persuasive non-verbal cues, and interpersonal rapport. Yet equally important is their ability to adapt culturally, leverage digital tools, uphold ethical transparency, and situate their vision within a global framework. This integration of traditional and modern skills forms the essence of communication competence in today's Indonesia.

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CHAPTER 2

EFFECTIVE SPEAKING AND LISTENING SKILLS

By Ulfah Syam

Language serves as a powerful medium of communication. It is as a tool for communication among individuals and plays a crucial role in human life, as everyone relies on language to interact and connect with others. Learning a new language provides an additional perspective, offering a broader view of the world. Mastery of language opens the path to knowledge and understanding. Through language, people are able to exchange thoughts and ideas with one another.

To achieve fluency in any language, learners must master the four fundamental skills—Listening, Speaking, Reading, and Writing (LSRW). Listening and Reading are receptive or input skills, while Speaking and Writing are productive or output skills.

Throughout history, effective speaking and listening have been essential elements of human interaction and societal development. These communication skills facilitate the sharing of ideas, promote understanding, and strengthen interpersonal and professional relationships.

Phiri (2013) describes effective communication as an interaction that enables both the speaker and listener to achieve their intended objectives. In other words, communication becomes effective when information is transmitted clearly, accurately, and meaningfully between individuals. Achieving mutual understanding between the speaker and the listener is the cornerstone of effective communication. Strong speaking and listening abilities therefore serve as the foundation for success in academic, social, and professional contexts.

Listening is more than simply hearing; it is an active process of understanding, interpreting, and responding to verbal and nonverbal messages. According to *Effective Listening Skills* (2020), effective listening involves displaying genuine interest, maintaining attention, and providing feedback to confirm understanding.

However, mastering them requires intentional effort, practice, and awareness of potential obstacles. This chapter defines effective speaking and listening, explores their key guidelines, and identifies the barriers that commonly hinder their effectiveness.

Effective communication requires both the ability to express oneself clearly (speaking) and to interpret and respond appropriately to others (listening). Unfortunately, traditional language teaching in many contexts often emphasizes grammatical accuracy and reading comprehension, leaving oral communication underdeveloped. In recent years, however, there has been a shift toward communicative approaches that prioritize the integration of speaking and listening.

Speaking refers to an individual's capacity to articulate words that convey ideas and opinions. It holds a vital role in human life, serving as one of the most essential yet

challenging skills to acquire and teach in language learning (Pakula, 2019).

Through speaking, individuals are able to communicate their thoughts and express their viewpoints effectively. Rajitha (2019) also highlights that speaking is a fundamental and highly efficient form of human communication, as it enables the exchange of ideas, opinions, perspectives, and various types of information. Among all aspects of language learning, speaking is regarded as the most crucial process.

This chapter discusses the theoretical background of effective speaking and listening skills, explores their interconnection, and presents pedagogical approaches and classroom strategies for fostering these abilities among university students. The discussion also includes examples of classroom activities, challenges faced by teachers and learners, and practical recommendations for improving communicative competence in higher education settings.

2.1 The Nature of Effective Speaking

Speaking is a productive skill that involves generating and conveying meaning through language. According to Brown (2001), speaking is an “interactive process of constructing meaning that involves producing, receiving, and processing information.” It requires not only linguistic competence but also strategic, pragmatic, and sociolinguistic knowledge.

Effective speaking is the ability to convey messages in a clear, engaging, and purposeful manner that elicits understanding and, when appropriate, action. It requires constant practice in different contexts. Language proficiency implies the ability to communicate confidently, clearly, and effectively.

Stanton (1982) categorizes speaking skills into personal qualities such as confidence, enthusiasm, and integrity and vocal qualities such as pitch, volume, tone, and clarity. Both categories work together to shape how a speaker connects with an audience.

According to Hymes (1972), Effective speaking is characterized by several core elements:

1. **Empathy** – Understanding others' perspectives helps the speaker relate meaningfully to the audience. Empathy fosters trust and emotional connection.
2. **Clarity** – The ability to communicate ideas in a logical, using clear, concise, and well-organized language ensures that the audience can easily follow and understand the message.
3. **Fluency** – The smooth flow of speech without unnatural pauses or hesitation.
4. **Accuracy** – The correct use of grammar, vocabulary, and pronunciation.
5. **Confidence** – The psychological readiness to speak clearly and assertively.
6. **Appropriateness** – The ability to use language suitable to context, audience, and purpose.
7. **Sincerity** – Authenticity builds credibility and allows the speaker to appear genuine and confident.

Relaxation – Maintaining composure reduces nervousness and enhances vocal delivery.

8. **Eye Contact** – Looking at the audience signals confidence, honesty, and attentiveness.
9. **Appearance** – Proper dress and grooming reflect respect and professionalism.

- 10. Posture** – An upright and open posture supports good breathing and positive audience perception.
- 11. Mechanics of Speech** – Effective articulation, pronunciation, and modulation are vital for clarity.
- 12. Pitch and Volume** – Appropriate variation in pitch and controlled volume sustain listener interest.

Harmer (2007) notes that fluency and accuracy must be balanced. Excessive focus on accuracy may inhibit spontaneous communication, while overemphasis on fluency may lead to fossilized errors. Effective speaking instruction should therefore integrate both aspects through meaningful tasks that encourage real-life use of language.

In higher education, students need speaking skills not only for everyday interaction but also for academic purposes such as presentations, group discussions, and seminars. Teachers should design speaking activities that mirror authentic communication situations and provide feedback that enhances learners' confidence and self-regulation

2.1.1 Barriers of Speaking

For many students, speaking involves expressing thoughts verbally, which often causes anxiety. Common barriers include shyness, fear of making mistakes, lack of confidence, and nervousness about others' perceptions.

a. Shyness

Shyness is a major emotional obstacle that prevents students from speaking in English. Many feel embarrassed or afraid of being laughed at, which makes their minds go blank during communication. This emotional discomfort often stems from low self-esteem and limited speaking ability.

To overcome shyness, learners should:

- Build self-confidence and adapt to new situations.
- Maintain eye contact and a friendly posture.
- Smile and engage with people regularly.
- Identify and gradually face anxiety-inducing situations.
- Practice speaking frequently with familiar individuals.

Shyness is not a permanent trait—it can be overcome with willpower, consistent practice, and self-motivation.

b. Lack of Confidence

Fear of speaking in public often arises from low confidence. Many people feel anxious when addressing others, but this can be improved through:

- Personal grooming and appropriate presentation.
- Expanding one's knowledge and language use.
- Accepting constructive criticism.
- Using formal and clear language suited to the situation.

c. Anxiety

Horwitz defines anxiety as a feeling of tension or nervousness caused by an overactive nervous system. Communication apprehension refers to the fear of speaking in front of others, often linked to self-perception and cultural or linguistic factors. Common causes include poor preparation, over-

preparation, fear of audience judgment, and lack of self-assurance.

To manage speaking anxiety:

- Identify and understand one's own anxious feelings.
- Share these experiences with others to normalize them.
- Focus on delivering the message rather than fearing mistakes.
- Teachers should create supportive classroom environments and use relaxation techniques to help students reduce anxiety.

d. Fear of Making Mistakes

The fear of errors, especially in pronunciation or grammar, often stops students from speaking. This fear of embarrassment can lead to physical symptoms such as a dry mouth, rapid heartbeat, or trembling. To overcome this:

- Prepare thoroughly before speaking.
- Rehearse key points.
- Maintain a positive mindset toward the audience.
- Stay calm before and after presentations.

2.2 The Nature of Effective Listening

Listening is more than simply hearing; it is an active process of understanding, interpreting, and responding to verbal and nonverbal messages. It is a receptive skill that involves active construction of meaning from spoken input.

According to Brown (2006), listening is “an active process of constructing meaning from spoken input.” It is a vital communicative skill that encompasses several interrelated dimensions—cognitive, affective, and behavioral. It involves complex **cognitive processes**, such as understanding and interpreting messages; **affective processes**, such as maintaining motivation and emotional engagement; and **behavioral processes**, such as providing appropriate verbal and nonverbal feedback.

Active listening is a vital component of effective communication. A common misunderstanding among learners is the confusion between *hearing* and *listening*. Hearing simply involves perceiving sound or recognizing that someone is speaking, while listening goes beyond that it. It requires understanding, interpreting, and retaining the information that is heard. Hearing is a passive process, whereas listening is **active**. A passive listener functions much like a recording device, capturing sounds without processing their meaning.

Retaining what has been heard is a crucial stage in the listening process. Memory plays an essential role because it allows listeners to construct meaning from the words they hear. During listening, individuals rely on memory to fill in gaps and interpret messages. However, because each person’s memory is unique, speakers and listeners may sometimes assign different meanings to the same statement.

Despite its importance, memory is inherently fallible, and people cannot recall everything they have ever heard. Several factors contribute to forgetting information. One common cause is **cramming**, in which large amounts of information are stored temporarily in short-term memory. Once the immediate need for that information passes, it is often discarded before being transferred into long-term memory. Another reason for poor retention is inattention.

When individuals fail to focus on incoming information or fail to recognize its significance, they are less likely to remember it. A lack of motivation at the time of listening can also hinder the ability to recall information accurately.

On the other hand, using information immediately after receiving it strengthens retention and reduces forgetting. In contrast, mindless listening, where little effort is made to process the speaker's message, weakens memory. Effective retention therefore requires mindful, active listening, which involves intentional focus, engagement, and the conscious effort to understand and internalize what has been heard.

Effective listening involves not only hearing words but also interpreting, understanding, and responding to the message conveyed by the speaker (Brownell, 2012). It is as a process involving both *bottom-up* (decoding linguistic input) and *top-down* (using background knowledge and context) processing. Effective listeners predict, infer, and evaluate the speaker's message using both cognitive and affective engagement (Anderson and Lynch, 1988). Thus, effective listening is not a passive activity but a multidimensional process that engages the mind, emotions, and behavior of the listener.

2.2.1 Cognitive Characteristics of Effective Listening

The cognitive dimension of listening involves the mental effort to comprehend, interpret, and evaluate information accurately. Key cognitive traits include probing, paraphrasing, and summarizing. These skills are demonstrated when listeners ask follow-up or clarification questions, restate the speaker's ideas in their own words, or provide concise summaries of what has been discussed. Such actions reflect active mental engagement and indicate that the listener is striving to grasp the intended meaning of the communication.

2.2.2 Affective Characteristics of Effective Listening

The affective dimension refers to the emotional and attitudinal aspects of listening, which include focusing attention, acceptance, and empathy. Effective listeners demonstrate affective involvement by dedicating their full attention to the speaker and receiving messages with openness and emotional understanding. Listening with empathy means refraining from imposing personal judgments, biases, or emotions on the speaker's message. It also involves accepting the communication as it is, without simultaneously preparing a response, thereby allowing for genuine understanding and emotional connection.

2.2.3 Behavioral Characteristics of Effective Listening

The behavioral component of effective listening is expressed through observable actions that signal attentiveness and engagement. Nonverbal behaviors such as eye contact, upright posture, nodding, and other positive body gestures convey attentiveness and respect. In addition, listeners can demonstrate active participation by offering constructive feedback, asking exploratory questions, or suggesting alternative perspectives and solutions, thereby enriching the dialogue and deepening understanding.

2.3 Barriers in Listening

However, various barriers often prevent individuals from listening effectively. These barriers may be physical, psychological, physiological, or semantic, and they can significantly hinder understanding and meaningful communication.

1. Physical Barriers

Physical barriers are external factors that disrupt the listening process. These include environmental distractions such as noise, poor acoustics, or physical distance between the speaker and listener (Adler *et al.*, 2018). For instance, listening in a crowded or noisy environment makes it difficult to focus on the speaker's message. Similarly, technological interference, such as poor internet connection during online meetings, can distort or interrupt communication.

2. Psychological Barriers

Psychological barriers refer to mental or emotional factors that affect concentration and comprehension. Stress, anxiety, anger, or preconceived biases may cause listeners to focus on their emotions rather than the message (Rajitha & Alamelu, 2020). When listeners become defensive or prejudiced against the speaker's ideas, they may engage in selective listening—hearing only what aligns with their beliefs and ignoring the rest. Such barriers often lead to misunderstandings and conflict.

3. Physiological Barriers

These barriers are related to the listener's physical condition. Fatigue, illness, or hearing impairments can reduce one's ability to process spoken information (Nichols & Stevens, 2015). For example, a tired or hungry individual may struggle to maintain attention during a lecture or conversation, which results in incomplete or inaccurate understanding of the message.

4. Semantic Barriers

Semantic barriers occur when the meaning of words or phrases is misinterpreted due to differences in

language, vocabulary, or cultural context (Harmer, 2007). Listeners may fail to understand technical jargon, idioms, or unfamiliar accents, which leads to confusion. Effective communicators must therefore clarify meanings, avoid ambiguous terms, and adapt language to suit their audience.

5. Environmental and Technological Barriers

In the modern digital era, communication often occurs through online platforms, where issues such as background noise, multitasking, or lack of visual cues can disrupt listening. As Pakula (2019) notes, attentiveness and engagement are crucial for maintaining understanding during mediated communication.

Overcoming these barriers requires conscious effort and active engagement. Listeners can improve comprehension by maintaining eye contact, minimizing distractions, and practicing empathy and open-mindedness (Brown, 2001). Reflective techniques such as paraphrasing and summarizing can also help verify understanding and promote effective communication.

2.3 Teaching Effective Listening

In an interactive classroom environment, both teachers and students must develop effective listening abilities. Mastering listening skills enhances academic learning by enabling students to better comprehend course material, formulate insightful questions, and engage in critical thinking. Beyond the classroom, strong listening competence contributes to personal growth and professional success. This is especially crucial for learners for whom the language of instruction is not their native language.

Given that listening involves cognitive, affective, and behavioral processes, fostering effective listening habits among students requires instructors to integrate strategies that address all three dimensions. By explicitly teaching and modeling these listening behaviors, educators can help learners become more attentive, empathetic, and responsive communicators

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CHAPTER 3

PERSUASIVE COMMUNICATION AND ETHICAL NEGOTIATION

Oleh E. Wityasminingsih

3.1 Beyond the Transaction

For too long, negotiation has been viewed as a high-stakes, competitive sport—a battle of wills where the savviest, most aggressive player wins. This perspective is fundamentally flawed, especially in a business world defined by long-term partnerships and reputation. This chapter argues that the accurate measure of a successful negotiator lies not just in their ability to influence the outcome but in their unwavering commitment to integrity while doing so. We are moving beyond the transactional deal toward sustainable, value-creating relationships (Fisher & Ury, 1981). We will explore how to harness the deepest psychological drivers of influence without resorting to cheap tricks or deception. This fusion of powerful persuasion techniques and a resolute ethical core is not just good morality; it is innovative business, building the relational capital essential for enduring success across all markets, including the relationship-focused cultures found globally and in contexts like Indonesia (Ma & Mclean Parks, 2012).

3.2 The Conversational Core: Why People Say "Yes"

Persuasion in negotiation is fundamentally about understanding *why* your counterpart will agree to a proposal. It is about building a compelling case, not dictating terms.

3.2.1 Rethinking the Rhetorical Triangle as a Bridge

We must stop seeing persuasion as a tool to impose our will and start seeing it as a bridge built between two sets of interests. That bridge stands on three pillars:

- **Logos (The Facts and Clarity):** This is the sheer intellectual horsepower of your argument. In our fast-paced, digital environment, your facts must be laser-focused. Whether you are communicating via email or video, a logical, data-driven argument is often the only thing that cuts through the noise (Liu, 2024; Fells, 2016).
- **Pathos (The Shared Feeling):** Do not manipulate emotions; connect with them. Use empathy to understand their pain points, anxieties, or aspirations. This genuine connection fosters goodwill, a crucial element, especially in non-Western negotiation settings (Siagian, Nurkarim, & Maharani, 2024).
- **Ethos (Your Trustworthiness):** If they do not trust you, nothing else matters. Ethos is your history, your preparation, and your reputation. It is the invisible currency that allows you to make bold claims (Wade, 2008).

3.2.2 The Power of Perspective: Framing the Choice

How you *present* an option is often more important than the option itself. This is the **Framing Effect** (Wafik, 2023). Are you framing a new security system in terms of faster service, or in terms of the **loss** of critical data if they *do not* buy it?

Behavioral economics teaches us that people are intrinsically motivated by loss avoidance (Tversky & Kahneman, 1981). An ethical negotiator uses this knowledge not to scare, but to illuminate the *real* risks of inaction, thus ensuring the counterpart makes a comprehensive decision.

3.3 Ethical Influence: The Psychology of Automatic Agreement

Dr. Robert Cialdini's seminal work, *Influence: The Psychology of Persuasion* (1993), outlines six universal principles that automatically guide human decision-making. Negotiators must understand how to leverage these principles ethically. Robert Cialdini's principles are the closest thing we have to a 'user manual' for the human brain (Cialdini, 1993). Our ethical duty is to use these triggers to facilitate agreement, not to exploit vulnerabilities.

Table 3. 1 Integration of Cialdini's Principles of Persuasion into Ethical Negotiation Applications

Principle	Description	Ethical Application in Negotiation
Reciprocity	The obligation to give back when you receive a favor	Offer unexpected, personalized concessions or share valuable, non-critical

Principle	Description	Ethical Application in Negotiation
	(Cialdini, 1993).	information first to build trust and encourage a return gesture (Cialdini, 1993).
Commitment & Consistency	People want to be seen as consistent with their prior statements or actions.	Secure small, non-binding agreements early on (e.g., agreeing on the metrics for success) to increase the likelihood of agreeing to a larger proposal later.
Social Proof	People follow the lead of others, especially those they perceive as similar to themselves.	Cite examples of how similar, reputable clients/competitors have successfully adopted the proposed solution (Cialdini, 1993).
Authority	People follow the lead of credible experts.	Clearly communicate your relevant expertise or that of your team (Ethos) before the negotiation begins (Cialdini, 1993).
Liking	People are more easily persuaded by those they like, who are similar, or who offer compliments.	Build genuine rapport through active listening, identify common ground, and offer sincere compliments (Siagian <i>et al.</i> , 2024).

Principle	Description	Ethical Application in Negotiation
Scarcity	Opportunities seem more valuable when they are less available.	Highlight the unique or limited-time benefits of the offer based on genuine constraints, emphasizing what the counterpart stands to lose if they do not act now (Cialdini, 1993).

Source: Cialdini (1993) & Siagian *et al.* (2024)

3.3.1 Reciprocity and Liking: The Relational Engine

In the high-stakes arena of negotiation, many view the process as a cold exchange of numbers and complex logic. However, beneath every signed contract lies a complex web of human psychology. While facts and figures provide the "bones" of a deal, the **Relational Engine**—powered by the twin principles of **Reciprocity** and **Liking**—provides the fuel.

- **Reciprocity:** Offer something of genuine, unexpected value early on. Share non-critical market intelligence or a custom solution sketch. This creates a sincere psychological debt that fosters goodwill and encourages your counterpart to listen to your proposal openly. This is fundamentally different from a transactional, "I give you this, you give me that" exchange.
- **Liking:** We naturally negotiate better with people we like. Be genuine. Identify common interests, offer sincere compliments, and practice deep, engaged listening. In high-context cultures like

Indonesia, prioritizing rapport-building (*Membangun Rapport*) is a necessary precursor to substantive talks (Samtidar & Samtidar, 2023).

3.3.2 Authority, Social Proof, and Consistency

While rapport and connection open the door to negotiation, the weight of a proposal ultimately rests on its perceived reliability. To move from a pleasant conversation to a firm commitment, a negotiator must establish a foundation of trust that transcends personality. This is achieved through the structural pillars of **Authority**, **Social Proof**, and **Consistency**.

- **Authority:** If you have done your homework, you are an authority on the subject. Communicate this confidence and expertise (*Ethos*) clearly and humbly.
- **Social Proof:** Humans are inherently social. Showing that other reputable, similar companies have embraced your solution validates the risk. *Ethical Note:* Cite verifiable examples; fabrication of references is an immediate and catastrophic breach of trust.
- **Commitment and Consistency:** Start with small agreements. Ask, "Do you agree that improving efficiency by 10% is our mutual goal?" Once they commit to that goal, it is psychologically easier for them to remain consistent by agreeing to the means (your product) to achieve it.

3.3.3 Scarcity (Highlighting Missed Opportunity)

Psychologically, humans are more motivated by the threat of loss than the prospect of an equivalent gain—a

concept known as loss aversion. By highlighting unique benefits, limited-time windows, or exclusive resources, a negotiator creates a sense of urgency that compels the counterpart to move. However, when applied ethically, Scarcity is not about creating "fake" pressure; it is about transparently communicating genuine constraints and the high cost of inaction. This section explores how to frame your offer as a rare opportunity, ensuring that the counterpart recognizes that the window for a mutually beneficial deal will not remain open indefinitely.

In the final stages of a negotiation, even the most logical proposal can stall due to indecision or the comfort of the status quo. The principle of **Scarcity** serves as the necessary catalyst for action, shifting the focus from what can be gained to what is at risk of being lost. **Scarcity**: If an offer genuinely has a time limit or resource constraint (e.g., "We only have two production slots left this quarter"), communicate it clearly. Ethically, this must be a genuine constraint based on production capacity, not a fabricated panic button. Highlighting what the client stands to lose if they delay can be a powerful, honest motivator.

3.4 The Ethical High Ground: Navigating the Grey Areas

Every negotiator faces temptation. True professionalism lies in having a pre-set ethical compass.

3.4.1 When Puffery Becomes Deception

In the competitive landscape of negotiation and marketing, there is a long-standing tradition of "puffery"—the use of glowing exaggerations and

subjective claims to promote a product or position. We often accept this as part of the "sales game," expecting a certain level of promotional flair. However, there is a razor-thin line between highlighting the best version of the truth and crossing into the territory of active deception.

The transition from puffery to deception occurs when the intentional misrepresentation of material facts replaces subjective praise. When a negotiator allows a counterpart to rely on false data, hidden constraints, or manufactured scarcity, the foundation of trust is not just cracked—it is dismantled. This section examines the legal and moral tipping point where persuasive "sales talk" evolves into unethical manipulation. By understanding this boundary, negotiators can protect their professional reputation and ensure that their influence remains rooted in integrity rather than illusion.

- **The Misrepresentation Trap:** One of the most common unethical acts is lying about one's BATNA (Best Alternative to a Negotiated Agreement). Inflating your other offers to increase leverage is a calculated risk that, if exposed, destroys Ethos permanently (Robinson *et al.*, 2000).
- **The Line in the Sand:** It is generally accepted to be vague about your reservation price ("I cannot tell you my bottom line"), but it is legally and morally reckless to lie about a material fact ("Our product costs X to produce," when it actually costs X-Y). Lying about facts risks litigation and shatters trust (Bitterly & Schweitzer, 2020).

3.4.2 Choosing Your Ethical Guide

In the complex machinery of human influence, the tools of persuasion are inherently neutral; like a compass, they can lead toward a shared destination or deep into a wilderness of manipulation. As we master the principles of psychological influence, the most critical decision we face is not *which* tactic to use, but which Ethical Framework to inhabit.

"Choosing Your Ethical Guide" is the process of defining the non-negotiable boundaries that protect your professional reputation and your counterpart's interests. It involves moving beyond the question of "Can I win this point?" to "Should I win it this way?" This section serves as a reflective anchor, examining the various ethical schools of thought—from utilitarianism to virtue ethics—and how they apply to modern negotiation. By selecting a clear ethical guide, you ensure that your influence is not just effective in the short term but honorable in the long term, transforming you from a mere tactician into a trusted leader.

When facing a dilemma, rely on established frameworks (French *et al.*, 2002):

- **Deontology (The Rule):** What if everyone did this? If the answer is chaos, do not do it. Follow universal, non-negotiable rules, such as honesty.
- **Utilitarianism (The Outcome):** Does this tactic maximize the benefit for the largest number of stakeholders, including the long-term health of the relationship? This supports the search for win-win outcomes (Fisher & Ury, 1981).
- **Virtue Ethics (The Character):** What action reflects the highest professional character?

Integrity, courage, and fairness are the virtues that sustain a career (Siagian *et al.*, 2024).

3.4.3 The Enduring Value of Reputation

Think of your reputation as the ultimate, non-renewable resource. Unethical actions generate a **Reputation Deficit** that reduces future leverage and cooperation. Conversely, consistent integrity pays a **Reputation Dividend**, making future deals smoother and more profitable (Ma & Mclean Parks, 2012).

3.5 Contextualizing Persuasion: Global and Local Insights

Persuasion is a universal human activity, but it is never practiced in a vacuum. While the psychological triggers of influence remain constant across the human species, the "social software" through which they operate varies dramatically across borders. To be an effective negotiator in a globalized world, one must master the art of Contextualization—the ability to bridge the gap between universal global principles and nuanced local realities.

It explores the intersection of global persuasion theories, such as Cialdini's universal pillars, and the specific cultural mandates of local environments. We examine how a "logical" argument in New York may be perceived as "aggressive" in Jakarta, and how "authority" in a flat organizational structure differs from "authority" in a high-power-distance culture. By contextualizing our insights, we move away from a "one-size-fits-all" approach to a more sophisticated, culturally intelligent model. This dual-lens perspective allows us to honor global professional standards while respecting local traditions, values, and social hierarchies that ultimately determine whether a proposal is

embraced or rejected. Persuasive effectiveness is always contextual. Recent research highlights key differences in application across global and specific regional markets.

3.5.1 The Shift to Logic in Digital Spaces

As negotiation and persuasion migrate from face-to-face interactions to the digital realm, the "relational engine" of physical presence—body language, eye contact, and shared atmosphere—often fades into the background. In the absence of these social cues, the burden of persuasion shifts. In the digital space, the "Relational Engine" must be reinforced or replaced by a **Logical Framework**, where clarity, data, and structured reasoning become the primary drivers of influence.

Digital environments demand a higher level of cognitive rigor. Because stakeholders can easily cross-reference claims, archive communications, and analyze data at their own pace, the "soft" elements of persuasion must be anchored by "hard" logic. This shift does not mean empathy is lost; instead, it means that trust is now built through the transparency of information and the undeniable flow of a well-constructed argument. This section explores how to navigate this transition, ensuring that your digital presence leverages the power of *Logos* to command authority in an increasingly virtual world.

Digital negotiation tools (email, video) strip away much of the body language and immediate feedback necessary for *Pathos*. This mandates that negotiators become exceptionally adept at conveying their message through **Logos**—transparent, robust, and verifiable data—making the quality of the argument itself the primary persuasive tool (Liu, 2024).

3.5.2 Persuasion and the Indonesian Context

While the universal principles of persuasion provide a robust psychological framework, their effectiveness is ultimately filtered through the lens of culture. In the Indonesian context, persuasion is not merely a transaction of logic or a display of authority; it is a delicate social dance governed by the values of **Harmoni** (harmony) and **Kekeluargaan** (the family principle). To persuade effectively in Indonesia is to navigate a landscape where *how* something is said is often more important than *what* is being said.

In this high-context culture, the "Relational Engine" takes on a deeper meaning. Principles like **Reciprocity** are manifested through *Gotong Royong* (mutual cooperation), and **Liking** is rooted in the long-term cultivation of *Silaturahmi* (strengthening social ties). Furthermore, the concept of *Mencari Mufakat* (reaching a consensus) dictates that persuasion should never be aggressive or confrontational, but rather a collective journey toward a win-win outcome. This section examines how global influence strategies must be adapted to honor Indonesian social norms—prioritizing face-saving, indirect communication, and the vital role of interpersonal trust in securing professional commitment.

- **Relational Primacy:** In Indonesia, successful business communication often places a high value on **relationship maintenance** (Liking) and cultural sensitivity. Persuasion is typically soft-sell and indirect, building a stable foundation before presenting challenging demands.
- **Ethical Transparency:** Companies operating in areas like Yogyakarta demonstrate the value of **Ethical Transparency**, using clear, succinct, and

accessible communication to strengthen customer loyalty, directly linking clear Logos with relationship security (Amborowati & Nurdiarti, 2024).

- **Data Integration:** As the economy matures, the use of **Logos** is becoming more sophisticated, with organizations strategically using market data to argue for their value proposition persuasively, but this is always tempered by the need for harmonious negotiation (Shaddiq *et al.*, 2021).

3.6 Building the Sustainable Agreement

The accurate measure of a successful negotiation is not found in the moment a pen touches paper, but in the months and years that follow. Many negotiators make the mistake of focusing on "closing the deal," treating the signature as the finish line. However, a "yes" obtained through pressure, omission, or lopsided power dynamics is often fragile and prone to collapse. To transition from a mere transaction to a **Sustainable Agreement**, the focus must shift toward durability, equity, and mutual accountability.

A sustainable agreement is built on the foundation of all the persuasive principles—logic, empathy, authority, and reciprocity—integrated into a framework that survives the "honeymoon phase" of a new partnership. It requires anticipating potential friction points, defining clear paths for conflict resolution, and ensuring that both parties remain incentivized to uphold their commitments long after the negotiators have left the room. This final section explores strategies for "future-proofing" your outcomes, ensuring that today's victory becomes the cornerstone of a lasting, resilient professional relationship. The goal is a mutually beneficial outcome, achieved with influence, not coercion.

3.6.1 The Interests-Based Persuasion Model

At the heart of every enduring agreement lies a fundamental shift in perspective: moving away from rigid positions and toward underlying needs. While traditional persuasion often focuses on "winning" an argument, the **Interests-Based Persuasion Model** seeks to solve a puzzle. It operates on the principle that what people *say* they want (their position) is often merely a surface-level manifestation of what they truly *need* (their interest).

By moving beyond the "tug-of-war" of demands, this model utilizes persuasion as a tool for discovery. It aligns the persuader's goals with the counterpart's motivations—whether those are financial security, professional recognition, or risk mitigation. When we persuade through the lens of interests, we transform the negotiation from a competitive battle into a collaborative search for value. This section explores how to peel back the layers of a negotiation to uncover hidden drivers, ensuring the final "yes" is not just a concession but a mutually beneficial solution that addresses the core concerns of all parties.

The most elegant persuasive move is convincing the counterpart that your solution is the best way to satisfy their deepest **interests**, even if it means moving away from their stated **position** (Fisher & Ury, 1981). This requires asking incisive *why* questions until the underlying need is revealed.

3.6.2 Leveraging Emotional Intelligence (EQ)

If logic is the blueprint of a negotiation, then **Emotional Intelligence (EQ)** is the atmosphere in which that blueprint is debated. High-stakes discussions are rarely purely rational; they are charged with

unspoken anxieties, ego, and the human need for validation. To leverage EQ is to move beyond the "what" of a conversation and master the "how"—the ability to read the room, regulate one's own reactions, and navigate the emotional undercurrents that can either derail a deal or solidify a partnership.

Integrating EQ into persuasion means recognizing that a counterpart's resistance is often an emotional signal rather than a logical rejection. By utilizing **self-awareness**, **empathy**, and **social regulation**, a negotiator can transform tension into trust. This section explores how mastery of one's internal state and keen observation of others' emotional needs constitute the ultimate "soft power." In an era of automated data and digital logic, the ability to connect on a profoundly human level remains the most sophisticated and irreplaceable tool in a negotiator's arsenal.

Your ability to control your own reaction to a lowball offer and genuinely understand the anxiety behind your counterpart's stance (EQ) is often more persuasive than any data point (Milton *et al.*, 2020). Using empathy (Pathos) to manage conflict creates the safety required for the counterpart to be open to a creative, integrative solution (Volkema *et al.*, 2004).

3.6.3 Ethical Case Study: Reciprocity and the Win-Win Pivot

Theory provides the map, but case studies provide the terrain. While the principle of **Reciprocity** is often discussed in abstract terms, its true power—and its ethical pitfalls—are best understood through real-world application. In the heat of a complex negotiation, the impulse to "give to get" can either lead to a

manipulative "tit-for-tat" cycle or catalyze a **Win-Win Pivot**.

This section examines a case study in which the traditional use of reciprocity was transformed from a simple trade-off into a strategic opening. By offering a high-value, low-cost concession at a critical moment of deadlock, the negotiator in this study did more than trigger a return gesture; they shifted the entire psychological climate of the room. We will analyze the fine line between "giving with an ulterior motive" and "giving to build momentum," demonstrating how an ethical approach to reciprocity can unlock hidden value and turn a zero-sum confrontation into a collaborative victory.

- **Scenario:** A software company (A) is negotiating a renewal with Client (B), who needs a 15% price cut but will not budge. Company A can only afford a 5% cut.
- **The Ethical Pivot:** Company A reframes the problem. They offer an immediate, tangible, and high-value *gift* of expertise: "We will proactively send our team to conduct a free one-day operational audit showing you where we see potential for 10% internal cost savings, unrelated to our fees." (The use of **Reciprocity** and **Logos**).
- **Outcome:** This genuine offering of value triggers the principle of reciprocity. Client B, having received undeniable value, is now psychologically and ethically inclined to compromise. The negotiation pivots to an integrative solution: Client B receives a 5% discount, saves 10% internally due to the audit, and Company A preserves 10% of its

margin. The relationship (Ethos) is cemented by this display of good faith (Cialdini, 1993).

3.7 The Negotiator's Integrity

Persuasive communication, at its best, is the ethical art of shared discovery. This chapter confirms that the true lever of successful negotiation is the integration of sound rhetorical principles (Logos for clarity, Pathos for connection, Ethos for trust) with the mindful, ethical deployment of psychological influence. In the complex landscape of global commerce, short-term deceit is a vulnerability, not a strength. The integrity you bring to the table—the commitment to finding a true win-win based on transparent persuasion—is the most powerful negotiating asset you possess, guaranteeing the durability and profitability of every relationship you build.

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BAB 4

NONVERBAL COMMUNICATIONS AND INFORMATION TECHNOLOGY

By Barep Sarinauli

Communication is a fundamental human activity that extends far beyond spoken or written words. While verbal language conveys explicit information, nonverbal communication often expresses emotions, attitudes, and relational meanings that words alone cannot capture. Scholars have long emphasized that a substantial portion of human interaction—estimated between 60 to 70 percent—is transmitted through nonverbal cues such as facial expressions, gestures, posture, eye contact, and tone of voice (Knapp, Hall, & Horgan, 2014; Burgoon, Guerrero, & Floyd, 2016). These cues are essential in interpreting meaning, building trust, and maintaining social relationships.

However, the rapid advancement of information technology has profoundly transformed how humans communicate. Digital platforms such as social media, instant messaging, and virtual meeting tools have redefined the boundaries of human interaction, reducing physical presence while increasing mediated forms of contact. In this transformation, the traditional nonverbal signals that once accompanied face-to-face conversation have become limited, substituted, or even reimaged in new symbolic forms—such as emojis, reaction icons, avatars, and digital gestures (Derks, Fischer, & Bos, 2008; Walther & Parks, 2002).

The intersection between nonverbal communication and information technology presents both challenges and opportunities. On the one hand, technology-mediated communication often lacks the richness of nonverbal cues, leading to misinterpretation and emotional detachment (Kruger, Epley, Parker, & Ng, 2005). On the other hand, digital tools have created innovative means of expressing affect, identity, and relational intent, enabling users to construct new layers of social presence in virtual spaces (Short, Williams, & Christie, 1976; Garrison, Anderson, & Archer, 2010).

Given these dynamics, this chapter explores how nonverbal communication operates within the context of digital interaction. It examines the evolution of nonverbal behavior in technology-mediated environments, identifies the emerging forms of digital nonverbal cues, and discusses their implications across educational, professional, and social domains. Ultimately, understanding the relationship between nonverbal communication and information technology is crucial for enhancing human connection and meaning-making in an increasingly digitalized world.

4.1 The Nature of Nonverbal Communication

Nonverbal communication refers to the process of sending and receiving messages without the use of words. It encompasses a wide range of human behaviors—intentional or unintentional—that convey meaning through physical, visual, and vocal channels. According to Knapp, Hall, and Horgan (2014), nonverbal communication is not merely an accessory to verbal expression but a primary mode of interaction that shapes how messages are interpreted and relationships are managed. It serves multiple functions: reinforcing verbal messages, substituting words, regulating

conversational flow, expressing emotions, and managing impressions (Burgoon, Guerrero, & Floyd, 2016).

4.1.1 Categories of Nonverbal Communication

Scholars commonly classify nonverbal communication into several key categories:

1. **Kinesics** — refers to body movements, gestures, facial expressions, and posture that communicate emotion and attitude (Ekman & Friesen, 1969). For instance, a smile may indicate friendliness, while crossed arms can signal defensiveness or discomfort.
2. **Proxemics** — the study of personal space and distance in communication (Hall, 1966). The physical distance people maintain reflects social relationships, cultural norms, and situational context.
3. **Paralanguage (Vocalics)** — includes vocal elements such as pitch, tone, rate, and pauses that affect meaning beyond spoken words (Knapp *et al.*, 2014). A change in tone can transform a neutral message into one of sarcasm or empathy.
4. **Haptics** — involves the use of touch as a form of communication. Touch can convey intimacy, power, or comfort depending on context and cultural expectations.
5. **Oculesics** — focuses on eye behavior, such as eye contact, gaze, and blinking, which play crucial roles in regulating interaction and expressing attention or emotion (Burgoon *et al.*, 2016).
6. **Appearance and Artifacts** — personal appearance, clothing, and surrounding objects communicate social identity, status, and personality.

These categories illustrate how complex and multidimensional nonverbal communication is in shaping human relationships and meaning-making.

4.1.2 Functions of Nonverbal Communication

Nonverbal messages serve distinct communicative functions that complement or even contradict verbal content. According to Andersen (2008), nonverbal communication performs at least five essential roles:

1. Repetition, where nonverbal behavior reinforces verbal messages (e.g., nodding while saying “yes”);
2. Substitution, when gestures or expressions replace words (e.g., waving instead of saying “goodbye”);
3. Contradiction, when nonverbal cues oppose verbal statements (e.g., saying “I’m fine” while frowning);
4. Complementing, by adding emotional tone to words; and
5. Regulation, by controlling the flow of conversation (e.g., eye gaze or hand gestures signaling turn-taking).

Through these functions, nonverbal communication operates as a powerful tool for emotional expression, social bonding, and identity management.

4.1.3 The Power and Universality of Nonverbal Cues

Although nonverbal communication is shaped by culture, some expressions are universal. Ekman’s (1992) research identified six basic emotions—happiness, sadness, anger, fear, disgust, and surprise—that are universally recognized across cultures. Yet, the display rules governing when and how these emotions are expressed vary widely depending on social norms and cultural expectations (Matsumoto & Hwang, 2013).

Therefore, effective communicators must be sensitive to both the universal and culture-specific aspects of nonverbal behavior.

4.2 Information Technology and the Transformation of Human Communication

The advent of information technology has revolutionized the way humans communicate, interact, and construct social meaning. Once limited by physical proximity and face-to-face contact, communication now transcends geographic and temporal boundaries through digital media. This transformation marks a fundamental shift from direct interpersonal encounters to mediated exchanges that rely on technology as an intermediary channel. As Baym (2015) argues, technology not only changes the tools of communication but also reshapes the norms, expectations, and structures of social interaction.

4.2.1 The Evolution of Communication Technologies

The trajectory of communication technology—from the invention of the telegraph and telephone to the rise of the internet, mobile devices, and social networking platforms—has progressively altered the landscape of human connectivity. Each stage of technological development has introduced new modes of expression and interaction. Early electronic communication, such as email and chat rooms, emphasized text-based exchanges that filtered out many nonverbal cues (Walther, 1996). Later, the emergence of social media and video conferencing platforms reintroduced visual and vocal dimensions, allowing partial restoration of nonverbal elements like facial expression, gaze, and vocal tone (Baym, 2015; Daft & Lengel, 1986). These advancements illustrate a

shift from “lean” to “rich” communication media. According to Media Richness Theory (Daft & Lengel, 1986), communication effectiveness depends on the medium’s ability to convey cues, provide feedback, and establish personal focus. Video-based communication tools, for instance, offer richer nonverbal context than text-based messages, leading to more accurate emotional interpretation and stronger social presence (Short, Williams, & Christie, 1976).

4.2.2 From Physical to Virtual Presence

Information technology has fundamentally transformed the notion of presence—the sense of being “with” others in interaction. In traditional communication, presence arises from shared physical space and real-time sensory cues. In digital environments, however, presence is technologically mediated and psychologically constructed. Scholars such as Lombard and Ditton (1997) define telepresence as the illusion of nonmediation, where users feel immersed in a mediated environment as if they were physically co-located.

Social presence theory further explains how communication media differ in their capacity to convey warmth, intimacy, and immediacy (Short *et al.*, 1976). Video conferencing, for instance, can replicate facial expressions and gaze, fostering connection and empathy, whereas text messaging relies on linguistic and symbolic substitutes, such as emoticons or emojis, to convey emotional tone (Derks, Fischer, & Bos, 2008). This shift from physical to virtual presence demonstrates how human communication adapts to technological environments while negotiating the loss and substitution of traditional nonverbal cues.

4.2.3 Challenges and Opportunities in Digital Interaction

While digital communication enhances accessibility and global reach, it also introduces challenges related to authenticity, empathy, and misinterpretation. The absence or reduction of nonverbal signals often leads to ambiguity in emotional understanding (Kruger, Epley, Parker, & Ng, 2005). Text-based messages may be easily misunderstood due to the lack of contextual cues such as tone of voice, facial expression, or gesture. Moreover, constant digital connectivity can blur boundaries between personal and professional spaces, creating new forms of relational stress and communication overload (Baym, 2015).

On the other hand, technology also enables innovative forms of nonverbal expression. Emojis, GIFs, avatars, and virtual gestures serve as digital analogs of traditional nonverbal behaviors, allowing users to project identity, emotion, and attitude within online contexts (Skovholt, Grønning, & Kankaanranta, 2014). Furthermore, advances in artificial intelligence and virtual reality are enhancing the simulation of nonverbal communication in digital spaces—creating immersive, emotionally resonant interactions that bridge physical and virtual realities.

4.2.4 Implications of Technological Mediation

The transformation of communication through technology compels both scholars and practitioners to rethink traditional communication theories. Human relationships are increasingly mediated by interfaces that shape not only what people say but how they express themselves. As McLuhan (1964) famously observed, “the medium is the message”—implying that the characteristics of communication technology fundamentally influence human perception and

behavior. In today's interconnected world, understanding these technological mediations is essential for preserving empathy, clarity, and authenticity in human communication.

4.3 Nonverbal Communication in Digital Contexts

As communication increasingly migrates to digital platforms, the expression of nonverbal behavior has undergone significant transformation. In face-to-face interaction, nonverbal cues such as gestures, tone, and facial expression provide immediate and often subconscious layers of meaning. In contrast, technology-mediated communication (TMC) constrains or substitutes many of these cues, compelling individuals to find new ways of conveying affect, intent, and identity through symbolic and technological means (Walther, 2011; Lo, 2008).

4.3.1 The Substitution of Nonverbal Cues in Digital Media

Digital environments are characterized by the absence or reduction of traditional sensory channels. Without facial expressions or tone of voice, communicators rely on textual symbols and paralinguistic substitutes to convey nonverbal meaning. Emojis, emoticons, GIFs, stickers, and reaction icons function as digital surrogates for facial expressions and gestures (Derks, Bos, & von Grumbkow, 2007). For instance, a smiling emoji can signal friendliness or humor, while the use of ellipses ("...") may indicate hesitation or tension (Skovholt, Grønning, & Kankaanranta, 2014).

These digital cues are not merely decorative; they perform the same socioemotional functions as traditional nonverbal behaviors. They regulate

relational tone, manage politeness, and convey empathy in online discourse (Riordan, 2017). However, interpretation of these cues can vary widely based on context, culture, and individual familiarity with digital conventions—introducing both creativity and ambiguity into online interaction.

4.3.2 Visual Representation and Identity: Avatars, Profiles, and Filters

In visually oriented platforms such as Instagram, Zoom, and the metaverse, nonverbal expression extends beyond text-based cues to include digital self-representation. Users construct and communicate identity through profile pictures, avatars, backgrounds, and even visual filters. These elements serve as nonverbal markers of personality, emotion, and social affiliation (Nowak & Fox, 2018). For example, avatars in virtual environments can express emotion through gestures or color changes, simulating facial expressions in real-world interaction.

The customization of visual identity reflects both expressive autonomy and social performance. As Goffman's (1959) dramaturgical theory suggests, individuals continuously "perform" identity in social spaces. Digital technologies amplify this performative dimension by allowing users to curate their visual presence in ways that may enhance or obscure authenticity (Baym, 2015).

4.3.3 Paralinguistic and Temporal Cues in Computer-Mediated Communication

Beyond visual symbols, digital communication also incorporates paralinguistic cues—subtle stylistic features of text that convey tone and emotion. These include the use of capitalization for emphasis, repetition of punctuation (e.g., “!!!” or “???”), and strategic use of timing or message delay to signal engagement, hesitation, or avoidance (Kalman & Gergle, 2014). For instance, an immediate reply may convey enthusiasm, while delayed responses may be interpreted as disinterest or irritation.

In synchronous environments like video conferencing, users rely on limited visual and auditory cues—eye contact through the camera, vocal intonation, head nods—to maintain interpersonal connection (Nguyen & Canny, 2009). Although these signals partially restore traditional nonverbal functions, they remain filtered by screen-mediated constraints, such as lag, framing, and gaze misalignment.

4.3.4 Nonverbal Miscommunication and Ambiguity in Digital Contexts

Despite technological advances, digital communication remains vulnerable to nonverbal misinterpretation. Studies show that emojis and textual cues can be interpreted differently depending on culture, age, and platform design (Miller, Thebault-Spieker, Chang, & Johnson, 2016). For example, a single emoji may appear with distinct facial expressions across devices, leading to unintentional offense or confusion. Moreover, the absence of immediate feedback in asynchronous communication amplifies ambiguity,

reducing the ability to clarify intent in real time (Walther, 2011).

These challenges highlight the importance of media literacy and digital empathy—the capacity to understand others’ emotions and perspectives through limited or altered nonverbal signals. As digital communication becomes the norm, cultivating these competencies is vital for maintaining emotional intelligence and interpersonal harmony in online spaces.

4.3.5 Reimagining Nonverbal Communication in the Digital Era

Rather than viewing digital media as impoverished communication channels, contemporary scholars advocate recognizing their transformative potential. Nonverbal cues in digital spaces are not lost but rather reconfigured into new semiotic forms. Through emojis, avatars, and interaction design, users co-create a hybrid communication system that blends linguistic, visual, and symbolic layers of meaning (Kress, 2010). As virtual and augmented reality technologies evolve, the boundary between physical and digital nonverbal communication will continue to blur, offering unprecedented possibilities for emotional expression and social connection.

4.4 Cultural and Psychological Perspectives

Nonverbal communication is deeply embedded within cultural and psychological frameworks. While basic emotions and certain expressions are universal, the interpretation and display of nonverbal cues are profoundly shaped by cultural norms, values, and individual

psychological processes. In digital contexts, these influences become even more complex due to the global and asynchronous nature of online communication (Hall, 1976; Matsumoto & Hwang, 2013). Understanding how culture and psychology mediate nonverbal behavior in virtual environments is essential for effective and empathetic digital interaction.

4.4.1 Cultural Variability in Nonverbal Behavior

Culture provides the social rules that determine when, how, and to whom emotions and gestures may be expressed. Hall's (1966) concept of high-context and low-context cultures illustrates how societies differ in their reliance on contextual versus explicit cues. In high-context cultures (e.g., Japan, Indonesia, Arab nations), meaning is often conveyed indirectly through tone, silence, and subtle nonverbal signals. In contrast, low-context cultures (e.g., the United States, Germany) tend to emphasize direct verbal expression with less dependence on nonverbal subtleties.

In digital communication, these distinctions remain visible. For instance, users from high-context cultures may employ emojis, stickers, or silence to imply emotion without explicit verbalization, while low-context communicators might use direct language to clarify intent (Park, Baek, & Cha, 2014). Moreover, cultural display rules affect how individuals choose digital expressions—what might be seen as humorous or polite in one culture could appear inappropriate or excessive in another (Li, Teng, & Chen, 2022).

4.4.2 Cross-Cultural Misinterpretation in Digital Spaces

Digital platforms enable intercultural communication but also magnify the risk of misunderstanding. Emojis, avatars, and gestures often carry culturally specific meanings that may not translate universally. Miller *et al.* (2016) found that users interpret the same emoji differently depending on device design, language background, and cultural norms. Similarly, the use of certain colors, symbols, or gestures online can trigger unintended emotional responses or misperceptions (Matsumoto, Yoo, & Fontaine, 2008).

Intercultural miscommunication in digital spaces underscores the need for cultural intelligence—the ability to recognize, respect, and adapt to diverse communicative conventions. As global digital collaboration increases, intercultural competence becomes as vital as technological literacy in maintaining relational harmony.

4.4.3 Psychological Dimensions of Nonverbal Communication in Technology-Mediated Contexts

From a psychological perspective, nonverbal communication fulfills essential emotional and social needs. It conveys empathy, builds trust, and fosters belonging (Burgoon, Guerrero, & Floyd, 2016). However, technology-mediated environments alter how these needs are met. The absence of physical presence can lead to feelings of detachment or “emotional flattening” in online communication (Turkle, 2011). Without direct eye contact, touch, or shared space, individuals may experience reduced emotional resonance even when verbal content remains rich.

Nonetheless, digital media also allow new forms of psychological expression. Online anonymity can lower social anxiety, enabling individuals to express emotions or opinions more freely (Joinson, 2001). Meanwhile, carefully crafted digital identities—through avatars, tone indicators, or profile customization—help users regulate impressions and social visibility (Walther, 2011). These dynamics reflect the dual psychological nature of digital nonverbal behavior: it can both hinder and enhance emotional connection, depending on context and user intent.

4.4.4 Emotional Contagion and Empathy in Digital Communication

One striking phenomenon in computer-mediated communication is emotional contagion—the spread of emotions through textual and symbolic cues. Research by Kramer, Guillory, and Hancock (2014) demonstrated that emotional tone on social media can influence users' subsequent emotional expressions, even in the absence of physical cues. This finding suggests that empathy and shared affect still operate powerfully in digital spaces, mediated through language choice, imagery, and symbolic nonverbal signals.

Cultivating digital empathy—the ability to interpret and respond to others' emotions in mediated contexts—is increasingly recognized as a critical skill for educators, leaders, and communicators (Beltrán-Catalán & Cebrián, 2020). It bridges psychological insight with technological adaptation, fostering human connection in otherwise depersonalized digital environments.

4.4.5 The Interplay of Culture, Psychology, and Technology

Ultimately, the interaction between culture, psychology, and technology shapes how nonverbal meaning is constructed and interpreted online. As global communication becomes hybrid—combining visual, textual, and symbolic modes—users must navigate multiple cultural frameworks while maintaining emotional authenticity. Future research and practice in communication studies should focus on fostering intercultural empathy and psychological literacy to sustain meaningful connections in an increasingly digitized and multicultural world.

4.5 Implications for Education, Business, and Social Interaction

The integration of nonverbal communication and information technology has reshaped how individuals learn, work, and socialize. Understanding how digital nonverbal cues function across these domains is essential for enhancing clarity, empathy, and engagement in human interaction. This chapter discusses the implications of these dynamics within educational, organizational, and social contexts.

4.5.1 Educational Implications

In educational settings, nonverbal communication remains a critical element of teaching and learning, even when mediated through technology. Traditionally, teachers use eye contact, gestures, and facial expressions to regulate classroom interaction and provide feedback. In digital classrooms, these cues are often replaced or modified by icons, reactions, and

virtual presence indicators (Martin & Sunley, 2018). Research shows that nonverbal immediacy—teachers’ use of behaviors that reduce psychological distance—continues to predict student motivation and engagement in online environments (Baker, 2010; Richardson, Maeda, & Swan, 2017). For instance, instructors who use expressive facial gestures on video, encouraging emojis in chats, or timely reactions in discussion forums foster a sense of presence and belonging.

Additionally, the development of digital empathy has become a pedagogical priority. Educators must learn to interpret subtle digital cues—such as delays in response or tone markers—as indicators of student emotion or comprehension (Beltrán-Catalán & Cebrián, 2020). As virtual and hybrid learning expand, teacher training should integrate media literacy and socioemotional intelligence to maintain human connection across technological interfaces.

4.5.2 Implications for Business and Professional Communication

In organizational contexts, effective communication depends not only on verbal accuracy but also on nonverbal coherence. As remote work and virtual collaboration become standard practice, professionals must adapt to the reduced availability of traditional nonverbal signals (Baym, 2015). Leaders, for example, rely heavily on facial expression, body posture, and tone to project confidence and trustworthiness. In video meetings, these signals are mediated by camera angle, lighting, and internet quality, creating new challenges for impression management (Kock, 2021). Successful digital leadership thus involves technological

nonverbal competence—the ability to project warmth, clarity, and attentiveness through screen-based media.

Moreover, cross-cultural business communication often occurs through email, instant messaging, and teleconferencing. Misinterpretations can arise from differences in digital etiquette, response time, or emoji use (Li, Teng, & Chen, 2022). Intercultural communication training should therefore include guidance on decoding globalized digital cues to minimize misunderstanding and strengthen trust among international teams.

4.5.3 Implications for Social and Interpersonal Interaction

Technology-mediated social interaction transforms how people express emotions and maintain relationships. Nonverbal expressions such as laughter, empathy, and affection are now often represented by digital symbols—emojis, GIFs, or reaction icons—which serve as surrogate affective cues (Derks, Fischer, & Bos, 2008). Social media and messaging platforms enable emotional sharing at scale, yet they also risk emotional misalignment or superficial connection (Turkle, 2011). Developing awareness of digital body language—for example, recognizing how punctuation, response timing, or emoji choice convey tone—can improve online empathy and authenticity (Crystal, 2006).

At the same time, social norms around digital politeness and emotional disclosure continue to evolve. Younger generations often use multimodal cues (e.g., memes, short videos, or visual filters) to construct relational meaning, blending creativity with affective expression. This new semiotic landscape expands the possibilities of nonverbal communication beyond

physical space, redefining human connection in the digital age.

4.5.4 The Need for Interdisciplinary Literacy

The convergence of nonverbal communication and information technology highlights the necessity for interdisciplinary literacy. Educators, business leaders, and social actors must integrate insights from psychology, communication studies, and digital media to navigate complex, hybrid communication environments. Developing this literacy involves not only technical proficiency but also ethical awareness and cultural sensitivity. Understanding how digital tools shape perception, emotion, and social influence will be crucial for sustaining meaningful communication and responsible digital citizenship in the 21st century.

4.6 Conclusion and Future Directions

The evolution of communication in the digital age has redefined the role of nonverbal cues in human interaction. This chapter has explored how traditional forms of nonverbal behavior—such as gestures, posture, facial expressions, and tone—are transformed within technology-mediated environments. While digital communication reduces the immediacy of face-to-face interaction, it simultaneously gives rise to new symbolic systems, including emojis, avatars, reaction icons, and visual filters, which function as digital surrogates for nonverbal expression.

Across educational, professional, and social domains, nonverbal communication remains essential for fostering trust, empathy, and understanding. In online education, teachers' use of digital nonverbal immediacy can enhance

student motivation and emotional engagement (Baker, 2010; Richardson, Maeda, & Swan, 2017). In business contexts, leaders who demonstrate technological and nonverbal competence in virtual meetings build stronger rapport and credibility (Kock, 2021). In social interaction, digital body language—such as message timing, punctuation, and emoji use—continues to convey relational intent and emotional tone (Crystal, 2006; Derks, Fischer, & Bos, 2008).

However, the intersection of nonverbal communication and information technology also presents new challenges. Cultural diversity and psychological differences influence how individuals interpret digital cues, leading to potential miscommunication or emotional disconnection (Li, Teng, & Chen, 2022; Matsumoto & Hwang, 2013). Addressing these challenges requires developing digital empathy, intercultural competence, and media literacy—skills that bridge human psychology and technological mediation.

4.6.1 Future Directions

Future research should continue to examine how nonverbal communication evolves alongside emerging technologies such as artificial intelligence (AI), virtual reality (VR), and augmented reality (AR). These platforms have the potential to restore or even enhance nonverbal richness by enabling embodied presence and emotional realism in digital spaces (Biocca, Harms, & Burgoon, 2003). Moreover, as communication increasingly occurs in hybrid formats—combining in-person and virtual interaction—scholars and practitioners must explore how humans negotiate authenticity, empathy, and social connection across modalities. The study of digital nonverbal literacy should also be expanded to include ethical considerations, ensuring that technology enhances rather than replaces genuine human connection.

Ultimately, understanding nonverbal communication in the age of information technology is not merely an academic endeavor—it is a human imperative. The capacity to interpret, express, and respond to subtle cues across digital boundaries will determine how societies maintain empathy, cooperation, and shared meaning in an ever-evolving communicative world.

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CHAPTER 5

REFLECTION AND SELF-DEVELOPMENT IN COMMUNICATION

By Lisna Tenriawaru

Communication is the complex process of delivering and exchanging meaningful information between sender and recipient via numerous settings and means (Ravikumar, Pruthviraj and Hariprasad, 2024). Communication is more than just sending messages; it is a dynamic process influenced by self-awareness, interpretation, and relational understanding. Individuals in today's personal, professional, and intercultural contexts are increasingly expected to assess not only what they communicate, but also how and why they communicate in specific ways.

Reflection, or the capacity to stand out of an experience and assess it analytically in an objective, non-subjective approach, is an important component of problem solving and decision making, as well as efficient communication with clients and coworkers. (Adams and Wolf, 2006). Therefore, Reflection allows communicators to critically evaluate their experiences, assumptions, and communicative habits. Reflective processes provide individuals with insight into their strengths, limitations, and habitual behaviors, allowing for intentional growth and adaptation.

Self-development skills are essential for students, especially in today's rapidly changing educational scene. Students transitioning from middle to high school have greater academic demands and the need for critical thinking, problem-solving, and independent learning (Sodiqjon, 2025). In the current dynamic educational environment, self-development skills are critical for students' academic and personal success.

Self-development is constant adaptation to various influences, difficulties, and opportunities (Purbaningrum *et al.*, 2022). Subsequently, communicative self-development is a continual process rather than a set result, shaped by ongoing learning and self-evaluation.

This chapter examines the theoretical underpinnings of reflection, its relationship to self-development, and its practical application in communication settings. Its goal is to explain essential concepts connected to reflection and self-development, investigate established reflective frameworks, and show how reflective practice improves communication ability in both interpersonal and professional situations.

5.1 Conceptual Foundations in Reflection

Reflection is widely explored in education, psychology, philosophy, and professional practice. While definitions differ, most scholars agree that reflection entails deliberate cognitive and affective interaction with experience for the sake of learning and improvement. In communication studies, reflection serves as the conceptual bridge between experience and competence.

5.1.1 Definition of Reflection

Based on the research by (Bound, Keogh and Walker, 1985) they said “a generic phrase for intellectual and effective activities in which individuals participate to analyze their experiences in order to lead to a new understanding and appreciation”. This definition emphasizes intentionality and critical inquiry over passive thought. Moreover, one of the common underpinnings of critical reflection is the idea that fundamental assumptions we make might distort our view of situations and what we learn from them (Adams and Wolf, 2006). Therefore, reflection can influence a person's understanding of the situation they are learning from.

Reflection involves conscious application of knowledge to practice (Schon, 1983). In this way, reflection refers to the deliberate application of acquired knowledge in practical situations. Reflection is essential in teaching and learning because it bridges the gap between theory and practice, allowing students to attain their goals more effectively (Nguyen, 2020).

In this case, reflection is very important, acting as an intermediary between different understandings of the situation. In communication, both types are essential individuals alter their messages in real time while also assessing interactions retrospectively to better future performance.

5.1.2 Reflection in Communication

In communication studies, reflection is essential for building communicative competence, ethical sensitivity, and relational awareness. Communicators must analyze feedback, contextual signals, and emotional responses all of which involve deliberate judgment.

The "Communication Theory as a Field ideal" of dialogical dialectical coherence" remains elusive in communication theory, resulting in "productive fragmentation" (Craig and Craig, 2009). Reflective communication enables people to go beyond instinctive reactions and engage in deliberate interaction. In addition, reflective skills favorably influence communication skills development as they give favorable conditions for exchanging ideas and solving difficulties in interaction, strengthen students' accountability as a group member for the overall group results when doing a task (Almabekova, Bagdasarian and Vasilyeva, 2013).

5.1.3 Types of Reflection

Structured reflection is characterized as a blend of regular reflection during the design process and systematic reflection (Reymen, 2003). Understanding the types of reflection is invaluable for comprehending how reflection contributes to deeper self-development in communication.

Furthermore, the research by (Schon, 1983) sees design as a 'reflective conversation with the circumstance' and identifies three types of reflection, which are explained below (a larger discussion of the two types in reflection :

1) Reflection-in-action

Reflection-in-action is the process of reflecting while continuing to do something else. Designers sometimes consider what they are doing while doing an action. Whether enjoyable or unpleasant, designers can respond with action based reflection: thinking about what they are doing while doing it in a way that informs subsequent actions.

2) Reflection-on-action

Reflection-on-action can either take a "stop and think" moment in the middle of an action or conduct it thereafter in peace. That is, the designers stop and then think about what they have done, which is to develop the understanding they bring to the task.

5.1.4 Stages of Reflection

The Model of reflection based on the data by (Gibbs, 1988), reflective Cycle is a structured framework used to guide individuals thru situations and systematically reflect on their experiences. The stages in this point have 6 stages based on the context, are :



Figure 5. 1 6 Stages from Reflections
(Source : (Gibbs, 2020))

5.1.5 Modeling of Reflection

The reflection model is just as significant as the other pieces of the reflection. Gibbs (1988) can incorporate important reflection aspects into such modeling, including:

The first step is to describe the incident in depth and objectively, asking yourself questions like "How do I know that?" and "In what ways is this experience similar to/different from other experiences I've had?" Second, assess: ask yourself, "What was good/bad about that experience?", "What were its best/worst features?", and "What went well/badly?". Third, conduct an analysis by asking yourself, "Why did that happen?" and "How can I understand that?" and "How can that be explained?". The reflective cycle developed by Gibbs ensures that reflections result in real world development by including conclusion and action plan.

5.2 Self-Development in Social Identity

The conceptual self continues to evolve after its initial appearance at the end of the second year. Research regularly evaluates children's self descriptions in open ended inquiries like "who are you" (Jessie and Wang, 2012). Therefore, conceptual self evaluates for children's to explain themselves and given a reason about who are you.

Additionally, in self-development, fear is not necessary for self-reflection, but shame is very important (Lewis *et al.*, 2013). Understanding yourself also means understanding what kind of emotions and actions are appropriate to show in public.

Moreover, self-determined development enables people to take responsibility for their own learning (London and Smither, 1999). Therefore, each individual is responsible for their own behavior.

Furthermore, People are naturally motivated whenever they feel that they have an awareness of competence and believe they have control over their own behavior (London and Smither, 1999). This inspires people to work harder to achieve their goals.

Acceptance of self-development grows as people are taught constructive thought processes and the value of self-determined conduct (London and Smither, 1999). Based on that research, self-development can be categorized in the following table:

Table 5. 1 A Motivational Model of Self- Development

Learning Self-Determination		
Organizational Changes	Empowering	Self- Development Enviroment
Individual	Characteristics	

(Source : (London and Smither, 1999))

Moreover, Personal and social identity development can be considered as mutually informative in terms of self-growth. (Pfeifer and Peake, 2012). Self-development requires context thru the exchange of information between individuals in order to obtain information. Self-development contains the values of social cognitive neuroscience development toward individual self-development, as shown in the following picture :

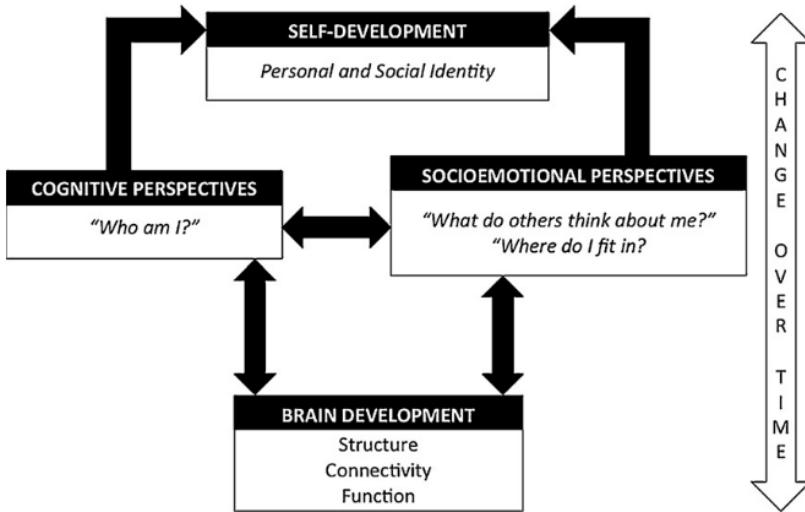


Figure 5. 2 Model of Cognitive, Socioemotional, and Neural Influences on Self-Development
(Source : (Pfeifer and Peake, 2012))

This model considers three elements that determine self-development encompasses cognitive and socioemotional functioning and brain development. Each of these factors has two way repercussions, and the neurological and psychological components of the model alter with time (Pfeifer and Peake, 2012). In this model is capable of determining self-development thru the three factors, but it can change over time depending on the individual because this element has two way consequences, so neurological and psychological aspects can also change.

Moreover, seeking input and self-development were substantially connected, suggesting that future measures of self-development should include seeking input (London, Larsen and Thisted, 1999). Self-development is also influenced by feedback, where communication between

individuals is crucial in the effort to develop from the present to the future.

Overall, self-development is integrated across individual, social, and neurobiological dimensions that inform each other. Opening up opportunities for educational and environmental interventions to strengthen autonomy, competence, and self-regulation.

5.2.1 Understanding Self-Development

According to Jessie and Wang (2012), "The self is a multifaceted, complex construct. To comprehend "what is self," each aspect of the self and its interrelationships is investigated. The neurocognitive, social, and cultural mechanisms that underpin the development of self throughout time and as a meaning system are investigated further to better understand how children come to know who they are". Self-development is understanding is a reciprocal relationship with several mechanisms for gaining meaning and a sense of who they are.

A developmental perspective on self-understanding is vital for more than just assessing self-esteem (Damon *et al.*, 2014). Developing self-understanding is not only about assessing an individual's self-esteem, but it needs to be followed up so that each individual can develop their potential more positively.

In addition, ways to self examination are individual, but language instruction, whether in a real classroom or a virtual learning environment, provides instruction and plenty of stimulation, questions, and inspiration for "tech-savvy" participants in the communication process (Semradova and Hubackova, 2015). Self-understanding

is also influenced by technology in the communication process.

Therefore, self-development is a complicated, reciprocal process of self-understanding in which the multifarious self-construct (supported by neurocognitive, social, and cultural factors) creates temporal identity and individual meaning systems beginning in childhood. This developmental approach extends beyond simple self-esteem assessment, becoming critical for maximizing positive potential through self-reflection prompted by language education in both real and virtual classrooms. This stimulates, questions, and inspires communicative participants.

5.2.2 Managerial Self-Development

Self-development in managerial contexts represents a deliberate, lifelong journey where individual cultivate self-awareness to enhance decision making, team dynamics, and organizational adaptability by integrating cognitive, emotional, and relational skills.

Furthermore, the model of managerial self-development focuses on three interwoven meta skills: self-awareness, self-reflection, and self-regulation (Nesbit, 2007). This model is a depiction of the self-development process, which essentially states that an individual's future depends on what they do in the present.

The relationship between these skills is crucial for future self-development. The explanation regarding these meta-skills is as follows:

1) Self-Awareness

An integrated self-development model, self-awareness encompasses not just insight but also the ability to handle perceptual biases and emotional responses to feedback (Nesbit, 2007). Establishing this distinct self-awareness serves as the foundation for effective personal growth, allowing individuals to respond to criticism with resilience, eliminate cognitive distortions, and promote self-development.

Moreover, self-awareness It proposes a neurocognitive and socioecological model of self-awareness that highlights the role of face-to-face interactions, reflected assessments, mirrors, media, inner speech, images, autobiographical knowledge, and brain architecture (Morin, 2011).

2) Self-Reflection

Communication in self-reflection plays a clear role, not only cognitively but also emotionally and in action. Just like information, this information plays a crucial role in refining one's opinion about the goal of improving and enhancing their own communication skills in the real world, but especially in virtual environments (Semradova and Hubackova, 2015). Increased self-development is influenced by the balance between communication in the real and virtual worlds.

Furthermore, A few of the difficulties in enhancing self-reflection abilities for managers are that managers engage in self-reflection all the time but rarely assess the quality of their reflections (Nesbit, 2007). The accuracy of analysis has a significant impact on the smoothness of reflection that yields positive results.

3) Self-Regulation

Self-regulation refers to the means that an individual uses to govern their surroundings, while context creates the conditions that govern the person's development. In this case, the correlation between self-regulation and its relationship with academic achievement, motor processes, intelligence, and risk factors (Clelland *et al.*, 2015).

Self-regulation relates to an individual's capacity to effectively govern both internal processes and external interactions in their surroundings. It refers to the ability to monitor and adjust one's behavior, emotions, and thoughts in response to situational demands, resulting in adaptive functioning. Self-regulation enables a person to relate effectively with people, communicate ideas coherently, and engage in a reciprocal exchange of information with their environment.

This talent is not restricted to personal control it also applies to social and professional contexts, where the capacity to provide and receive information effectively is critical for collaboration and growth. Individuals who practice self-regulation display resilience, adaptability, and the capacity to handle difficult settings.

In a managerial self-development model, the processes of recognizing oneself and reflecting are critical for finding opportunities for improvement. Converting these often abstract development areas into specific, concrete action goals is an important self-regulatory measure (Nesbit, 2007). In self-development, it's not just about the value within oneself, but also about areas for growth. This is the

overview of the model of managerial self-development, below:

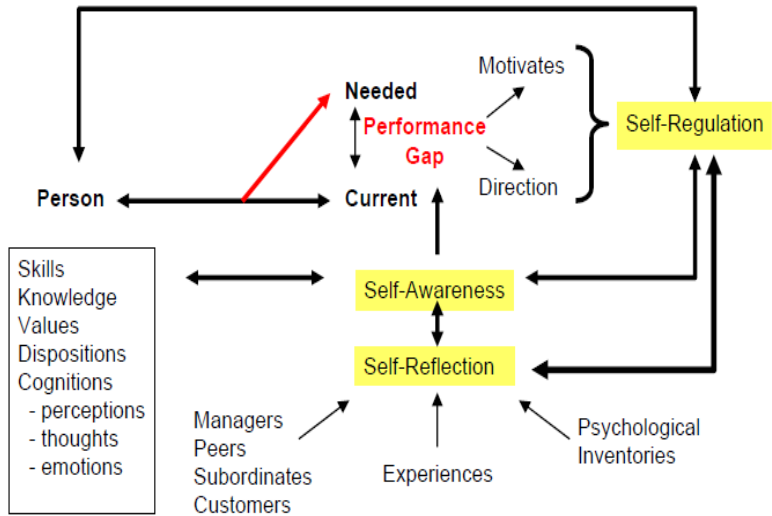


Figure 5.3 Model of Managerial Self-Development
(Source : (Nesbit, 2007))

5.2.3 Self-Development and Communicative Growth

Self-development in communication growth refers to how people build their self-esteem by communicating effectively. Similarly, in the world of education, The factors that have been identified for both personal and professional self-development, in addition to their organization based on influence and relationship dependence, are able to create particular circumstances that contribute to professional and personal self-development by establishing the main directions for providing psychological and pedagogical support at universities (Madina and Eurasian, 2022).

Professional development stems from within, and is determined by one's psychological and personal circumstances. Internal perception, which includes self-awareness, motivation, and emotional well being, serves as the foundation for professional development. Without a stable and reflective psychological condition, the ability to perform well in professional practice is limited, because individuals may struggle to reconcile personal values with professional values. As a result, internal psychological stress is not just a negative factor, but also a key factor in how a person improves and sustains their professional performance.

Moreover, self-development also serves as a life plan for people who want to improve themselves and achieve better results in their activities. According to (Prisniakova *et al.*, 2023), “research, self-development is a smart way to effectively overcome current challenges”. Therefore, Self-development contains the potential to improve an individual's quality of life in a more positive and directed manner.

5.3 Communication and Identity Formation

This concept, rooted in theories such as Communication Theory of Identity (CTI), explores how communication and identity formation examine how interactions shape our sense of self thru a layered process. Individual identity, in turn, is expressed as social behavior thru communication. Identity distinguishes people and reflects their social positions and connections through communication (Jung and Hecht, 2009). Additionally, social interaction involves an element of identification in communication.

Furthermore, identity formation is defined as the manner in which an individual communicates and interacts with others and their surroundings. Identity is developed both internally and outwardly, through the intricate interaction of reciprocal recognition and comprehension of self and others (Fornäs and Xinaris, 2013). A different research investigation identified factors that deepened students' reflective processes in service learning. The instructor leads students to focus on dissonance in tangible situations and to identify and explain disparities in students' viewpoints or backgrounds from others (Kawai, 2021). Thus, reflection and self-development are able to guide students in the learning process regarding differences of opinion in communication and perspectives between students and the environment.

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