



Research Synthesis & Big Data

18 - 21/05/2021

~~Frankfurt am Main~~

Virtual Conference

Pre-Conf MASEM Workshop
17/05

A Meta-analytic Systematic Review and Theory of Perceived Listening and Job Outcomes (Performance, Relationships, Affect, and Cognition)

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Overview

- Personal motivation
- Past failures
- Systematic review and meta-analyses plan
- Discussion: To register or not?

Personal motivation

- Skill
- Research
- Training (including research)

Past research

The mechanism

- Itzchakov, G., DeMarree, K. G., Kluger, A. N., & Turjeman-Levi, Y. (2018). The listener sets the tone: High-quality listening increases attitude clarity and behavior-intention consequences. *Personality and Social Psychology Bulletin*, 44, 762-778. <https://doi.org/10.1177/0146167217747874>
- Itzchakov, G., Kluger, A. N., & Castro, D. R. (2017). I am aware of my inconsistencies but can tolerate them: The effect of high quality listening on speakers' attitude ambivalence. *Personality and Social Psychology Bulletin*, 43, 105–120. <https://doi.org/10.1177/0146167216675339>
- Castro, D. R., Anseel, F., Kluger, A. N., Lloyd, K. J., & Turjeman-Levi, Y. (2018). Mere listening effect on creativity and the mediating role of psychological safety. *Psychology of Aesthetics, Creativity, and the Arts*, 12, 489-502. <https://doi.org/10.1037/aca0000177>

The boundaries

- Castro, D. R., Kluger, A. N., & Itzchakov, G. (2016). Does avoidance-attachment style attenuate the benefits of being listened to? *European Journal of Social Psychology*, 46, 762-775. <https://doi.org/10.1002/ejsp.2185>
- Michelson, T., & Kluger, A. N. (in press). Can listening hurt you? a meta-analysis of the effects of exposure to trauma on listener's stress. *International Journal of Listening*.
- Hurwitz, A., & Kluger, A. N. (2017, August). The power of listeners: How listeners transform status and co-create power. Paper presented at the 77th Annual Meeting of the Academy of Management, Atlanta, GA. Abstract Retrieved from <https://journals.aom.org/doi/abs/10.5465/ambpp.2017.11656abstract>

Interventions

- Itzchakov, G., & Kluger, A. N. (2017). Can holding a stick improve listening at work? The effect of Listening Circles on employees' emotions and cognitions. *European Journal of Work and Organizational Psychology*, 26, 663-676. <https://doi.org/10.1080/1359432x.2017.1351429>
- Budworth, M.-H., Latham, G. P., & Manroop, L. (2015). Looking Forward to Performance Improvement: A Field Test of the Feedforward Interview for Performance Management. *Human Resource Management*, 54, 45–54. <https://doi.org/10.1002/hrm.21618>

272 papers

307 studies

930 effect sizes

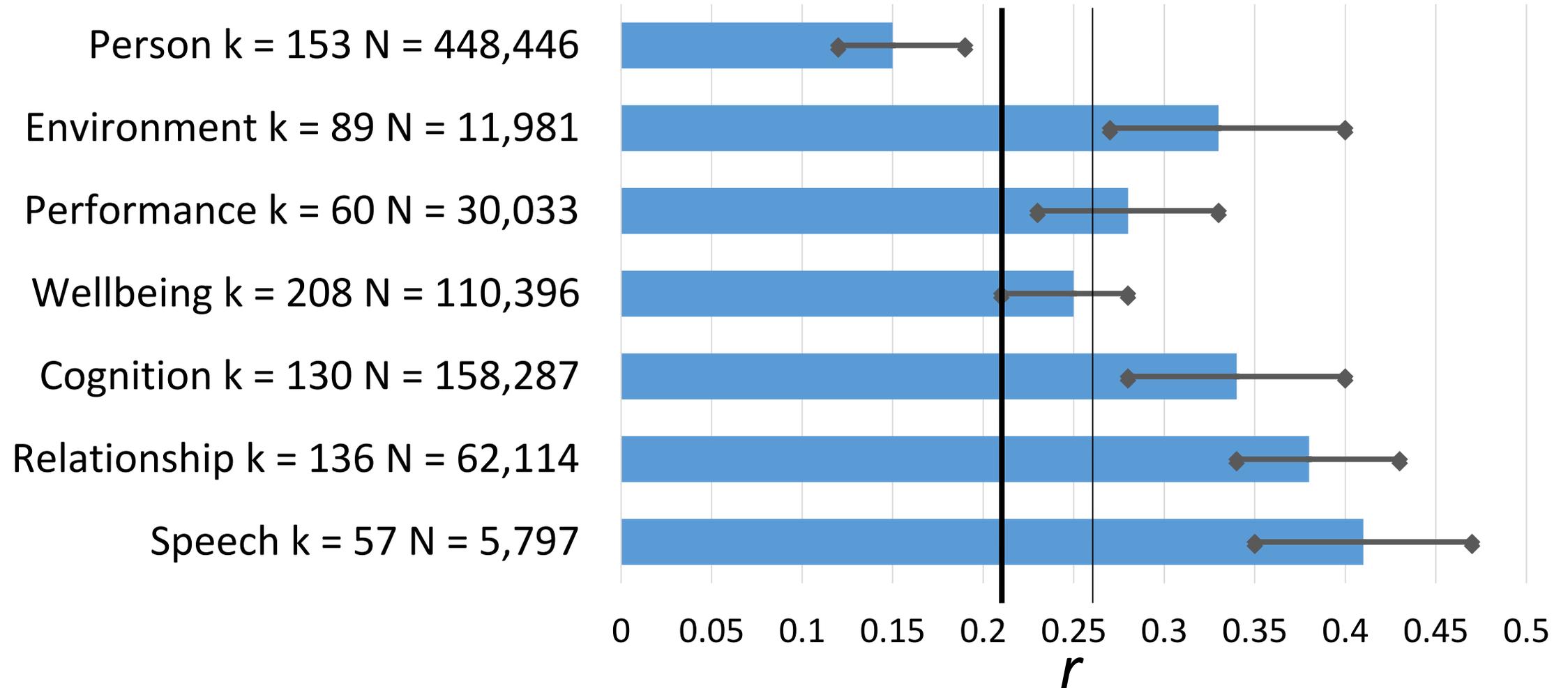
37 different countries and regions: USA, 55.2%, Israel, 16.6%, Japan, 3.9%, The Netherlands, 3.5%, UK, 3.1%, and Germany, 2.5%

31.6% randomized experiments

37.6% pertained to the listener, as opposed to the speaker, or both

14.1% exploratory (no hypothesis)

Meta-analyses: The strength of the association between listening and ...

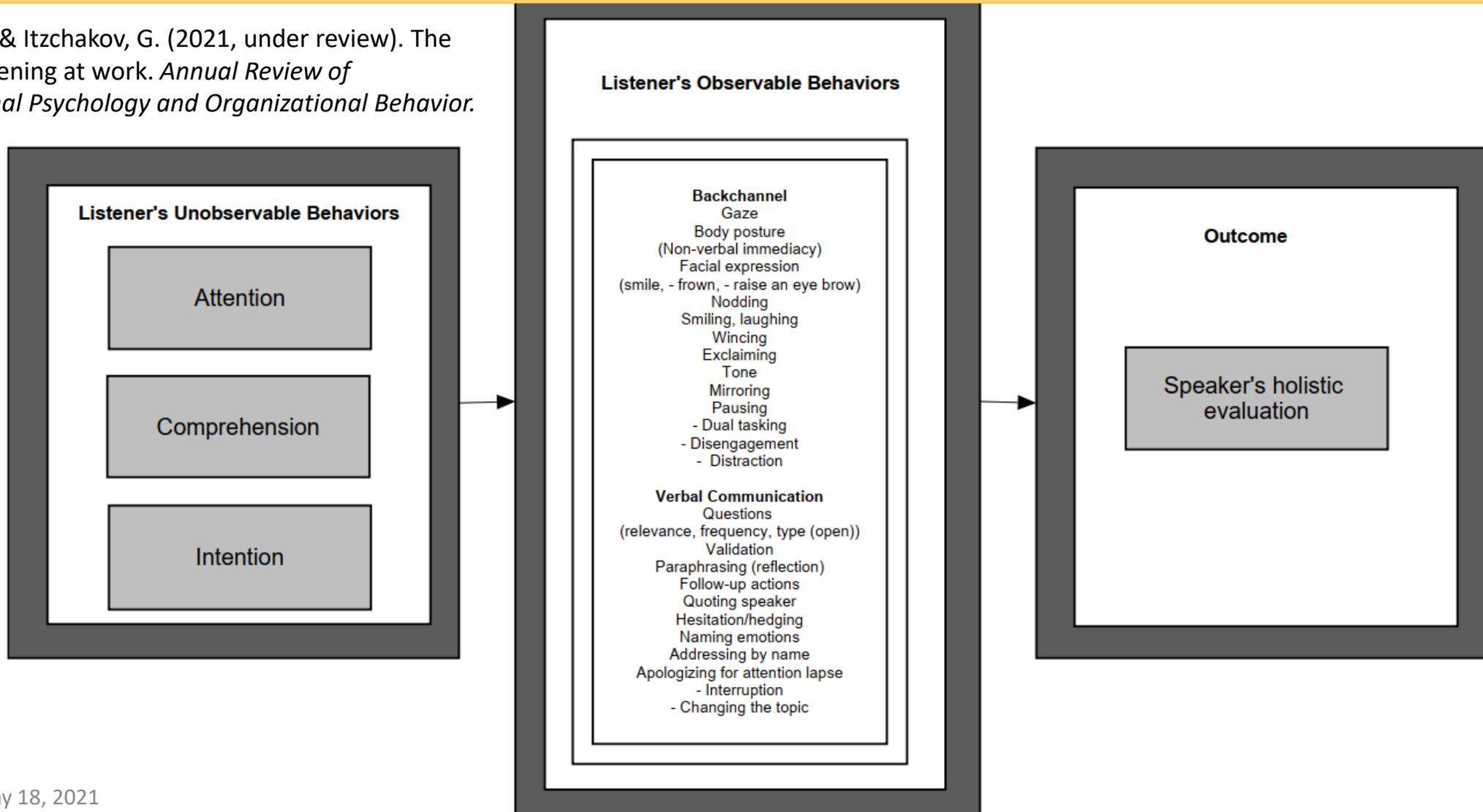


Going beyond simple meta-analyses

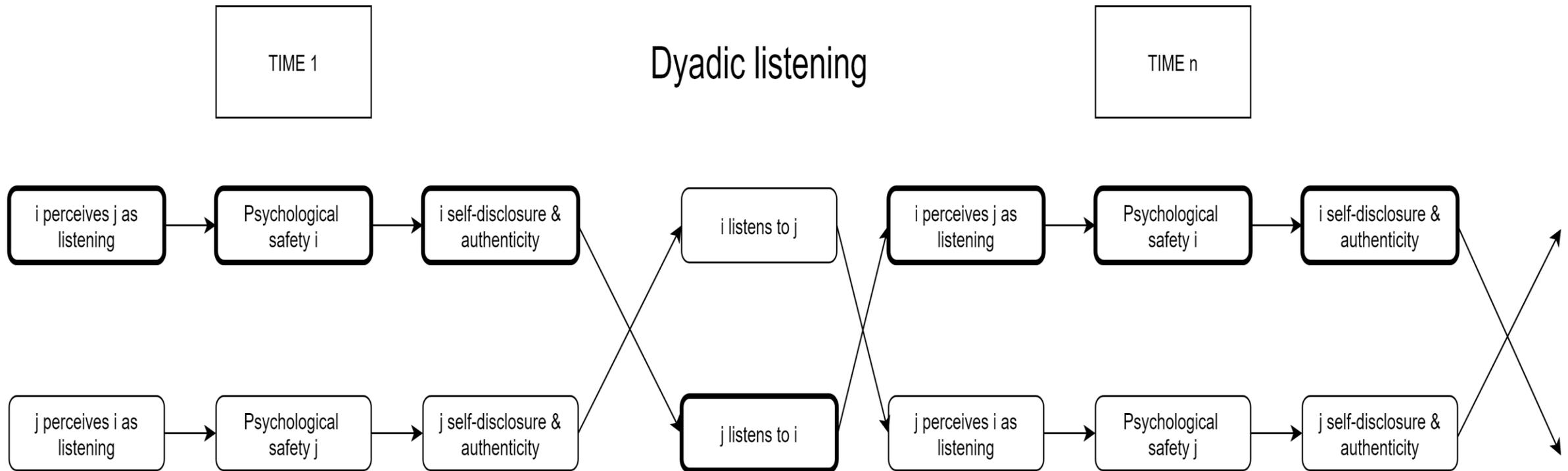
- Three-way meta-analyses
- Theory
- Systematic review

Listening Constructs and their Causal Relationships

Kluger, A. N. & Itzchakov, G. (2021, under review). The power of listening at work. *Annual Review of Organizational Psychology and Organizational Behavior*.



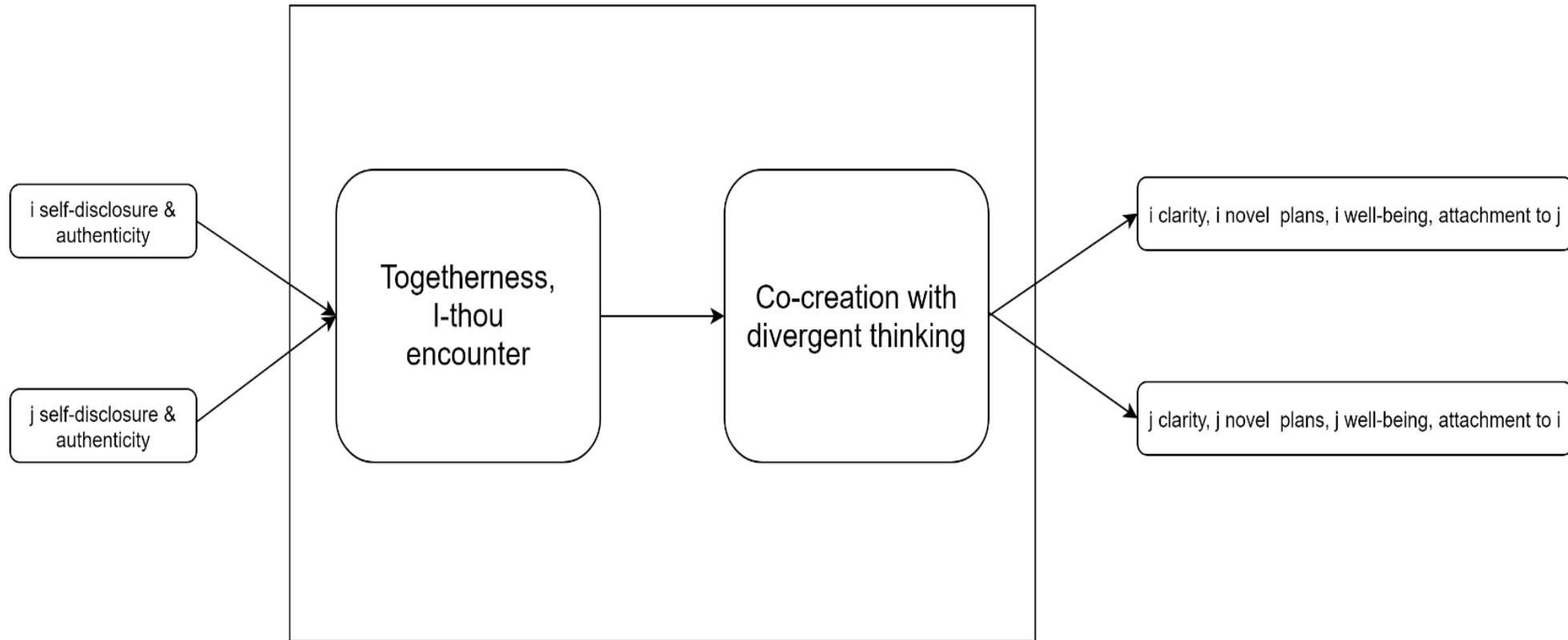
General Theory of listening I



Kluger, A. N. & Itzhakov, G. (2021, under review). The power of listening at work. *Annual Review of Organizational Psychology and Organizational Behavior*.

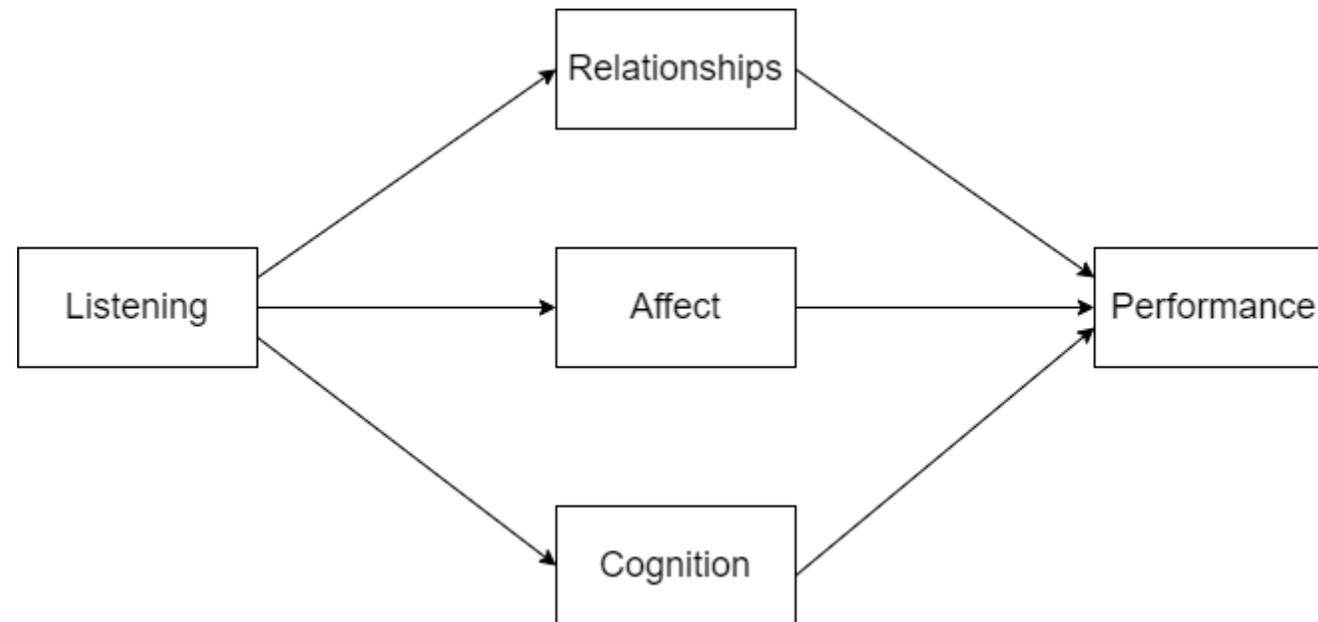
General Theory of listening II

Common fate

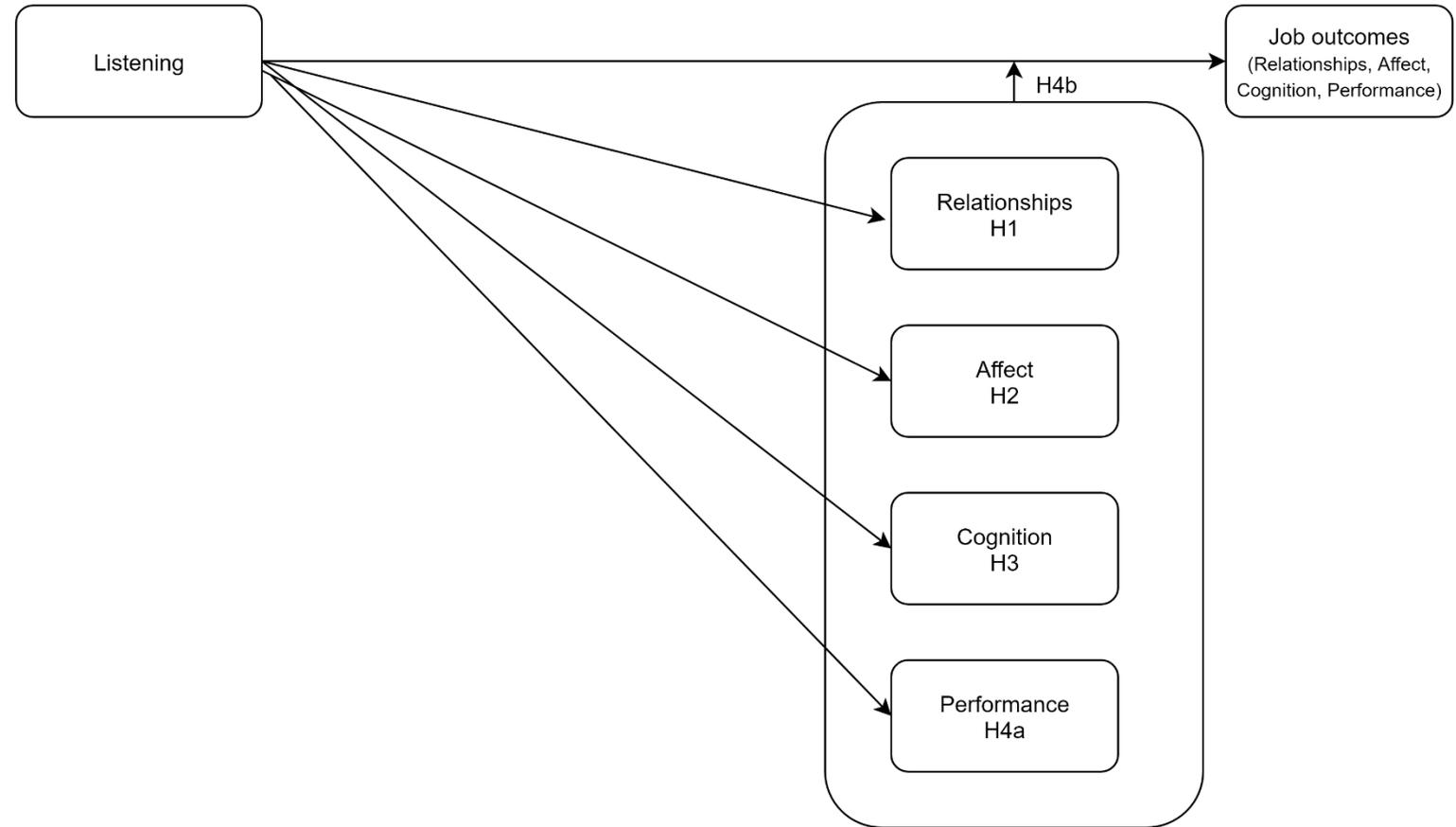


Kluger, A. N. & Itzchakov, G. (2021, under review). The power of listening at work. *Annual Review of Organizational Psychology and Organizational Behavior*.

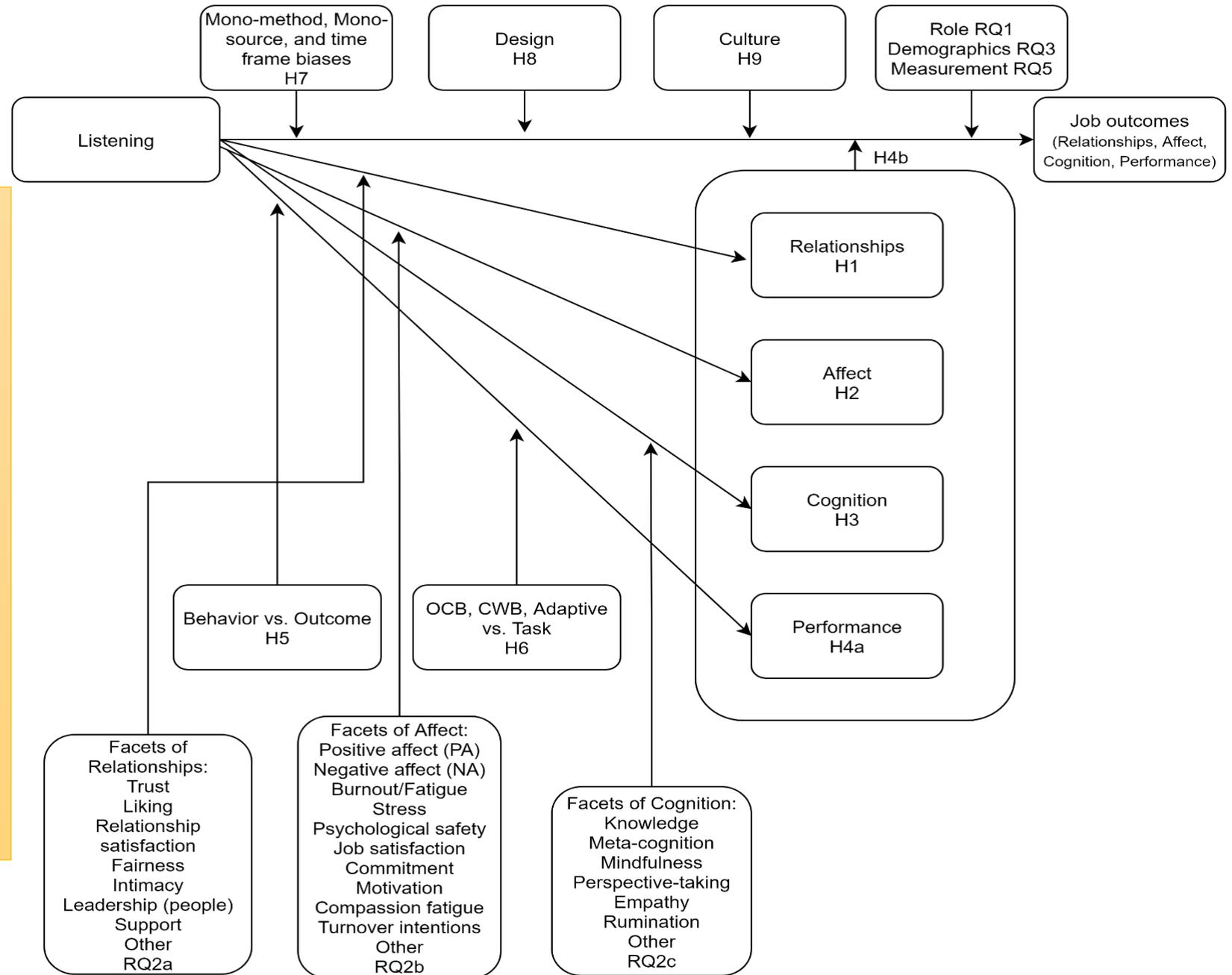
The effect of listening on job performance: Theoretical hypotheses



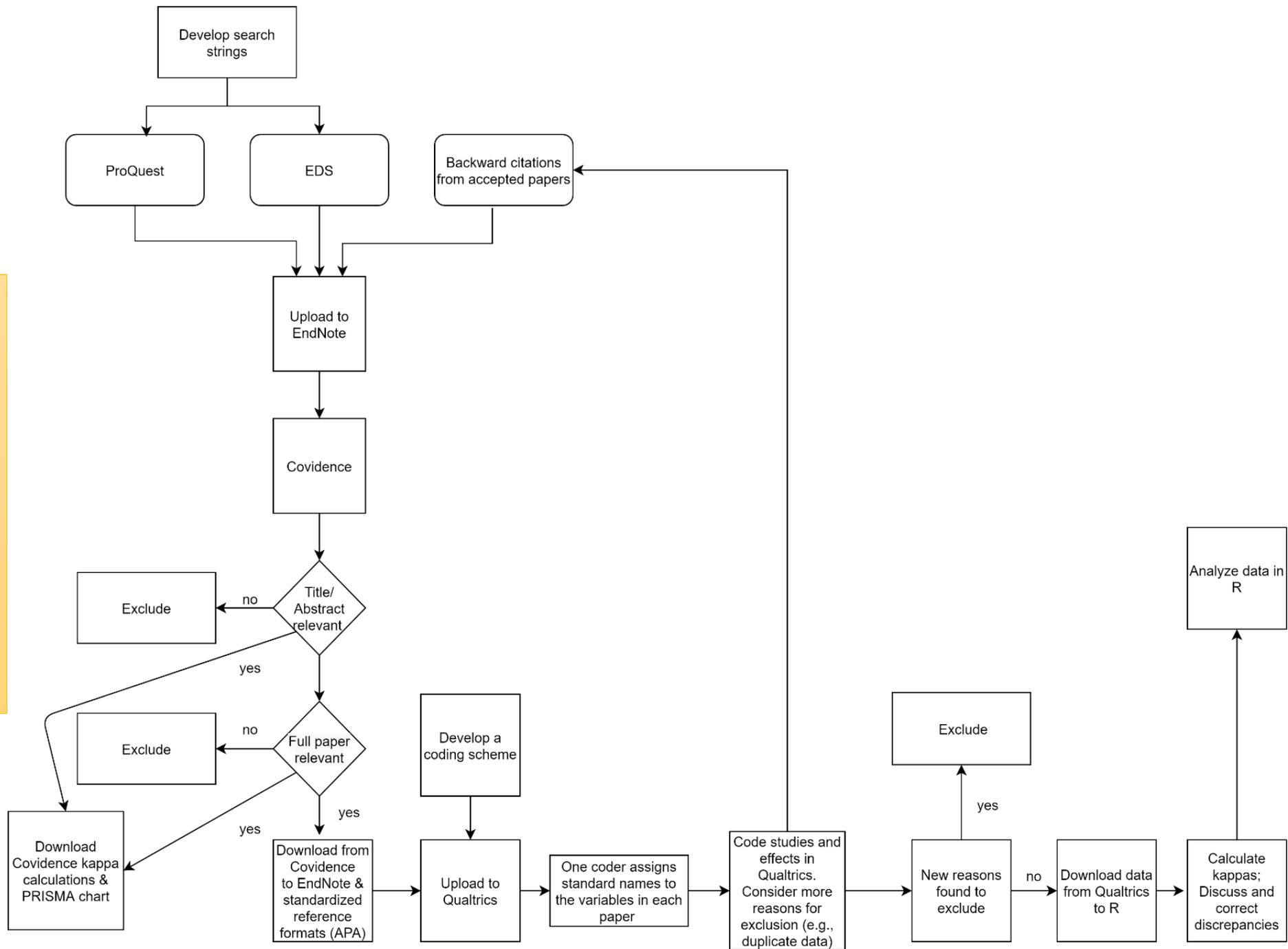
The effect of listening on job performance: operational hypotheses



The effect of listening on job performance: operational hypotheses with moderators



A Flowchart Depicting the Process of a Systematic Review of Correlations between Listening and Work Outcomes



A search string with a capsule approach

Capsule	Search terms
Listening	listen*
DV (relationship)	AND (relation* OR trust* OR satisf* OR intima* OR liking
DV (affect)	OR affect* OR mood OR emotion OR burnout OR satisf* OR commit* OR motivat* OR “psychological safety” OR anxie* OR stress OR “secondary trauma” OR “vicarious trauma” OR traumatic
DV (cognition)	OR cogniti* OR knowledge OR complex* OR “objective-attitude ambivalence” OR learn*
DV (performance)	OR perform* OR counterproductive OR sale OR creativ OR accident OR “organizational citizenship behavior” OR contextual OR theft OR steal* OR “extra-role behavior” OR “prosocial behavior” OR turnover OR tardiness OR lateness OR absent*)
Context (work)	AND (job* OR work* OR employe* OR manage* OR boss OR company* OR supervisor OR subordinate OR customer OR patient OR client OR trainee OR mentor OR firm OR organization* OR business OR career OR collaboration)
Method (quantitative)	AND (quantitative OR association OR improvement OR correlat* OR effect OR perform* OR affect OR reduc* OR behav* OR chang* OR influenc* OR risk OR increas* OR difference)
Exclusion	NOT (accent* OR acoustic* OR alarm call OR audio* OR audit* OR autis* OR bilingual OR biography OR cochlea OR “computer energy” OR “cross language” OR dichotic OR “dual language” OR “English as” OR eavesdrop* OR grammar OR hear* OR “language acquisition” OR “language learning” OR learnability OR lingu* OR “listening comprehension” OR literacy OR loud* OR music OR noise* OR “performing art” OR radio OR quran OR koran OR qur’an OR kor’an OR religio* OR schizophrenia OR “second language” OR sound OR spatial OR “speech percept*” OR syntax OR translation OR television OR TV OR vocabulary OR whisper OR wifi OR wi-fi OR WiFi OR wireless OR Psychoanalytic OR “working memory” OR FMRI OR neural OR autis* OR brain OR vocal* OR neural OR green OR brain activ* OR song OR poet* OR animal OR stimulus OR anthropological OR phoneme OR pedagogy OR psychoanalytic)

Covidence.org

Import references

3226 total duplicates removed

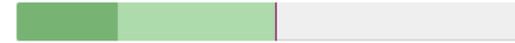
Import

Title and abstract screening

1648 irrelevant

7071 studies to screen

TEAM PROGRESS



1778 ● DONE 22 ● CONFLICTS
2728 ● ONE VOTE 4465 ● NO VOTES

Team settings

AVRAHAM N,
YOU CAN STILL

RESOLVE

SCREEN

22

7071

Resolve conflicts

Continue

You've screened 172 studies so far

Full text review

89 excluded

2 studies to screen

TEAM PROGRESS



118 ● DONE 0 ● CONFLICTS
10 ● ONE VOTE 2 ● NO VOTES

Team settings

AVRAHAM N,
YOU CAN STILL

SCREEN

2

Continue

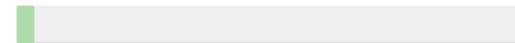
You've screened 119 studies so far

Extraction

0 extracted

28 studies to extract

TEAM PROGRESS



0 ● DONE 0 ● CONSENSUS
1 ● STARTED 28 ● NO VOTES

Team settings

AVRAHAM N,
YOU CAN STILL

EXTRACT

28

Continue

You've extracted 0 studies so far

Title and abstract screening

All

Filter

Tags

Show criteria

Show highlights

Hide abstracts

Display: 25

Relevancy

#4026 - Bohling 1991

Bohling, Hollis R.

Communication with Alzheimer's patients: an analysis of caregiver listening patterns.

International Journal of Aging & Human Development 01//1/1/1991 1991;():249
1991 01//1/1/1991

Hide Abstract & IDs

Alzheimer's Disease has become the chief cause of dementia in the aging population today. Behavioral manifestations of this illness have been studied mainly by concentrating on diagnostic and assessment tests; communication studies have stressed the identification of speech and language deficits, and scant attention has been paid to communications processes that have remained in place. The present study is concerned with caregiver listening responses as they occur in conversations with an Alzheimer's patient. For the project reported here, 26 episodes of conversations between caregivers in an adult day health-care setting were videotaped. The dialogue was transcribed (enhanced by the use of videotaped data) and analyzed for caregiver listening responses. Frame analysis was used to identify several categories of caregiver's responses to the patient's message. Sensitive listening and partial entry into the patient's frame (i.e., reality) may be an effective response to prevent behavior and anxiety-related outbursts.

View history

Add a note

No

Maybe

Yes

Full-text review

All Display: 25 Relevancy

INCLUSION	EXCLUSION
contextual theft steal extra-role behavior prosocial behavior turnover tardiness late absent	Not about work Qualitative only No data Not about listening at work

#4298 - ButalidLigaya 2012

Butalid Ligaya; Verhaak Peter F M; Boeije Hennie R; Bensing Jozien M

Patients' views on changes in doctor-**patient** communication between 1982 and 2001: a mixed-methods **study**

BMC Family Practice 08/01/ 2012;13(1):80-80
BMC 2012 08/01/

Ref ID: Accession Number: edsdoj.0dc6dab7b4d423ea7faf6e8be56ef09
DOI: 10.1186/1471-2296-13-80

Abstract Background Doctor-**patient** communication has been influenced over time by factors such as the rise of evidence-based medicine and a growing emphasis on **patient**-centred care. Despite disputes in the literature on the tension between evidence-based medicine and **patient**-centered medicine, **patient**'s views on what constitutes high quality of doctor-**patient** communication are seldom an explicit topic for research. The aim of this **study** is to examine whether analogue **patient**'s (lay people judging videotaped consultations) perceive shifts in the quality of doctor-**patient** communication over a twenty-year period. Methods Analogue **patient**'s (N = 108) assessed 189 videotaped general practice consultations from two periods (1982–1984 and 2000–2001). They provided ratings on three dimensions (scale 1–10) and gave written feedback. With a mixed-methods research design, we examined these assessments **quantitatively** (in **relation** to observed communication coded with RIAS) and **qualitatively**. Results 1) The quantitative analyses showed that biomedical communication and rapport building were positively associated with the quality assessments of videotaped consultations from the first period, but not from the second. Psychosocial communication and personal remarks were related to positive quality assessments of both periods; 2) the **qualitative** analyses showed that in both periods, participants provided the same balance between positive and negative comments. Listening, giving support, and showing respect were considered equally important in both periods. We identified shifts in the participants' observations on how GPs explained things to the **patient**, the division of roles and responsibilities, and the emphasis on problem-**focused** communication (first period) versus solution-**focused** communication (last period). Conclusion Analogue **patient**'s recognize shifts in the quality of doctor-**patient** communication from two different periods, including a shift from problem-**focused**

What is the reason for excluding this study?

Select a reason

Data extraction with Qualtrics

https://meta-analyses.qualtrics.com/jfe/form/SV_b7KE2WUrITQqTfU

R code from A to Z

https://osf.io/czg4u/?view_only=a2c0d53711ed4c4abef15a92633f4cf5

[Pre-Test] Three-Level Meta-analyses of the Associations of Listening with Performance Antecedents & Performance

Moderator	<i>k</i>			<i>N</i>		Effect					Heterogeneity			Bias: Rank test	
	Effects	Ind.		Obs- vations	Ind. Obs.	\bar{r}	lb	ub	$\bar{\rho}$	<i>p</i> MR	Q	τ	<i>I</i> ²	<i>r</i>	<i>p</i>
		Samples	Papers												
Total	16	4	3	3,321	729	.35	.17	.53	.39		226.9	.20	92.8	-.32	.10
Performance	7	3	2	1,541	585	.24	.14	.33	.28	I	14.5	.08	63.5	-.52	.14
Affect	8	3	2	1,636	490	.40	.06	.74	.43	.02	81.9	.26	96.3	-.50	.11
Cognition	0														
Relationships	1			144		.52	.40	.63	.56						

[Pre-Test] Meta-analyses of Listening Effects on Performance and its Facets

Moderator	<i>k</i>			<i>N</i>		Effect					Heterogeneity			Bias: Rank test	
	Effects	Ind.		Observations	Ind. Obs.	\bar{r}	lb	ub	$\bar{\rho}$	<i>p</i> MR	Q	τ	<i>I</i> ²	<i>r</i>	<i>p</i>
		Samples	Papers												
Performance	7	3	2	1,541	585	.24	.14	.33	.28		14.5	.08	63.5	-.52	.14
Adaptive	2	1	1	478	239	.15	-.01	.31	.18	I	3.2	.09	69.0	-1.0	1.0
Task	3	1	1	717	239	.24	.13	.35	.28	.16	5.4	.08	63.3	-1.0	.33
Contextual/ OCB	2	2	1	346	346	.31	.22	.41	.36	.31	0	.00	0.0	1.0	1.0

To register or not? This is the question.

Please discuss in breakout rooms:

The most serious shortcoming of this work

The greatest opportunity it presents

Your idea about registration

Please have a member of the team ready to present a summary to the plenary.

Thank you for your contribution

If you have additional ideas/questions, please write to me

avik@savion.huji.ac.il