

Adaptive Communication - Decode & Connect

Dibimbing | Sekolah Kak Seto

Deck Presentation | 2025





Irvandias Sanjaya, S.Psi., CPC., CT.

Founder at Kerja Cer-Dias | Coach |
Trainer | Consultant | Sportscaster |
Entrepreneur

Speaker Profile

- Experienced **People Development Professional** with 7+ years in **talent management, career consulting, coaching, and training** across **national and SEA Region**.
- Accumulated **550+ hours of coaching, training, and consulting experience**, assisting **250+ brands** across academic, business, government, community, and media sectors.
- **Coach Specialist** at **RevoU, Rumah Siap Kerja (ex)**, and several reputable brands, conducting 750+ coaching sessions with a consistent **4.9/5 feedback rating**.
- **Public Speaker & Facilitator for 100+** career development, employability, and personal growth webinars/workshops, reaching **over 50,000 participants**.
- Recognized as [**LinkedIn Power Profile 2018**](#).
- Certified in **Coaching, Public Speaking, and Training**, with awards from **Temasek Foundation, Ashoka, U.S. Department of State, Asia Foundation, etc.**



Listed Portfolio

Academic



Business

ANGKASA PURA II
THE LEADING INDONESIA'S AIRPORT COMPANY

Developer Academy



PERTAMINA
INTERNATIONAL SHIPPING

Kormo Jobs

BANK INDONESIA
THE CENTRAL BANK OF INDONESIA



Microsoft

Government



Jakarta smart city

Community

UNITED NATIONS
ASSOCIATION
INDONESIA

Save the Children



AIESEC

YOUTH
CO:LAB



ASSOSIASI
GURU BELAJAR



SabangMerauke

Salurkan ilmu dan pengetahuan untuk masyarakat Merauke

koma

Media



Others



SHIRVANO
architecture and planning



PRAKTIKI



TABULA



HALO RYAN



Skilvul



and many more!



Be **READY?** For The Session

To obtain an optimum learning result, let's follow these ground rules!

Raise Hand if there's
concern/questions
along the way.

Actively participate
throughout the session
(reciprocal approach).

Turn off devices to
ensure the learning
journey landed in safe
and sound experience.



Be **READY?** For The Session

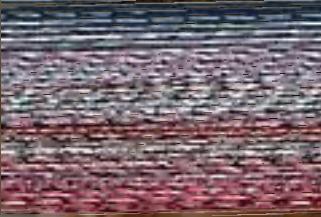
To obtain an optimum learning result let's follow these ground rules:

Deal On'Derdil'?

***Bonus available**



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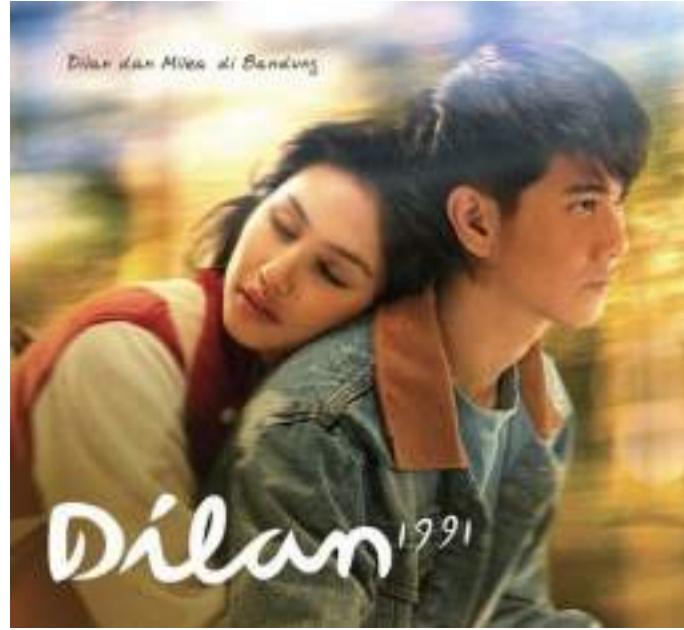
Guess “Movie/Series Title”!

Before the class starts,
let's do an ice breaking
shall we?

Guess “Movie/Series Title”!



Guess “Movie/Series Title”!



Dilan 1991

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Guess “Movie/Series Title”!



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Guess “Movie/Series Title”!



Pengabdi Setan

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Guess “Movie/Series Title”!



Guess “Movie/Series Title”!



Dua Garis Biru

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Guess “Movie/Series Title”!



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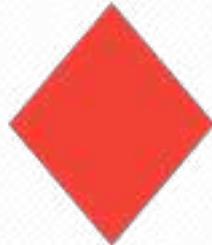
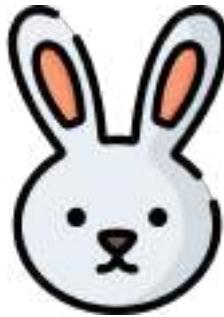
Guess “Movie/Series Title”!



Money Heist

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Guess “Movie/Series Title”!



Guess “Movie/Series Title”!



Alice in Wonderland

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ARE YOU READY?

Say it “I’m Ready!” loudly and clear



Table of Contents

1	Why Adaptive Communication Matters?	3	Listening and Responding: The Misconception in Between
2	Personality and Communication Styles: DISC	4	Conflict and Difficult Conversation

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Have you ever noticed/felt these phenomenon?

Students' Classroom Silence and Hopelessness: The Impact of Teachers' Immediacy on Mainstream Education

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.819821/pdf>

Have you ever noticed/felt these phenomenon?

Does Teacher Immediacy Affect Students? A Systematic Review of the Association Between Teacher Verbal and Non-verbal Immediacy and Student Motivation

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8267458/>



Abstract

In instructional-learning contexts, the relationship between teacher verbal and non-verbal immediacy and student motivation has gained increasing attention. However, no systematic research has been done to review the empirical studies conducted on the impact of teacher immediacy on students' motivation. Hence, the aim of the present study was to systematically review the available literature on different types of teacher immediacy and student motivation. Some common databases were searched and 30 eligible manuscripts were identified. With regard to the key features of the included studies, the review's findings were categorized into different sectors, namely "the measures of teacher immediacy employed," "the measures of student motivation employed," "designs," and "educational contexts". The main findings of the studies were also discussed. The reviewed studies pointed to ~~modest associations between teacher immediacy and student motivation~~. Finally, limitations of the included studies are discussed and some practical directions for further research are offered, accordingly.

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.819821/pdf>

Students' Classroom Silence and Hopelessness: The Impact of Teachers' Immediacy on Mainstream Education

Osman Juma*, Maysigul Huslyin, Asat Akhat and Imirhamza Habibulla

Department of Chinese Language and Literature, Northwest Minzu University, Lanzhou, China

Read:

Kurangnya Motivasi Siswa di Kelas: Dampak Keterbukaan Guru Terhadap Pendidikan
Association Between Teacher Verbal and Non-verbal Immediacy and Student Motivation

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8267458/>

Abstract

In instructional-learning contexts, the relationship between non-verbal and non-verbal immediacy and student motivation has gained increasing attention. Although some research has been done to review the impact of teacher immediacy on students' motivation, there has not been a systematic review of the available literature. Therefore, this study aims to systematically review the available literature on the association between teacher verbal and non-verbal immediacy and student motivation. Some common themes and gaps in the literature were identified. With regard to the key variables, the studies were categorized into different sections: "the definition of teacher immediacy," "the measures of student motivation," "the measurement of teacher immediacy," "the measurement of student motivation," and "the contexts". The main findings of the studies were summarized, and the limitations of the included studies were discussed. Finally, the implications of the findings for future research are offered, accordingly.



Students' Classroom Silence and Hopelessness: The Impact of Teachers' Immediacy on Mainstream Education

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Read:

Apakah Keterbukaan Guru Mempengaruhi Siswa? Systematic Review Hubungan Keterbukaan Verbal & Non-verbal Guru dengan Motivasi Siswa

<https://www.frontiersin.org/journal/psychiatry/10.3389/fpsyg.2021.819824/pdf>



Abstract

In instructional-learning contexts, the relationship between teacher verbal and non-verbal immediacy and student motivation has gained increasing attention. However, no systematic research has been done to review the empirical studies conducted on the impact of teacher immediacy on students' motivation. Hence, the aim of the present study was to systematically review the available literature on different types of teacher immediacy and student motivation. Some common databases were searched and 30 eligible manuscripts were identified. With regard to the key features of the included studies, the review's findings were categorized into different sections, namely "the measures of teacher immediacy employed," "the measures of student motivation employed," "designs," and "educational contexts". The main findings of the studies were also discussed. The reviewed studies pointed to **another association between teacher immediacy and student motivation**. Finally, limitations of the included studies are discussed and some practical directions for further research are offered, accordingly.

Keywords: verbal immediacy; non-verbal immediacy; students; motivation; systematic review; teachers.

Have you ever noticed/felt these phenomenon?

This builds on Mehrabian's original "immediacy" construct (closeness-enhancing behaviors) and its adaptation to education.

Students' Classroom Silence and Hopelessness: The Impact of Teacher Immediacy

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.819821/pdf>

Did you know?

However, teacher immediacy is also just a subset of a bigger competency called Adaptive Communication

Teacher Immediacy is defined as communication behaviors by instructors that decrease perceived distance between teacher and learners (e.g., warmth, availability, approach cues).

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8267458/>
<https://pmc.ncbi.nlm.nih.gov/articles/PMC8267458/>

<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781405186407.wbiect013.pub2>

Abstract

In instructional-learning contexts, the relationship between teacher verbal and non-verbal immediacy and student motivation has gained increasing attention; however, no systematic research has been done to review this relationship. Therefore, this study aims to systematically review the available literature on the relationship between teacher immediacy and student motivation. Some common themes and gaps in the literature were identified. With regard to the measures of immediacy, three main types of measures were employed: "the measures of teacher behavior," "the measures of student behavior," and "the measures of student context". The main findings of the included studies indicated that teacher immediacy was positively associated with student motivation. However, the limitations of the included studies and research are offered, according to the identified gaps.



Interactive

Quick Question

“Have you ever heard of
Adaptive Communication?”

*Raise your hand

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25



On a scale of 0-10,
how **familiar** are you with an **adaptive communication**?



Interactive

Prologue Question

“Describe your **initial thoughts on what is adaptive communication**

on behalf of personal reason?”

***1 of participant can open mic and share the reason**



What Is Adaptive Communication?

Adaptive communication is the strategic approach of tailoring your communication style to suit the specific needs, context, and goals of your audience. It's about ensuring your message is not just heard, but truly understood and resonated with.

Clarity

Ensuring your message is understood without ambiguity.

Empathy

Connecting with your audience's perspective and feelings.

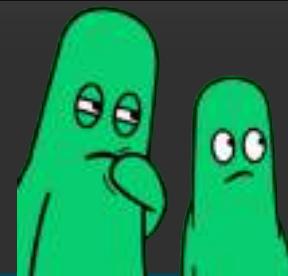
Effectiveness

Achieving the desired outcome from your communication.

Think of a neurobiologist doctor explaining a complex diagnosis. They don't use the same jargon with every patient; instead, they adapt their explanation to each individual's understanding, ensuring clarity and reassurance.

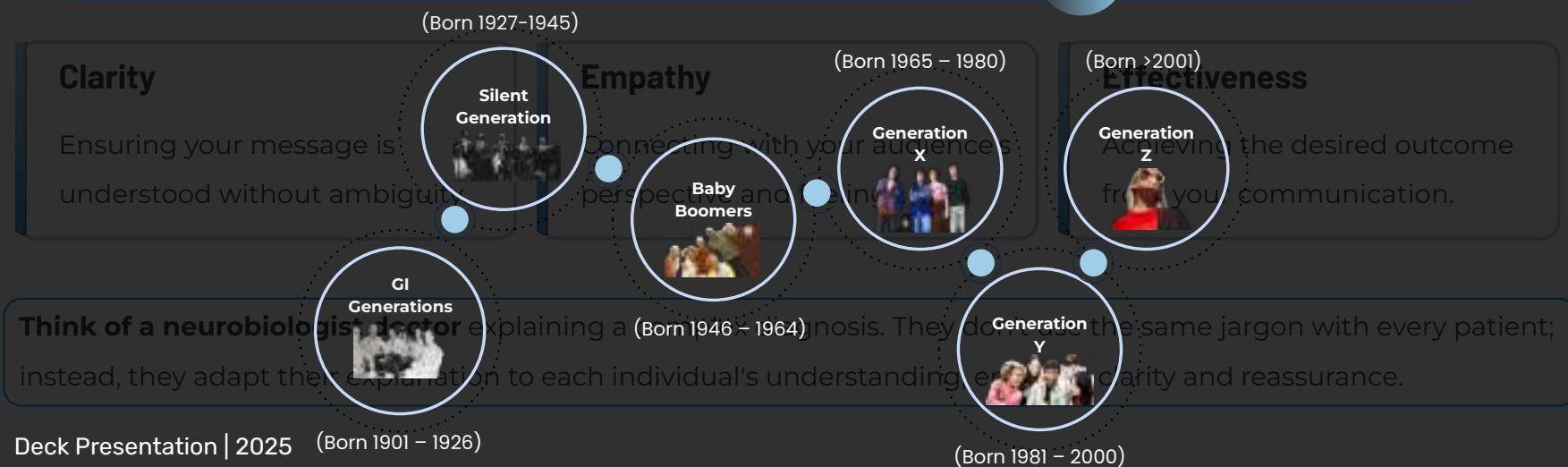


What Is Adaptive Communication?



Adaptive communication is the strategic approach of **tailoring your communication style** to suit the specific needs, context, and goals of your audience. It's about ensuring your message is **not just heard, but truly understood** and resonated with.

List of Generations Amongst Us



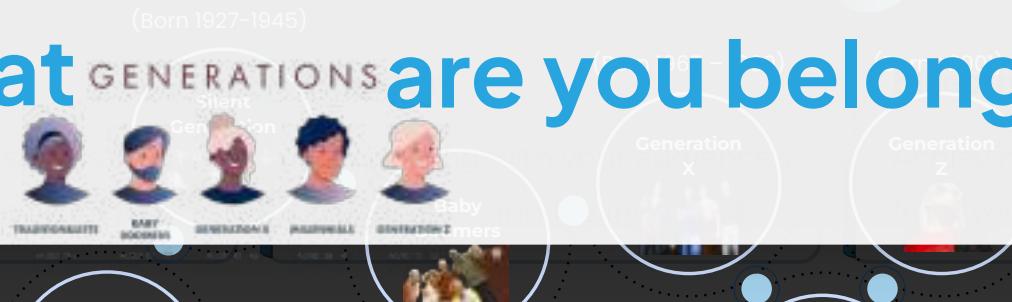


What Is Adaptive Communication?

Adaptive communication is a strategic approach to match your communication style to specific needs, contexts, and audiences. It's about understanding what your audience has just heard and adapting accordingly.

List of Generations Amongst Us

Classical Musician (Born 1927–1945)
What are you belong ?



Think of a neurobiologist doctor explaining a diagnosis. They do not use the same jargon with every patient; instead, they adapt their explanation to each individual's understanding, emphasizing clarity and reassurance.

Deck Presentation | 2025 (Born 1901 – 1926)

(Born 1981 – 2000)

• What Is Adaptive

Adaptive communication is the strategy of tailoring your message to the needs, context, and goals of your audience so it can be easily understood and resonated with.

GENERATION GAPS					
GENERATION	BAB	MILLENNIALS	GEN X	BOOMERS	GEN Z/GEN
YEAR OF BIRTH	After 2000	1980-2000	1965-1979	1946-1964	Before the end of Y2K
WHAT'S HOTTEST ITEM IN YOUR CLOSET?	0-14	15-18	19-23	24-40 (your May Day)	41+
WHAT'S COOLING DOWN?	Business w/ the iPhone 6	Free WiFi	4/17.	Kids' Snow Day — travel past	First time they had guitar in '80s Rock Hall of Fame
COMMON LIVING ROOM	Down the hallway Mop & Dust	Sharing an apartment in Brooklyn	Parked out of Brooklyn, car driving in Angeles	Had to leave the hotel	Living room mortgage payments higher than hobbies
WHAT DO YOU GET AWAY WITH?	Mom's iPhone	Lip	Handmade Birch bicycle	Soon-to-be separated now	Discussing about how '80s kids are
TRUEST MEME SOURCE	YouTube	Twitter	John Oliver	Grandmother Betty Williams	Dead tree
PREFERRED MODE OF COMMUNICATION	Snapsbot	Twitter	Tot	LinkedIn	Collecting phone bills
ICON	Archie Goodwin	Mark Zuckerberg	Elliott Gould	Howard Stern	Merry Christmas
SOCIAL NETWORK THAT ADOPTED PAYFOR FIRST	Instagram	Twitter	LinkedIn	LinkedIn	The Rotary Club
WEBSITE EXTREMELY	USA Today Minerals	24GB on Cloudflare	\$2,000 on Streaming plan	35,000 on Subscription to the Golfing Service	\$35 on Oklahoma of potentially dangerous
WEBSITE ADDICTION	Autoblog.com approves	Reddit politics Add-on	Supreme collection/price	Second home	G.D.P. increasing needs
OFFICE COOP PARTNER	Chewie is golden goose	Avastian app	Self-orchestrating A.I. Values	Shipping process	Protesting
TRANSPARENT COMMUNICATION ADDICT	Being Content Corp quitting pipe	Trigger warnings and micro-aggressions	Artificial partner	The long	Defeating Hitler
DEBTIVE ADDICT	Personal loan	Climate internet	Affection deficit disorder	Debtie dysfunctional	Possessively possessed
DEBTIVE ISSUE	Low battery	Everybody doesn't get a trophy!	How to pay off graduation loans	No longer having the center of the universe	Starting 2015
WHAT'S THE HOTTEST ITEM FROM 1980?	What's on your mind?	What's on screen?	What's the point?	What's the long?	Where the body did we go so very very wrong?



GENERATION GAPS

by BRENT PETERSON

Generation	GEN	MILLENNIALS	GEN X	BABY-BEATERS	GEN Y/GEN Z
TIME OF BIRTH	After 2000	1980-2000	1965-1979	1945-1964	Before the end of WWII
WHAT THEY KNEW WHEN THEY GOT IT	D-14	18-28	38-42	43-60 (from May '07)	78+
WHAT THEY OWNED	Business or the iPhone 4	Free WiFi	4/15.	Kiosk newsstand — travel pub	First time they had agencies at All East Foundation
CURRENT LIVING EXPENSES	Owns the biggest Mop and Drip	Sharing an apartment in Brooklyn, one riding bus/taxi	Paid off all Brooklyn, one riding bus/taxi	Had initials tattooed	Living in a new mortgage free secondary chapter in bubble inflating
WHAT THEY WANT BY AGE 40	More privacy	Life	Homebody Social circle	Somewhat reassured now	Planning ahead Now 10-120-4
TELEVISION SHOWS	YouTube	Futurama	Lost	Archer	Dead Trees
PERSONAL MODEL OF COMMUNICATION	Snapper	Hubie	Tot	Luvvits	Gathering phone calls
ICON	Archie Goodwin	Mark Zuckerberg	Howard Stern	Harry Truman	
SOCIAL NETWORK THAT IS BEING USED BY MOST	Facebook	Twitter	LinkedIn	Waze.com	The Rotary Club
WEBSITE MOST EXTENSIVE	ETA.RAILROAD	24GBonCouchsurfing	2,600 on Facebook	55,000 on Instagram	\$15 on Kickstarter
INTEREST	Double agents	Snapper	Second home	G.D.P. increasing	
INTEREST	Intergenerational coaching	Intergenerational coaching	Intergenerational coaching	Intergenerational coaching	Intergenerational coaching
INTEREST	Living Longer Healthier	Staying younger and looking good	Intergenerational coaching	Intergenerational coaching	Intergenerational coaching
INTEREST	Personal finance	Cloud computing	Attention deficit disorder	Greater cybersecurity	Permanently improved
INTEREST	Low interest	Everybody doesn't get a trophy!	How to pay off graduated loans	No longer losing the sense of the outcome	Starting 2015
INTEREST	What's it to you?	What's it to you?	What's the point?	What's the point?	Where the hell did we go so very, very wrong?

Today's Objective Focus

What Is Adaptation?

Adaptive communication is the strategy to suit the specific needs, context, and goals of your audience. It must be well understood and resonated with.

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What Is Adaptive Communication?

Adaptive communication is the strategic approach of **tailoring your communication style** to the specific needs, context, and goals of your audience. It's about ensuring your message is **not just heard, but truly understood** and **resonated with**.



Clarity

Ensuring your message is
understood without ambiguity.

Empathy

Connecting with your **audience's perspective and feelings.**

Effectiveness

Achieving the **desired outcome** from your communication.

Think of a **doctor** explaining a condition to a patient; instead, the doctor tailors their explanation to each individual patient's needs.





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Why Adaptive Communication Matters

Communication Imperative

80% of leaders' time is spent communicating – making its effectiveness paramount for success.

- Poor communication is a leading cause of workplace project failures, costing companies millions.

Impactful Benefits

Builds **trust** and strengthens **relationships**.

- Reduces misunderstandings and conflicts.
- Boosts morale and employee engagement.

• **More Persuasive:** They can influence different personalities effectively.

• **More Respected:** They demonstrate emotional intelligence by adjusting their approach.

• **More Effective:** They ensure their message is understood and acted upon.

• **More Inclusive:** They create an environment where diverse voices feel heard and valued.

<https://elationcommunications.com/adaptive-communication-in-leadership/>

Real-World Adaptive Communication Examples

Adaptive communication isn't just theory; it's practiced every day in diverse settings.

Here are some scenarios where it shines:



Team Engagement

A manager shifts from a group setting to a one-on-one discussion to engage a soft-spoken team member, ensuring their ideas are heard.



Technical Translation

An executive simplifies complex technical jargon when presenting to non-expert staff, making the information accessible and engaging.



Inclusive Training

A trainer uses a mix of visuals and detailed written notes to accommodate both visual and analytical learners, maximizing comprehension.

The Transformative Impact of Adaptive Communication

Embracing adaptive communication yields far-reaching benefits, transforming not just how you connect, but your overall success and influence.



Stronger Relationships

Build deeper trust and understanding in all personal and professional interactions.



Enhanced Collaboration

Foster better team dynamics, leading to increased innovation and productivity.



Greater Influence

Positions leaders and professionals for greater impact and success in their fields.

It's the difference between merely talking and truly communicating, unlocking potential in every exchange.

Adaptive vs Traditional Communication

Traditional Communication

Traditional communication **uses static, one-size-fits-all messages**. It lacks flexibility and often fails to meet diverse audience needs, leading to misunderstandings and inefficiencies.

Adaptive Communication

Adaptive communication dynamically **adjusts messages based on real-time audience data**. It enhances clarity, engagement, and effectiveness, making it ideal for modern, fast-paced environments.





Interactive

During teacher meetings, one member rarely speaks. Which response best reflects inclusive and adaptive practice?

A. Continue group format so the member acclimates

B. Move to a brief 1:1 pre-meeting to surface ideas, then bring them into the group

C. Ask the member to submit ideas by email only



Interactive

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B. Move to a brief 1:1 pre-meeting to surface ideas, then bring them into the group

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A quiet teacher may be overshadowed in full-group settings. A brief 1:1 pre-meeting lowers pressure, lets the leader listen, paraphrase, and clarify needs.

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	Personality and Communication Styles: DISC	4	Conflict and Difficult Conversation



Interactive

Quick Question

“Have you ever heard of
Dominant Influence Steadiness
Compliance (DISC) Test?”

*Raise your hand



DISC

By All Means

DISC is a **behavioral assessment framework** that uses observable traits and patterns to understand **how people communicate, make decisions, and respond to challenges.**

It is **psychological research** and proven workplace applications to **improve teamwork, leadership, and personal effectiveness.**



Interactive

Quick Question



**What Are the Four
DISC Types?**

***Raise your hand**



<https://bit.ly/disc-sbdp>
DISC Test

- 
- The background of the slide features a photograph of a person's legs and feet resting on a white surface. A red apple sits on the surface to the right. A laptop is open in front of the person. A text box is overlaid on the image.
- Test Me: DISC**
- Open your laptop or tablet.
 - Click on the provided link or scan the QR code.
 - You will receive a [DISC Test](#) with available several questions.
 - Answer the questions based on your personal experiences on at work.
 - You have 10 minutes to complete the worksheet.
 - You can also use this worksheet outside of this session (for example, at the office) to help reduce your stress.

10:00

DISC in Education: Communication Gains

Why DISC is Important for **School Communication**



90% Reported Stronger
Connections
Across Opposing Styles
Post-Intervention

80% Gained Deeper DISC
Knowledge
and Adaptation Skills
Except Steadiness Subgroup

Communication Strategies
Knowledge
Pre: 8.11 → Post: 8.40
 $p<0.01$, Effect Size 0.20

Self-Perception Awareness
Pre: 6.58 → Post: 7.30
 $p<0.001$, Effect Size 0.42

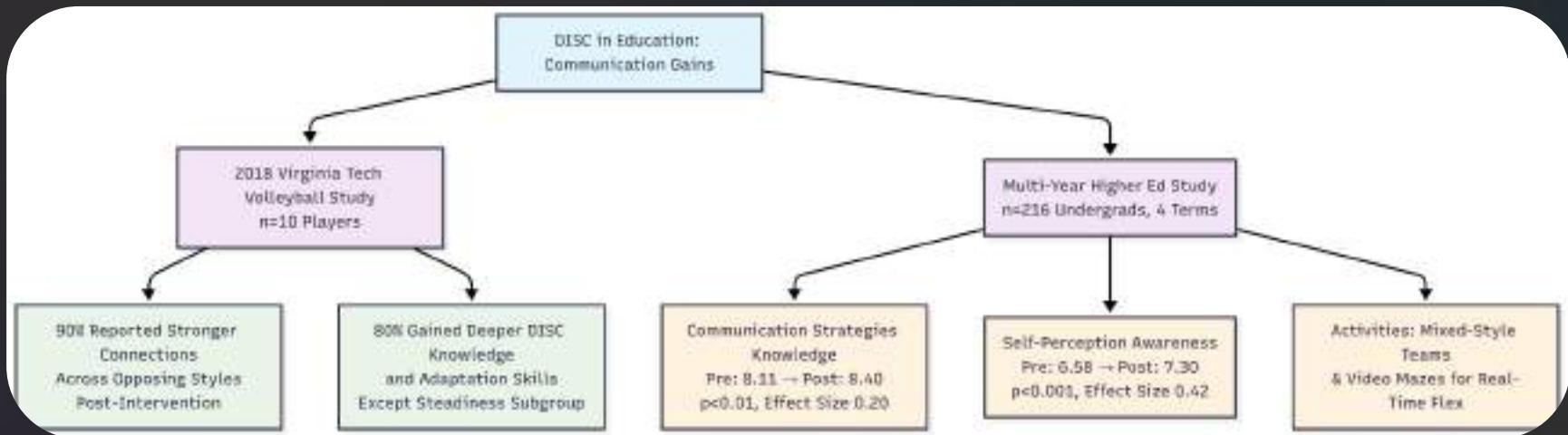
Activities: Mixed-Style
Teams
& Video Mazes for Real-
Time Flex

Source:

<https://vttechworks.lib.vt.edu/server/api/core/bitstreams/3fa4ac89-41ca-4b64-8ed4-293960aeefe8/content>

Source:

https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1179&context=busadmin_faculty



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Source:

https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1179&context=bus_admin_faculty



DISC Increases
Communication Skills

Understanding team members with **DISC** increased Adaptation Skills

80% Reported Stronger
Connections
Across Opposing Styles
Post-Intervention

80% Gained Deeper DISC
Knowledge
and Adaptation Skills
Except Steadiness Subgroup

Communication Strategies
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DOMINANT

- Direct
- Decisive
- High Ego Strength
- Problem Solver
- Risk Taker
- Self Starter

- Good listener
- Team player
- Possessive

- Steady
- Predictable
- Understanding

STEADINESS

INFLUENCE

- Enthusiastic
- Optimistic
- Persuasive
- Talkative
- Impulsive
- Emotional

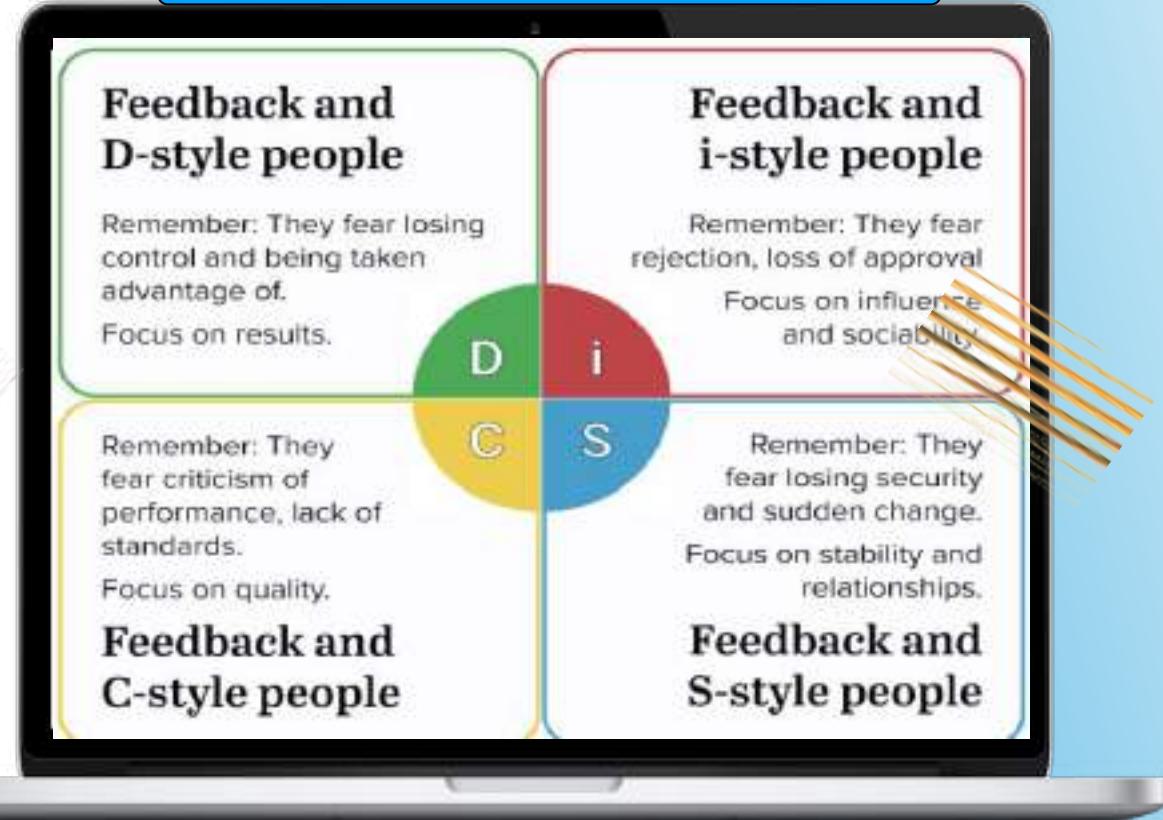
- Accurate
- Analytical

- Conscientious
- Fact-finder
- High standards

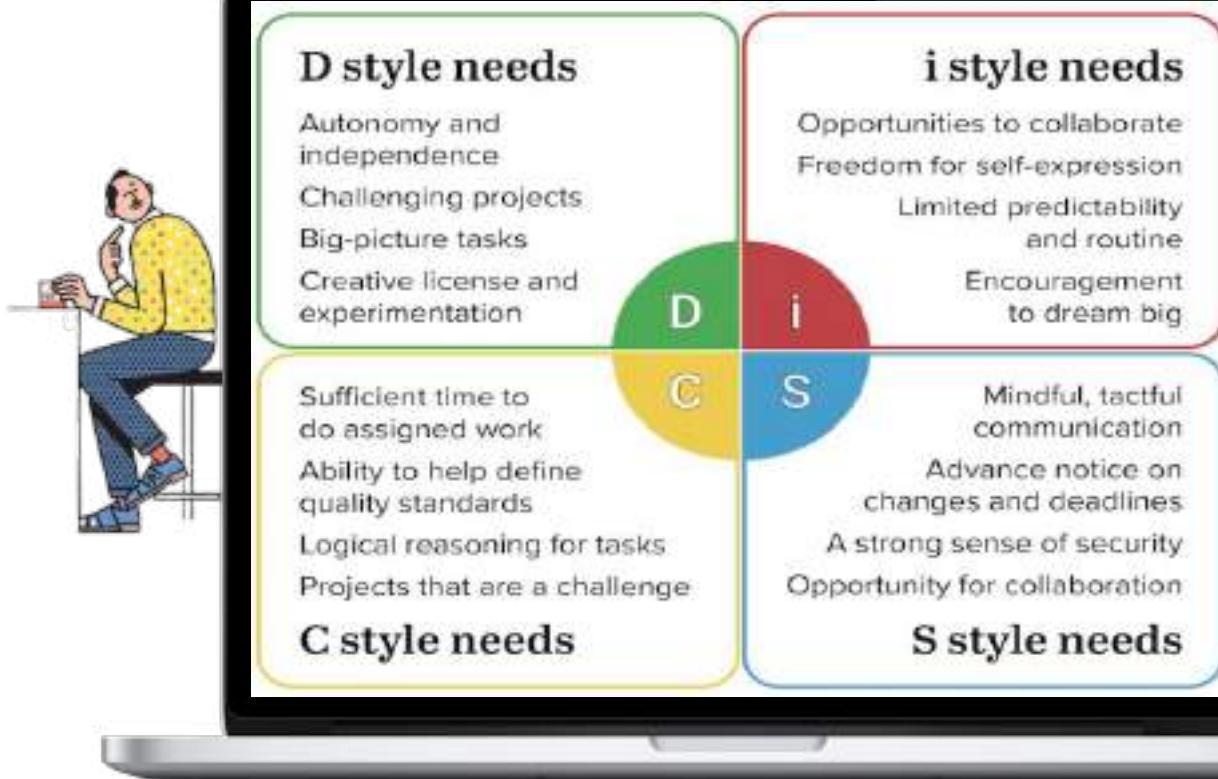
COMPLIANT



How to Deal with each DISC?



How to Deal with each DISC?





Interactive

Your grade-level team includes a high-D and high-S colleague. What's the best DISC-informed adjustment for task review?

A. Fast decisions;
those who need
more detail can
follow up later

B. Present concise
options (D-friendly)
+ share a brief
rationale & timeline
(S-friendly)

C. Send a long report to
satisfy both



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rationale & timeline
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satisfy both

B works because it balances both styles: high-D wants quick, concise choices; high-S needs predictability, rationale, and timelines to feel secure.

Table of Contents

1 Why Adaptive Communication Matters

2 Personality and Communication Styles: DISC



Listening and Responding: The Misconception in Between

4 Conflict and Difficult Conversation



Interactive

Can anyone explain...

Have we ever **heard** the term
active listening at work?

*Raise your hand

I HEAR YOU



LISTEN

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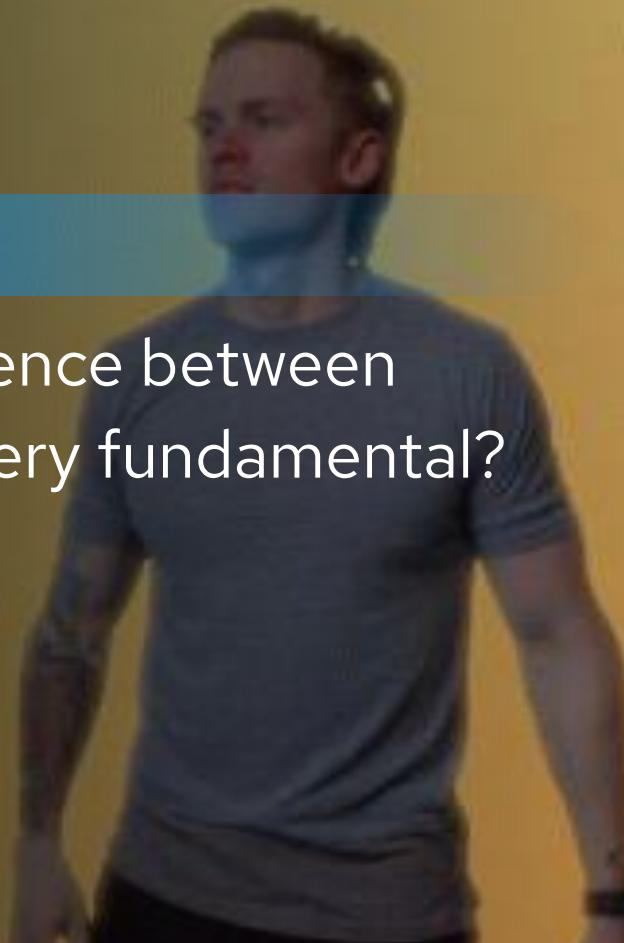


Interactive

Can anyone explain...

Are we noticed the difference between
Listen and **Hear** in the very fundamental?

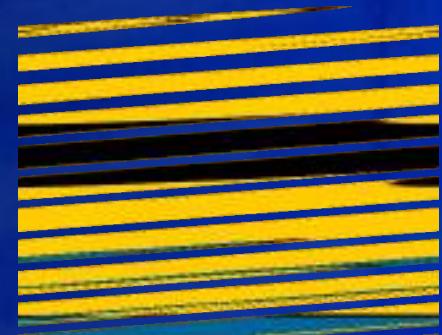
*Raise your hand

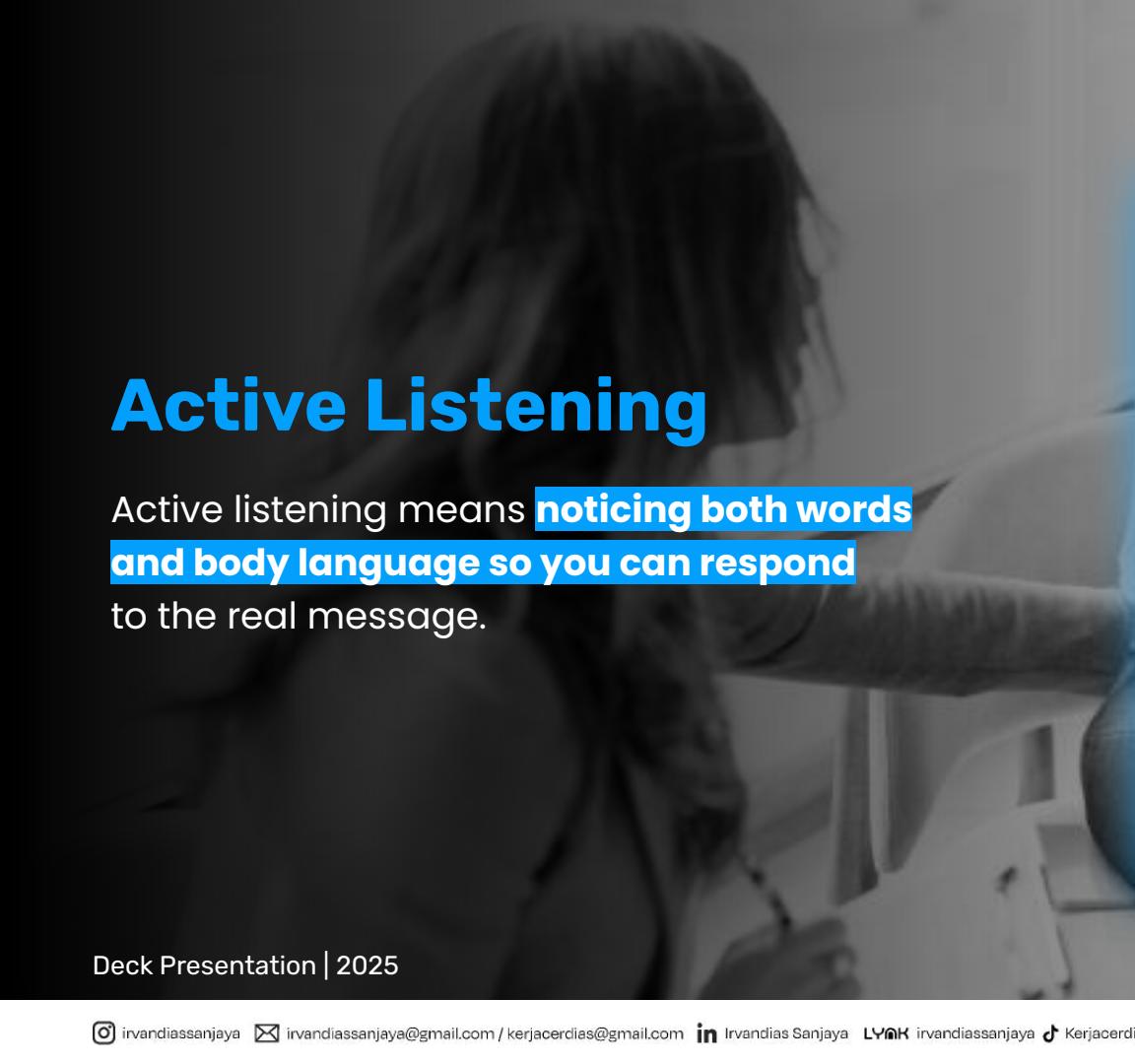


Did You Know?

Listening is not the same as hearing

<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=80994§ion=3.1>





Active Listening

Active listening means **noticing both words and body language so you can respond** to the real message.

Most people do not listen with the intent to ***understand***.

Most people listen with the intent to ***reply***.

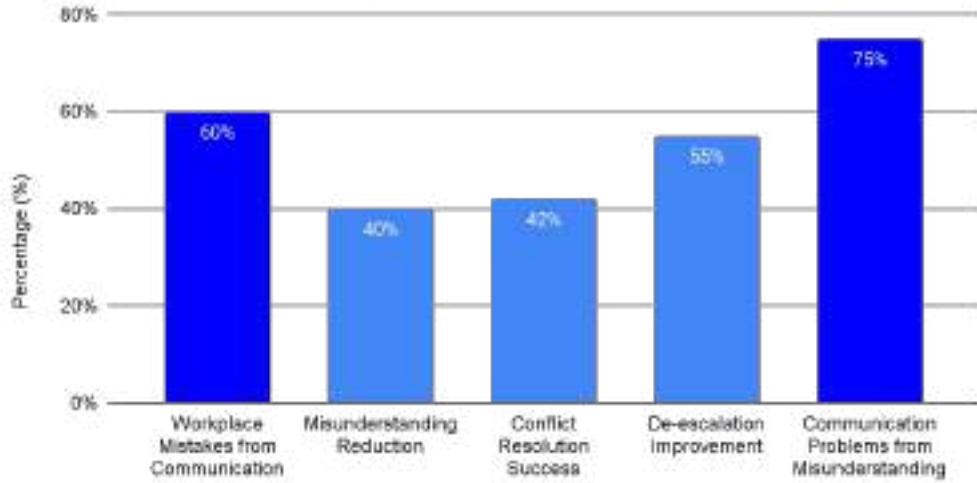
– Stephen R. Covey

ilovemylsi.com

Listen actively

Reduces Mistakes, Conflicts & Misunderstandings

Impact of Active Listening



Sources:

<https://jobera.com/active-listening-statistics/>
<https://wifitalents.com/active-listening-statistics/>
<https://zipdo.co/active-listening-statistics/>
<https://worldmetrics.org/>

<https://gitnux.org/active-listening-statistics/>
<https://zipdo.co/active-listening-statistics/>

KEY INSIGHTS

60% workplace mistakes come from poor communication, but **active listening can cut them by 40%**.

70% work mistakes happen because people don't communicate well, and better listening fixes it.

Active listening **boosts conflict resolution** by about 42% and **calms 55% more disputes**.

3 in 4 communication problems come from **misunderstandings**, and active listening clears them up.

Listen actively

Boosts Productivity, Collaboration & Innovation



Sources:

<https://jobera.com/active-listening-statistics/>
<https://wifitalents.com/active-listening-statistics/>
<https://worldmetrics.org/>

<https://sparkmoor.com/active-listening-in-the-workplace-boosting-team-collaboration-and-productivity/>
<https://pumble.com/learn/communication/communication-statistics/>

KEY INSIGHTS

Active listening can **enhance collaboration and productivity** by up to 25%.

It **boosts productivity 30%, creativity 20%, and goal success 50%**.

Teams with managers who listen actively are **up to 67% more productive**.

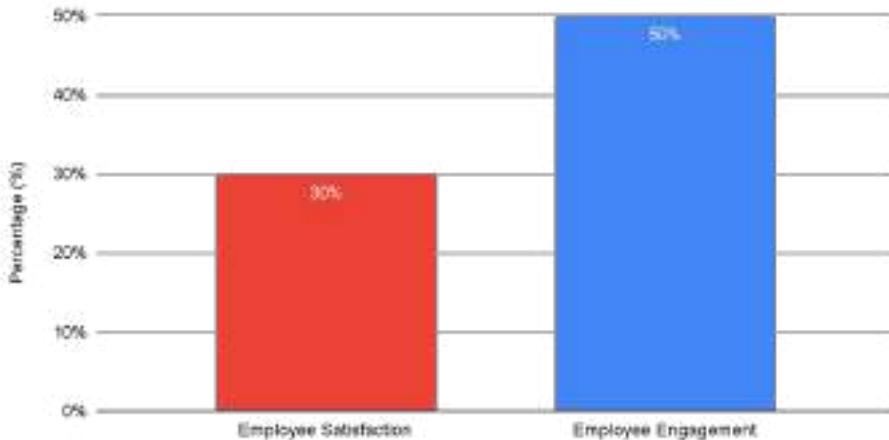
Problem-solving become 30% faster, and project delivery within budget improves by 50% when communication is strong.

Teams that feel heard **engage more and earn 21% extra profit**.

Listen actively

Enhances Employee Satisfaction, Retention & Engagement

Impact of Active Listening



KEY INSIGHTS

Managers trained in active listening see **30% higher employee satisfaction**.

[Jobera](#)

Employees feel **16% more satisfied** when their managers listen attentively.

[Jobera](#)

Organizations prioritizing listening report **50% higher employee engagement**.

[WifiTalents](#)

Acting on feedback **keeps staff 11x more likely to stay**.

[humanemergence](#)

It's also true in Educational context

How teachers' student voice practices affect student engagement and achievement: exploring choice, receptivity, and responsiveness to student voice as moderators

Abstract

Strategies that promote student voice have long been championed as effective ways to enhance student engagement and learning; however, little quantitative research has studied the relationship between student voice practices (SVPs) and student outcomes at the classroom level. Drawing on survey data with 1,751 middle and high school students from one urban district, this study examined how the SVP of seeking students' input and feedback related to their academic engagement, agency, attendance, and grades. Findings revealed strong associations between this SVP and student engagement. Additionally, results showed that having just one teacher who uses the SVP is associated with significantly greater agency, better math grades, higher grade point averages, and lower absent rates than having no teachers who do so. In models testing interaction effects with choice, responsiveness, and receptivity to student voice, teachers' receptivity was strongly associated with all outcomes. Few interaction effects were found. This study contributes compelling evidence of the impact of classroom SVPs and teacher receptivity to student voice on desired student outcomes.

Keywords: Student voice, Student engagement, Student agency, Student achievement, Choice

<https://pmc.ncbi.nlm.nih.gov/articles/PMC11836230/>

How to get through hard times: Principals' listening buffers teachers' stress on turnover intention and promotes organizational citizenship behavior

Abstract

When principals have an environment that belief of perceived principal conducted during the during a later lockdown the two distinct inter

with our hypotheses.

However, teachers evaluated if principal listening is when teachers were more likely to help one another when feeling listened to by their principals.

Keywords: Teachers, Principals, Listening, Stress, COVID-19, Turnover intentions, OCB

<https://pmc.ncbi.nlm.nih.gov/articles/PMC9362686/>

Teacher's active listening can enhance student engagement and grades

It's also true in Educational context

How teachers' student voice practices affect student engagement and achievement: exploring choice, receptivity, and responsiveness to student voice

Abstract

Strategies that enhance students' receptivity to student voice have been proposed as effective ways to support student voice. Previous research has studied the relationship between student voice and student outcomes at the classroom level. This study examined the relationship between student voice and teacher outcomes at the school level. Specifically, we examined the relationship between student voice and teacher stress and turnover intention. We hypothesized that active listening by principals would reduce teacher stress and turnover intention. We conducted two studies. In Study 1, we collected data from 218 teachers in one urban district. In Study 2, we collected data from 247 teachers in three different districts. In both studies, we used a survey instrument to measure student voice, teacher stress, and teacher turnover intention. We found that active listening by principals was associated with lower teacher stress and turnover intention. We also found that teacher stress was associated with higher turnover intention. These findings support our hypothesis that active listening by principals would reduce teacher stress and turnover intention.

Principal's active listening can reduce teachers stress and turnover

When teachers' receptivity to student voice was high, teachers' stress and turnover intention were lower. When teachers' receptivity to student voice was low, teachers' stress and turnover intention were higher. These findings support our hypothesis that active listening by principals would reduce teacher stress and turnover intention.

Keywords: Student voice, Student engagement, Student agency, Student achievement, Choice, Receptivity, Responsiveness

<https://pmc.ncbi.nlm.nih.gov/articles/PMC11836230/>

How to get through hard times: Principals' listening buffers teachers' stress on turnover intention and promotes organizational citizenship behavior

Abstract

When principals listen to their teachers, they may foster an open and receptive work environment that helps teachers adapt during stressful times. Two studies examined the role of perceived principals' listening to teachers on workplace outcomes. Study 1 ($N = 218$) was conducted during the first nationwide lockdown in Israel. Study 2 ($N = 247$) was conducted during a later lockdown and controlled for social support to test the independent effects of the two distinct interpersonal experiences. Findings supported our hypothesis that principals' listening would relate to lower teacher turnover intention. In addition, in line with our hypothesis, teachers high on perceived stress generally reported higher turnover intentions. However, the detrimental effect of perceived stress was not observed when teachers evaluated their principals as good listeners. Finally, we anticipated and found that principal listening is associated with organizational citizenship behavior. Specifically, teachers were more likely to help one another when feeling listened to by their principals.

Keywords: Teachers, Principals, Listening, Stress, COVID-19, Turnover Intentions, OCB

<https://pmc.ncbi.nlm.nih.gov/articles/PMC9362686/>

Interactive

Can anyone explain...

How **to train ourselves** to
become a **good listener** ?

*Any ideas are welcome

Deck Presentation | 2025

Our Expectation

Emotionally supported

Didengerin

Aman

Nyaman

Relax

Lega

The Reality

Adu nasib

GUE dulu....

Lu mah enak

Gue si paling susah

Lu sih MASIH MENDING
Lah GUE....

Empathetic Listening vs Hear that intent to Reply

Give full attention

Listen with your **ears, eyes, and heart**

Try to **feel what they feel**

Don't judge, interrupt, or try to "fix" them right away

Empathetic listening is about **truly** understanding the other person's feelings, thoughts, and perspective.

The goal is to connect, not correct.

Interrupt or talk over someone

Focus on your **own story, advice, or opinion**

Can't remember what the other person said

You respond with "Yeah, but..." or "Me too!" too quickly

Listening with the intent to reply means you're hearing words but already preparing your response.

Your focus shifts to **what you'll say next**.

Active Listening

Appreciate by showing that you're listening: Uh-huh / OK / Yes, I see / Good / Really?

Ask questions to clarify and offer encouragement: What do you mean when you say...? / And then? / What happened next?

R A S A

RECEIVE APPRECIATE SUMMARIZE ASK

Receive the message, pay attention to the person speaking.

Summarize the main idea: It sounds like... / In other words, what you are saying is... / So in a nutshell... / Sounds like you are saying...

Active Listening

CASE STUDY: Let's imagine a team member, Rina, is explaining a challenge with a project deadline

Step	What it means	Example
Receive	Pay full attention to the speaker—tune in both verbally and non-verbally.	You look at Rina, pause your task, nod when she speaks, giving her your full attention.
Appreciate	Convey acknowledgment and empathy through small verbal (like "uh-huh") or nonverbal cues (like nodding/slightly smiling).	You say, " <i>I hear you're really stretched, I understand,</i> " and offer a sympathetic nod.
Summarize	Reflect back what you've heard using your own words (e.g., "So what I'm hearing is...").	You respond, " <i>So you're finding the current timeline too tight, especially given the resource constraints in code reviews—do I have that right?</i> "
Ask	Pose follow-up or clarifying questions after summarizing (e.g., "Can you elaborate on...").	You follow up with, " <i>Would it help if we shifted some tasks or extended the review period to alleviate the pressure?</i> "



Interactive

A hallway conflict flares between students. Which teacher move most aligns with Receive–Appreciate–Summarize–Ask?

A. Let each speak without interruption; reflect key points, then ask clarifying questions

B. Tell them the rule they broke and issue consequences

C. Separate them and handle it tomorrow



Interactive

A hallway conflict flares between students. Which teacher move most aligns with Receive–Appreciate–Summarize–Ask?

A. Let each speak without interruption; reflect key points, then ask clarifying questions

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It mirrors Receive–Appreciate–Summarize–Ask: listen first, reflect back, then clarify.

Table of Contents

1 Why Adaptive Communication Matters

2 Personality and Communication Styles: DISC

3 Listening and Responding: The Misconception in Between

 Conflict and Difficult Conversation

Remember The Gap Generations?

DON'T
FORGET

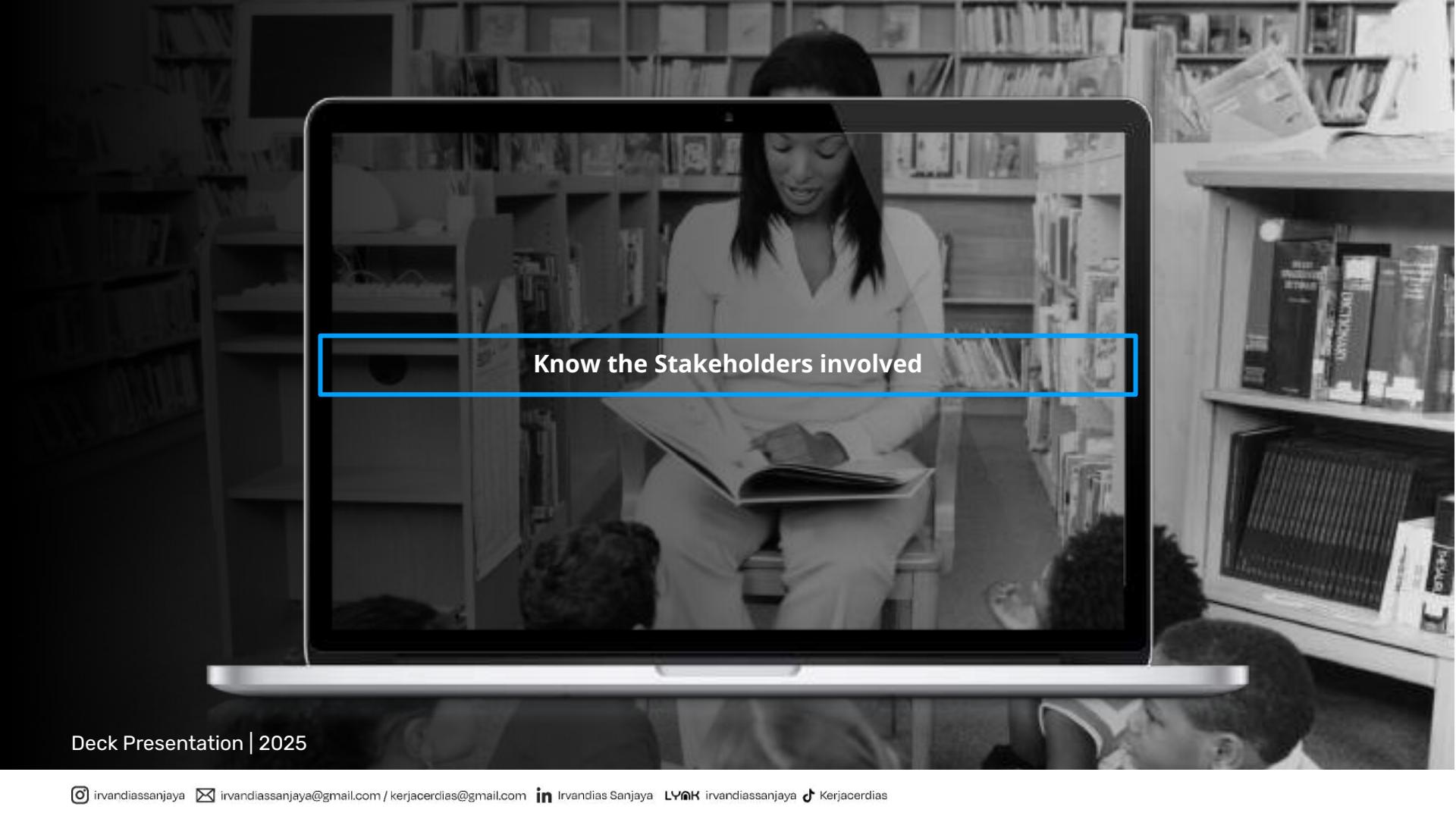
One policy - 4 generations

4 generations will be working side-by-side in 2020. Here we look at the most effective ways to communicate with each.

	Baby Boomers (1946 - 1960)	Generation X (1961 - 1980)	Generation Y (1981 - 1995)	Generation Z (after 1995)
Preferred ways to engage	Phone	Email Text	Text Social media	Handheld devices
Preferred comms methods	Email Phone Face-to-face	Email Text	Online Mobile	Facetime

Source: Barclays





Know the Stakeholders involved

Stakeholders From Teachers' Perspective

Stakeholders

Students
(Primary stakeholders)

Interests

fair grading, psychological safety, relevance, timely feedback, autonomy.

(1)

What Teacher Obtains

learning data, classroom climate, peer influence.

Teacher Lens

build trust (immediacy), differentiate instruction, co-create norms.

**Families /
Guardians**
(co-educators at home)

child wellbeing, progress clarity, behavior support, future pathways.

context (home routines, health), reinforcement at home, attendance support.

keep messages bite-sized and actionable; celebrate small wins before raising concerns.

**Fellow Teachers
& Support Staff**
(execution partners)

consistent policies, shared materials, predictable schedules.

curriculum alignment, cover/backup, interdisciplinary projects.

reduce "initiative overload"; standardize rubrics and deadlines across subjects.

Stakeholders From Teachers' Perspective (2)

Stakeholders

School Leadership & Governance (principals, department heads, school board/yayasan, PTA/Komite Sekolah)

Interests

School results, compliance, budgets, reputation, safety.

What Teacher Obtains

Policy, time allocation, resources, escalation pathways.

Teacher Lens

Needs into metrics leaders track (attendance, mastery, behavior incidents, parent satisfaction).

Student-facing Specialists (counselor/school psychologist, SPED/inklusi, librarian, lab/IT technicians, nurses/UKS)

Appropriate referrals, early intervention, data privacy, inclusive access.

Targeted supports, accommodations, crisis response, literacy & research skills.

Loop them in early; document patterns (frequency, triggers) not just single incidents.

Stakeholders From Teachers' Perspective

(3)

Stakeholders

External Partners
(community leaders, alumni, NGOs, universities, employers, edtech providers)

Interests

Impact, visibility, pipeline building, program fit.

What Teacher Obtains

Real-world projects, mentors, internships, tools, enrichment.

Teacher Lens

Align projects to standards; clarify roles, timelines, and safeguarding.

Regulators / Funders
(Dinas/Kemendikbud Ristek, accreditation bodies, BOS fund admins)

Curriculum compliance, assessment integrity, equitable access, fiscal accountability.

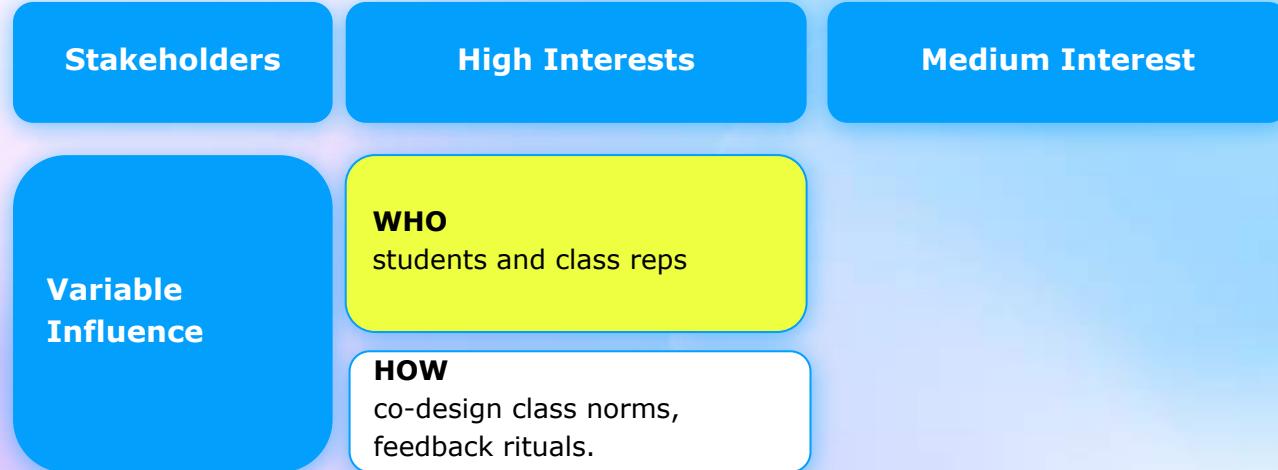
Mandates, resources, professional development, quality assurance.

Map mandates to classroom routines; keep light evidence trails (lesson plans, assessment samples).

Influence vs. interest (1)

Stakeholders	High Interests	Medium Interest
High Influence	WHO leadership, department heads, families of high-needs students HOW keep weekly touchpoints and data snapshots.	WHO board/yayasan, district officers HOW speak in outcomes, risk, and compliance.
Medium Influence	WHO counselors, special education school, librarians HOW co-plan and co-document supports.	

Influence vs. interest (2)



Typical friction points & teacher-centric fixes

Friction Points	Description	Fixes
Policy-practice gap	new rules without classroom supports	request time, exemplars, and assessment alignment before rollout.
Communication overload	too many channels	agree on “tiering” (urgent = phone/WA; important = LMS note; FYI = weekly bulletin).
Parent expectations vs. pedagogy	grade focus over mastery	show growth evidence (pre/post samples) and clear rubrics.
Multi-partner projects drifting	unclear RACI: Responsible, Accountable, Consulted, dan Informed	define who approves, who does, who consults, who is informed.

Example: launching a “Reading Across Subjects” week

Students

co-create reading choices; daily 5-minute reflections; peer-led book talks.

Families

one-page home guide with 3 prompts for dinner chats; optional read-aloud night.

Teachers

shared schedule, one rubric for all subjects (comprehension, evidence, reflection).

Counselor/Librarian

curated lists at varied levels; quiet spaces; support for reluctant readers.

Leadership

approve timetable tweaks; highlight goals (attendance, engagement); end-of-week showcase.

External partner

local bookstore or alum author talk, 30 minutes + Q&A.

Regulators/funders

tag to literacy standards; brief evidence pack (photos, student samples, attendance).

Communication Skills to Have

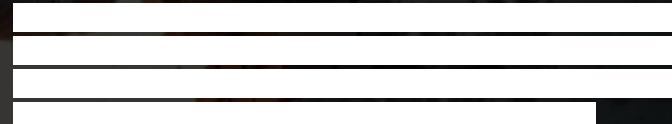
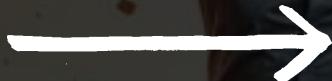
In order to break the wall of communication, skills are required

Non-Verbal Communication

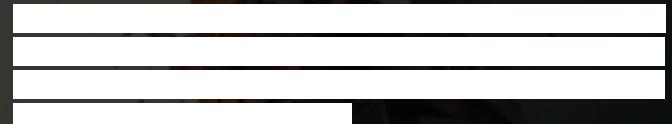
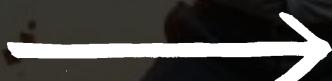


Non-verbal communication is relying instead on body language, facial expressions, gestures, posture, and eye contact, adding context and meaning to interactions.

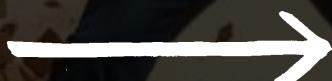
Communication



Ability to



Emotion Control



Kayaknya bakal diliat bagus deh kalau aku
siaik ngobrol kakaknya duluan!



Descriptive Gestures

help **indicate position, location, size, shape, or number**

Emphatic Gestures

underscore **strong emotions, conviction, or the importance of a point**

Suggestive Gestures

can **symbolize thoughts, emotions, or actions**, such as an open palm suggesting giving or receiving ideas,

Prompting Gestures

Body movements or signals used to **elicit a response or encourage someone to take a specific action**.

Communication Skills to Have

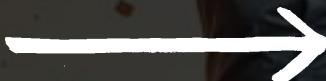
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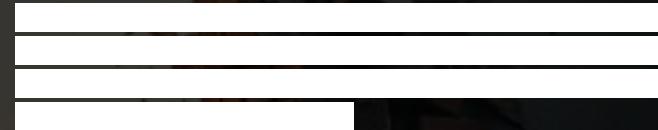
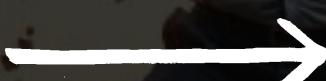
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Assertive Communication

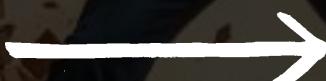


Respectful way of expressing your thoughts, feelings, and needs while also considering the rights and perspectives of others. It promotes honest dialogue, healthy boundaries, and confidence without being aggressive or passive.

Ability to



Emotion Control



Kayaknya bakal diliat bagus deh kalau aku
pik ngobrol kakaknya duluan!

Assertive Communication Definitive Meaning

Assertive communication is an **interpersonal communication style** that **expresses thoughts, feelings, and needs clearly and respectfully**,

While acknowledging the rights and perspectives of others.

CALL ME



Communication Skills to Have

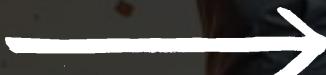
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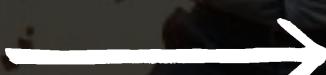
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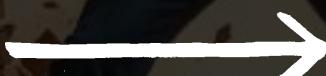
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Ability to Listen



The skill of actively focusing on and understanding what others are saying, both verbally and non-verbally. It involves giving full attention, showing empathy, and providing thoughtful feedback

Emotion Control

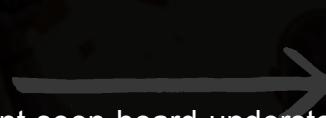


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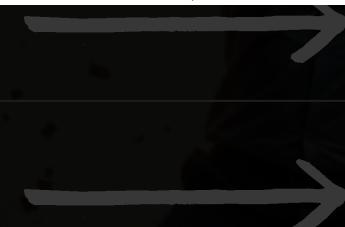


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<https://www.linkedin.com/pulse/most-people-want-seen-heard-understood-listening-lifelong-staley/>

Most People Want to be Seen, Heard, and Understood: Listening as a Lifelong Practice

Ability to Listen



others. It promotes honesty and confidence without

The skill of actively focusing on what others are saying, both involves giving full attention and providing thoughtful feedback.

Control



Kayaknya bakal dilatih bagaimana mengontrol kakaknya



Communication Skills to Have

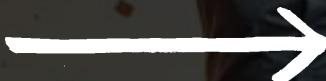
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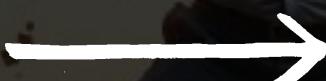
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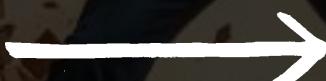
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Ability to Listen



The skill of actively focusing on and understanding what others are saying, both verbally and non-verbally. It involves giving full attention, showing empathy, and providing thoughtful feedback

Emotion Control



The ability to manage and regulate your emotional responses, especially in challenging or stressful situations.

Communication Skills to Have

Good
Communication
is
Actually
Assertive Commu
Good
Emotion
Ability to Listen
Regulation
Emotion Control

ARE YOU
EMOTIONALLY
MATURE?



is relying instead on
expressions, gestures,
adding context and

our thoughts, feelings, and
the rights and perspectives of
dialogue, healthy boundaries,
aggressive or passive.

and understanding what
verbally and non-verbally. It
is showing empathy, and

regulate your emotional
during or stressful situations.



Interactive

Parents push for more grades over mastery. As a teacher, which response best realigns expectations?

A. Promise more graded tasks to reassure families

B. Avoid grade talk; keep conversations short

C. Show growth evidence (pre/post samples) and clear rubrics in conferences



Interactive

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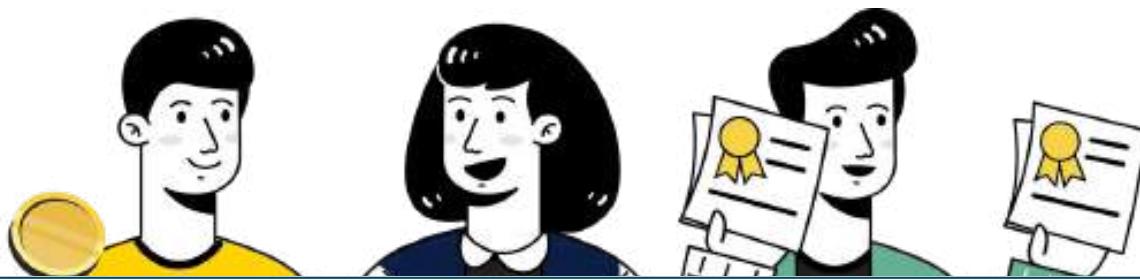
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C. Show growth evidence (pre/post samples) and clear rubrics in conferences



Showing pre/post work plus a clear rubric re-centers the conversation on learning growth, not point-chasing—and it addresses parent concerns with transparent evidence.



Are there any **questions?**



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