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**Listening Across the Divide: High-Quality Listening Promotes Speakers' State Well-Being Through Basic Psychological Need Satisfaction During Disagreements**

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### Abstract

People regularly disagree, but disagreements come at a cost to relationships and well-being when communication is poor. We posited that high-quality listeners who convey their clear attention, understanding, and positive intention can turn a disagreement into a constructive experience for speakers and those expressing their views. Informed by Self-Determination Theory, we examined whether receiving high-quality listening would improve speakers' state well-being and its future-oriented component, state optimism, by satisfying the psychological needs for relatedness, autonomy, and competence. Across five studies ( $N=1,624$ ), three of which were preregistered, and using diverse methods including experimental vignettes, live conversations, recalled conversations, and a multilevel field survey, we compared high-quality, moderate-quality (Studies 1-5), and low-quality (Study 1) listening when conversing partners agreed or disagreed. Speakers who experienced high-quality listening consistently reported greater state well-being, state optimism, and basic psychological need satisfaction. The main effects on state well-being and state optimism were consistently mediated by relatedness need satisfaction. Although the indirect effects via autonomy and competence varied, an internal meta-analysis showed that both significantly mediated state well-being and state optimism. Importantly, in Studies 3 and 4, high-quality listening during a disagreement resulted in higher speakers' state well-being than moderate-quality listening during an agreement. These findings challenge the assumption that disagreement is inherently divisive and extend interpersonal relationship research by providing a better understanding of its consequences. They point to listening quality as a pathway to state well-being and social connection, even when views are opposing.

*Keywords: Disagreements; High-Quality Listening; Self-Determination Theory; Social Connection*

### **Statement of Limitations**

The present research involves trade-offs impacting internal, external, and construct validity. Regarding internal validity, we measured rather than manipulated the psychological needs that explain our effects. Although this limits conclusions about the timing of cause and effect, prior theory supports the view that these needs precede well-being. Regarding external validity, we used controlled settings without natural back-and-forth conversation to strictly isolate the effects of listening on speakers. While this reduces real-world realism, the consistency of our results across diverse methods, including recalled real-life conflicts, supports the robustness of the findings. Our reliance on self-reports limits construct validity. However, self-reports remain the standard for assessing subjective experiences when assessing the downstream effects of feeling heard. Finally, our participants were primarily from Western cultures where direct speech is the norm. While the psychological needs we studied are considered universal, our results may not fully apply to cultures that value indirect communication or silence.

Across settings, from the office to the dinner table, stating a dissenting view is challenging; speakers who disagree with a stated view or belief risk feeling alienated, inhibited, or frustrated (Jauernig et al., 2026; Minson & Dorison, 2022). Such risks reflect the tension characteristic of disagreements: conversants are invested in their positions and often approach dissent with defensiveness (Brehm & Brehm, 1981). As a result, they may dismiss or feel hostility toward a disagreeing other's views (Overall et al., 2013; Tjosvold et al., 2014). Ultimately, disagreements, if not handled well, can damage close relationships and make reconciliation less likely (Overall & McNulty, 2017). They can also escalate in severity and become destructive over time, particularly when they revolve around topics that are meaningful to the conversants (Kennedy & Pronin, 2008). In short, disagreements can breed unhappiness.

Can people leave disagreements with their well-being intact or even enhanced? We explored the possibility that the *listening quality* people experience may protect speakers' state well-being during disagreements. Studies have shown that high-quality listening, characterized by attention, understanding, and positive intentions towards the speaker (Kluger & Itzchakov, 2022), helps sustain a relational bond (Itzchakov, Weinstein, Saluk, et al., 2023; Moin et al., 2024) while supporting open and genuine self-expression (Weinstein et al., 2021; Weinstein & Itzchakov, 2025). These interpersonal benefits suggest that listening quality may be especially consequential in disagreement settings, where self-expression strains relational bonds. Despite its promise, little is known about the role of listening in disagreements.

The present studies addressed this gap by testing whether high-quality listening during disagreements could mitigate the relational and well-being costs of disagreements.

Doing so addresses two key questions across five studies. First, whether the benefits of listening are sustained under the very conditions in which they should be hardest to obtain. Disagreement provides such a test because it threatens connection, heightens defensiveness, and reduces the likelihood of authentic, effective self-expression (Tjosvold et al., 2014; Dorison & Minson, 2022; Weinstein et al., 2022). Second, a broad literature documents that conflictual conversations can undermine the well-being of conversing partners (e.g., Rook, 1984; Wright & Loving, 2011). Does listening serve as a useful tool for sustaining well-being in the context of disagreements? In a final study, we examine a further question: Does listening support well-being beyond the effects of agreement?

### **Key Characteristics of Listening**

Although speakers are often assumed to set the tone of a conversation, listeners shape it just as much through their verbal and nonverbal responses to the speaker's ideas (Bavelas et al., 2000). High-quality listening comprises three related but distinct dimensions: attention, comprehension, and positive intention (Kluger & Itzchakov, 2022). Attention refers to directing cognitive and behavioral resources to the speaker by minimizing competing demands and is conveyed through cues such as eye contact and backchannel responses (Pasupathi & Billitteri, 2015; Pasupathi & Rich, 2005). Comprehension refers to accurately grasping the speaker's meaning and is typically conveyed through paraphrasing and follow-up questions (Bodie, 2023; Van Quaquebeke & Felps, 2018). Positive intention reflects an authentic orientation toward the speaker's self-expression. Drawing on unconditional positive regard (Rogers, 1980), it involves listening without premature judgment or attempts to impose one's own agenda, thereby communicating respect and acceptance even in the absence of agreement (Itzchakov et

al., 2017). Together, these dimensions increase the likelihood that speakers feel listened to (Kluger & Itzchakov, 2022). When one or more is lacking, listening quality declines. This risk may be especially pronounced in disagreements, which can evoke misunderstanding, defensiveness, and competing goals.

### **Listening as a Key to Constructive Disagreements**

During disagreements, speakers frequently experience threats to their values and beliefs and feel defensive as a result (Brehm, 1981; Kardas et al., 2025). Such disagreements can increase emotional distance and encourage speakers to maintain their original positions or adopt even more rigid attitudes (Heller et al., 1973). Poorly handled disagreements can lead to selective exposure to information (Hart et al., 2009) and interpersonal clashes, as well as misunderstanding and mistrust (Ross & Ward, 1995). Ultimately, these dynamics damage relationships and have lasting effects on future collaboration and individual well-being.

Given the divisive processes that disagreements typically generate, high-quality listening may offer a pathway toward reconciliation and well-being that is especially crucial in disagreement contexts. Even more importantly, high-quality listening can address the mechanisms that undermine constructive engagement. When disagreements evoke perceived threats to one's values and identity, they often trigger defensiveness, rigid attitudes, and relational distance (Dorison & Minson, 2022). Listening that conveys acceptance, understanding, and nonjudgmental attention can mitigate these reactions by affirming the speaker's worth and signaling receptiveness, as well as the willingness to reasonably consider opposing perspectives (Eveland et al., 2023; Hussein & Tormala, 2021). Such listening may reduce perceived threat, foster openness (Itzchakov et al.,

2025), and encourage cognitive reappraisal (Collins et al., 2022; Itzchakov et al., 2018; Itzchakov et al., 2020), thus creating a safer environment for speakers to clarify and express their views.

Research has shown that high-quality listening promotes speakers' self-insight, openness to outgroup members, and attitude depolarization (Itzchakov et al., 2024; Moin et al., 2025) and that specific listening behaviors, such as elaboration questions, enhance perceptions of being heard and the willingness to engage in future discussions, even across political divides (Shaughnessy et al., 2025). Subtle linguistic cues signaling subjectivity (e.g., "I think") can reduce perceived polarization and increase feelings of being heard (Roos et al., 2025). High-quality listening in contentious conversations has also been found to improve interpersonal perceptions (Itzchakov et al., 2024; Santoro et al., 2025) and reduce defensiveness (Itzchakov et al., 2017; Itzchakov & Wheeler, 2024).

Prior research suggests that listening may influence state well-being, but that evidence is dispersed and typically indirect or context-specific. For example, high-quality listening behaviors have been shown to predict disclosers' emotional improvement in informal helping conversations (Bodie et al., 2015) and reduce speakers' social anxiety when discussing attitudes (Itzchakov et al., 2017; Itzchakov et al., 2018), as well as reduce state loneliness after disclosing social rejection (Itzchakov et al., 2022). It also increases anticipated well-being after adolescent self-disclosure (Weinstein et al., 2021). These nascent studies point to potential well-being benefits, but across diverse paradigms, outcomes, and relational settings rather than through a focused account of well-being in disagreement.

The current work takes these early studies into conversations where disagreements occur, a context in which well-being is especially vulnerable. Second, we test momentary state well-being directly and multidimensionality, rather than relying on a single emotion-adjacent construct, by examining positive affect, negative affect, and state optimism. Third, we ask whether the benefits of listening are due to listening itself rather than mere agreement, distinguishing the psychological consequences of being heard from those of being validated through attitude similarity. *Hypothesis 1*: High-quality listening would increase speakers' state well-being during disagreements.

### **Listening, Basic Psychological Needs, and State Well-Being**

We drew on Self-Determination Theory (SDT; Ryan & Deci, 2000) to explain why high-quality listening during disagreements may enhance speakers' subsequent state well-being. SDT proposes three basic psychological needs: autonomy, relatedness, and competence, the satisfaction of which promotes optimal functioning and well-being (Deci et al., 2001; Ryan & Deci, 2017). These needs may be especially consequential in disagreements, where people often feel vulnerable, disconnected, and defensive (Weinstein et al., 2022). Importantly, psychological need satisfaction offers a particularly strong model for testing state well-being following conversations; with previous research showing momentary fluctuations well-being as a function of satisfaction all three needs (Legate et al., 2017; Weinstein & Ryan, 2010).

High-quality listening is well-positioned to support these needs. By conveying nonjudgmental attention and genuine interest in understanding the speaker's perspective, listeners communicate acceptance of the speaker's right to hold and express their views,

even without agreeing with them (Itzchakov & Kluger, 2018; Rogers, 1975, 1980). This non-judgmental approach creates psychological space for authentic self-expression and self-reflection, thereby supporting autonomy (Itzchakov, Weinstein, Vinokur, et al., 2023; Weinstein & Itzchakov, 2025)

High-quality listening may also support relatedness by communicating that the speaker is valued, respected, and cared for. When listeners offer attention, understanding, and a nonjudgmental stance, they foster a sense of interpersonal connection (Itzchakov et al., 2022). Consistent with this reasoning, prior work has shown that high-quality listening enhances speakers' autonomy and relatedness across several conversational contexts (Itzchakov & Weinstein, 2021; Itzchakov, Weinstein, Saluk, et al., 2023; Weinstein et al., 2021). However, whether these benefits extend to disagreement remains unexplored.

Disagreements may be especially useful for examining competence, because speakers must articulate and defend their views in the face of opposition. In such contexts, high-quality listening may help speakers express themselves clearly and feel more effective in doing so (Weinstein et al., 2022). Behaviors such as accurate paraphrasing and open questions may also communicate that the speaker is capable and worthy of attention (Van Quaquebeke & Felps, 2018). Although recent work suggests that high-quality listening can bridge divides and depolarize attitudes (Itzchakov et al., 2024; Moin et al., 2025), no research has tested how listening quality during actual disagreements shapes speakers' basic psychological needs and state well-being.

Figure 1 presents our theoretical model. We hypothesized that during disagreements:

*Hypothesis 1:* High-quality listening would increase speakers' state well-being.

*Hypothesis 2a:* High-quality listening would satisfy speakers' relatedness needs.

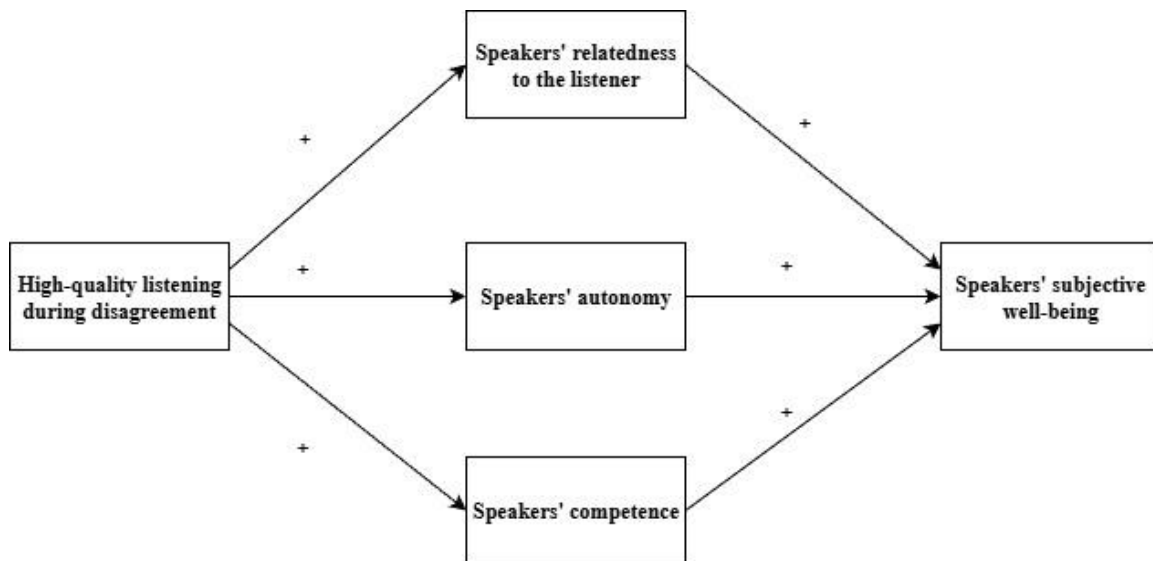
*Hypothesis 2b:* The effect of high-quality listening on speakers' state well-being would be mediated through relatedness need satisfaction.

*Hypothesis 3a:* High-quality listening would satisfy speakers' autonomy needs.

*Hypothesis 3b:* The effect of high-quality listening on speakers' state well-being would be mediated through autonomy need satisfaction.

*Hypothesis 4a:* High-quality listening would satisfy speakers' competence needs.

*Hypothesis 4b:* The effect of high-quality listening on speakers' state well-being would be mediated through competence need satisfaction.



**Figure 1.** A theoretical model of the effect of high-quality listening during disagreement on speakers' relatedness, autonomy, and competence need satisfaction.

### **The Roles of Listening and Agreement**

Considerable literature suggests that conversations with partners who agree generally lead to greater well-being than those with partners who disagree (Gordon & Chen, 2016; Reis, 2012). Attitudinal similarity reliably produces more positive affect

because partners feel connected and able to express themselves (Montoya & Horton, 2013). Shared Reality Theory similarly argues that perceiving common inner states with a partner fulfils core relational motives, thereby boosting state well-being (Rossignac-Milon et al., 2021). The well-being costs are consequential for behavior. Meta-analytic evidence on selective exposure shows a reliable preference for congenial (agreeing) over uncongenial (disagreeing) information, presumably because speakers prefer to preserve positive affect (Hart et al., 2009). Disagreements are often directly avoided, leading to failures to resolve differences (Frimer et al., 2017). During disagreements, people overestimate how threatening their conversation partner will find the disagreement, a misperception that heightens defensive emotions and makes disagreeing exchanges feel risky (Dorison & Minson, 2022)

For these reasons, we explored the possibility that listening provides well-being benefits that could outstrip those of merely agreeing. Mere agreement can be superficial; a partner may signal “I agree” without providing genuine attention or understanding. By contrast, high-quality listening provides speakers with an interpersonal context that satisfies the core psychological needs (autonomy, relatedness, competence), thus offering an opportunity to articulate one’s views genuinely and a psychological safe space to clarify and refine arguments (Itzhakov et al., 2022). For example, in a series of storytelling experiments, speakers described recent experiences to friends who were instructed to listen attentively, distractedly, or to disagree with the speaker (Pasupathi & Rich, 2005). The outcome measure was whether the speakers reported self-verification; i.e., the activity reflected their personal identity. Strikingly, inattentive listening consistently undermined self-verification, whereas disagreement did not produce

comparable harm. These findings may hint that listening is more critical to supporting speakers' core self-processes than agreement. Although the outcome in these studies was self-verification rather than state well-being, the ability to affirm one's identity has been theorized to contribute to psychological adjustment and well-being (Suh, 2002). The literature on listening also provides indirect evidence that listening quality, rather than mere agreement, does deeper psychological work. We therefore hypothesized:

*Hypothesis 5:* High-quality listening during a disagreement would satisfy speakers' basic psychological needs and state well-being to a greater extent than moderate-quality listening during an agreement.

### **Overview of Studies**

Integrating relationship processes, conflict processes, and motivational theory, the present work focuses on high-quality listening as a distinct relational behavior that can be enacted even when partners do not share the same view, and even before any conflict is resolved. In the context of disagreement, it may play a crucial role in protecting the subsequent well-being of disagreeing partners (Itzchakov et al. 2024; Deci & Ryan, 2000). Five studies were designed to test whether the benefits of listening are sustained in disagreements. Much of the broader literature would suggest that disagreement may challenge listening because it increases defensiveness (Itzchakov et al., 2017, 2025). But here, adopting a self-determination theory perspective, we argue that listening can protect the well-being of disagreeing partners because they feel close and connected, like they are free to express themselves genuinely, and are effective at communication.

Study 1 tested the causal effect of listening quality using video vignettes. Participants viewed a disagreement about a job candidate where the listener displayed

low-, moderate-, or high-quality listening, and imagined themselves in the speaker's role. Study 2 increased ecological validity using live Zoom conversations. After selecting one of five real résumés, participants discussed their choice with a trained listener who disagreed and displayed either high- or moderate-quality listening. Study 3 used a  $2 \times 2$  between-subjects design based on recalled conversations, varying agreement and listening quality. Study 5 used a multilevel design in which participants recalled recent disagreements with a colleague, family member, and friend, and rated perceived listening quality and agreement, enabling tests of within- and between-person associations with state well-being.

Across all studies, listening quality was measured via speakers' perceptions of being heard. Listening Theory (Kluger & Itzchakov, 2022) and extensive research indicate this is preferable to listeners' self-assessments or third-party coding when testing psychological effects on speakers (Moin et al., 2024; Saluk et al., 2025) and is consistent with prior listening manipulation studies (e.g., Itzchakov et al., 2020, 2023, 2024; Weinstein & Itzchakov, 2025). This project received ethical approval #394/21.

### ***Transparency and Openness***

We report how we determined our sample size, data exclusions, manipulations, and measures in each study's method section. Studies 2, 4, and 5 were preregistered. Data were analyzed using SPSS and R. All data, analysis code, and research materials are publicly available at: <https://osf.io/pb4xy/overview> (Saluk, Itzchakov, Weinstein & Amar, 2026).

## **Study 1**

Study 1 provided a vignette-based test of the hypotheses. The full method, results, and discussion are reported in the online supplemental materials (pp. 5-16).

Undergraduate participants ( $N = 487$ ) viewed a videotaped workplace disagreement in which a listener displayed low-, moderate-, or high-quality listening and imagined themselves as the speaker. Perceived listening quality was assessed with the Constructive Listening Scale (Kluger & Bouskila-Yam, 2018; e.g., "tried to understand in depth what I was saying"). State well-being was assessed with positive and negative affect items (Diener et al., 2010; e.g., "I felt good") and an adapted version of the Warwick–Edinburgh Mental Well-Being Scale (Tennant et al., 2007; e.g., "felt optimistic about the future"). Relatedness, autonomy, and competence need satisfaction were measured with a reference-shifted version of the Basic Psychological Needs Scale (La Guardia et al., 2000; e.g., "I felt cared about," "I felt free to be who I am").

The manipulation was successful: perceived listening increased monotonically across conditions, and the same pattern emerged across all outcomes, positive affect, negative affect, subjective well-being, relatedness, autonomy, and competence. Parallel mediation analyses indicated that need satisfaction partially explained these effects, with relatedness and autonomy emerging as significant indirect effects for positive affect, autonomy for negative affect, and autonomy and competence for broader subjective well-being.

**Table 1***Study 1 Means and Standard Deviations for the Listening Conditions Predicting the Study Variables*

	<b>Low-Quality listening</b>		<b>Moderate-quality listening</b>		<b>High-quality listening</b>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Listening perception	3.92	1.91	5.34	1.96	7.49	1.41
2. Relatedness	2.78	1.85	4.30	2.19	6.22	2.00
3. Autonomy	4.55	2.25	5.70	2.23	7.21	1.60
4. Competence	5.06	2.23	6.04	1.99	7.10	1.66
5. SWB (PA)	3.89	1.78	4.77	1.87	5.83	1.80
6. SWB (NA)	4.74	1.66	4.12	1.65	3.35	1.71
7. SWB 2	4.66	1.86	5.40	1.96	6.28	1.73

**Notes.** The groups were coded as follows: -1 = low-quality listening, 0 = moderate-quality listening, and 1 = high-quality listening. All measures were rated on a 9-point scale.

**Table 2***Study 1: Descriptive and Correlations for the Study Variables*

	<i>M</i>	<i>SD</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1. Condition	-	-	-						
2. Listening perception	5.57	2.30	.63**	-					
3. Relatedness	4.42	2.40	.58**	.75**	-				
4. Autonomy	5.81	2.21	.44**	.70**	.75**	-			
5. Competence	6.06	2.14	.39**	.63**	.59**	.83**	-		
6. SWB 1 (PA)	4.82	1.98	.40**	.52**	.57**	.54**	.52**	-	
7. SWB 1 (NA)	4.08	1.77	-.32**	-.39**	-.38**	-.41**	-.40**	-.64**	-
8. SWB 2	5.44	1.96	.34**	.53**	.60**	.59**	.59**	.71**	-.56**

*Notes.* \*\*  $p < .01$ , \*  $p < .05$ .

## Study 2

We conducted a preregistered study (<https://aspredicted.org/fjxf-f63g.pdf>) conceptually replicating Study 1 with enhanced ecological validity through live Zoom conversations. Study 2 also tested state optimism as a well-being measure, particularly relevant to disagreements. Defined as momentary expectations that things will turn out well, state optimism covaries with positive emotions (Lee et al., 2022; Newman et al., 2021) and signals an approach-oriented stance toward the future, predicting adaptive coping such as greater engagement and lower avoidance in divisive exchanges (Carver et al., 2010). In disagreement contexts, state optimism reflects speakers' willingness to persist and re-engage with those who disagree.

Although Study 2 improved ecological and internal validity over Study 1, its disagreements were less typical, raising the concern that observed differences might reflect the novelty of the exchange rather than listening quality. To rule out disagreement typicality as a confound, we included a measure of participants' typicality perceptions.

### Method

#### *Participants*

To calculate the sample size for Study 2, a between-participant design with two groups (high- and moderate-quality listening), we converted the average effect for state well-being from Study 1 (Cohen's  $f = .38$ ) to Cohen's  $d = 0.76$ . Specifically, we used a conservative approach and calculated the required sample size based on two-thirds of the effect size from Study 1, with a power of 90% ( $d = 0.50$ ) and an additional 10% for potential exclusions. This resulted in a sample size of  $N = 189$ .

We recruited undergraduates from two academic institutions to participate in this study in exchange for course credit. Two participants failed to answer the attention item correctly and were excluded. The final sample was  $N = 187$  ( $M_{\text{age}} = 25.94$ ,  $SD = 6.91$ , 75.9% female).

### ***Procedure***

This study was conducted on Zoom and consisted of two parts. First, participants reviewed five anonymized résumés for a manager position at a design company and selected the candidate they considered most suitable. To enhance ecological validity, the résumés were based on authentic CVs provided by a human resources company; qualifications, work experience, and overall structure were retained. The CVs and job descriptions appear in the supplementary materials on pages 16-18. We increased the authenticity of the conversation by embedding it in a realistic context. Participants were told that our lab collaborates with an HR company to help develop a candidate-selection tool and that, as part of this collaboration, we interview individuals from diverse backgrounds, including university students. This cover story made the interaction more naturalistic and reduced the likelihood that the RA's questions, disagreement, or listening style would be perceived as artificial or experimentally staged. Next, participants engaged in a Zoom conversation with a research assistant (RA) and were randomly assigned to either the moderate- or high-quality listening condition. Participants always served as speakers, and 10 trained RAs (eight women, two men) served as listeners. Each RA conducted both conditions and completed a post-session checklist to verify adherence to the assigned protocol.

At the beginning of the conversation, the RA asked participants which candidate they had chosen and why. In the high-quality listening condition, the RA briefly reflected the participant's reasoning, expressed disagreement by endorsing another candidate, and then displayed high-quality listening behaviors such as sustained eye contact, open questions, and paraphrasing. In the moderate-quality listening condition, the RA expressed the same disagreement without first reflecting the participant's reasoning and then displayed more moderate listening behaviors, such as regular eye contact, brief phone checking, and silence without follow-up questions. Each conversation lasted 10 minutes. Participants then completed the questionnaires and were debriefed. During debriefing, participants were invited to report any concerns, doubts, or unusual impressions regarding the study or the interaction. Some participants raised general comments about the interaction, such as that moments of silence sometimes felt difficult or that the conversation prompted them to think more carefully about their position. None expressed suspicion that the listener's behavior had been intentionally varied or enacted in an inauthentic manner. These comments were documented in the lab diary, and no participants were excluded on this basis. Although we did not administer a formal suspicion-check measure, these procedures served as safeguards aimed at reducing and detecting participant suspicion. No participants were excluded from the analyses on this basis.

Moreover, the RAs were trained only on the procedural aspects of the study and on the specific listening behaviors required in each condition. They were not informed of the study hypotheses or the underlying theoretical rationale. This procedure helped minimize expectancy-based bias in the interactions. In addition, after each session, RAs

completed a post-session checklist in the lab diary documenting adherence to the listening behavior protocol and any unusual occurrences, providing an additional safeguard that their behavior reflected the training protocol rather than hypothesis-driven improvisation.

## Measures

We used the same measures as in Study 1:  $\alpha_{\text{listening}} = .94$ ,  $\alpha_{\text{relatedness}} = .86$ ,  $\alpha_{\text{autonomy}} = .68$ ,  $\alpha_{\text{competence}} = .76$ ,  $\alpha_{\text{positive affect}} = .93$ ,  $\alpha_{\text{negative affect}} = .81$ ,  $\alpha_{\text{SWB 2}} = .93$ . As in Study 1, unless otherwise noted, each measure was rated on a scale from 1 (*not at all*) to 9 (*very much*).

**State optimism.** We used a reference-shifted version of the State Optimism scale (Millstein et al., 2019) as an additional state well-being construct. This measure had four items; for example, “I am expecting good things to happen on the topic we discussed” ( $\alpha = .90$ ).

**Disagreement typicality.** Participants answered the following item: “To what extent is the conversation similar to a typical disagreement?” (1 = *not at all*; 5 = *very much*).

## Results

Table 3 presents the descriptive statistics and correlations among the variables. Table 4 presents the descriptive statistics by experimental condition.

### *Main Effects*

**Listening quality (manipulation check).** An independent t-test revealed a main effect for condition on the participants’ perception of listening quality. Participants in the high-quality listening condition reported experiencing better listening than those in the moderate condition,  $t(185)=7.87$ ,  $p < .001$ , 95% *CI* [1.25,2.10],  $d=1.18$ .

**State well-being (Positive affect) 1.** In the high-quality listening condition, the speakers reported higher state well-being than in the moderate-quality listening condition,  $t(185)=6.15, p < .001, 95\% CI [1.16, 2.27], d=0.91$ .

**State well-being (Negative affect) 1.** Speakers in the high-quality listening condition also reported lower state well-being than speakers in the moderate-quality listening condition,  $t(185)=-4.70, p < .001, 95\% CI [-1.15, -0.47], d=-0.70$ .

**State well-being 2.** In the high-quality listening condition, the speakers reported higher state well-being than in the moderate-quality listening condition,  $t(185)=4.56, p < .001, 95\% CI [0.62, 1.57], d=0.67$ .

**State optimism.** Compared to speakers in the moderate-quality listening condition, speakers in the high-quality listening condition reported higher state optimism,  $t(185)=3.60, p < .001, 95\% CI [0.41, 1.40], d=0.53$ .

**Relatedness.** Speakers in the high-quality listening condition reported greater relatedness with their listeners than speakers in the moderate-quality listening condition,  $t(185)=6.10, p < .001, 95\% CI [1.31, 2.57], d=0.90$ .

**Autonomy.** Speakers in the high-quality listening condition reported greater autonomy than speakers in the moderate-quality listening condition,  $t(185)=4.62, p < .001, 95\% CI [0.54, 1.34], d=0.69$ .

**Competence.** Speakers in the high-quality listening condition reported higher competence than those in the moderate-quality listening condition,  $t(185)=4.89, p < .001, 95\% CI [0.67, 1.58], d=0.72$ .

**Disagreement typicality.** Speakers in both conditions did not differ in the extent to which they perceived the conversation as a typical disagreement:  $t(185)=1.81, p=.07$ ,

95% *CI* [-0.03, 0.63],  $d=0.26$ . This result indicates that the listening manipulation was not confounded by differences in how typical the disagreement was perceived to be. All the main effects remained significant when controlling for disagreement typicality.

### ***Mediation Analyses***

We conducted parallel mediation analyses using Model 4 in PROCESS (Hayes, 2017) with 5,000 bootstrapped samples.

**State well-being (Positive affect) 1.** The parallel mediation model indicated significant indirect effects through relatedness,  $b=0.81$ ,  $SE=.20$ , 95% *CI* [0.46, 1.22], and through competence,  $b=0.52$ ,  $SE=.15$ , 95% *CI* [0.24, 0.84]. However, the indirect effect through autonomy was not significant,  $b=0.06$ ,  $SE=.12$ , 95% *CI* [-0.16, 0.31]. The direct effect was not significant,  $b=0.33$ ,  $SE=.18$ ,  $t=1.83$ ,  $p=.07$ , 95% *CI* [-0.03, 0.68].

**State well-being (Negative affect) 1.** The parallel mediation model indicated significant indirect effects through all three mediators: relatedness,  $b=-0.18$ ,  $SE=.10$ , 95% *CI* [-0.39, -0.01], autonomy,  $b=-0.22$ ,  $SE=.11$ , 95% *CI* [-0.47, -0.05], and competence,  $b=-0.23$ ,  $SE=.09$ , 95% *CI* [-0.41, -0.06]. The direct effect was not significant,  $b=-0.17$ ,  $SE=.14$ ,  $t=-1.21$ ,  $p=.23$ , 95% *CI* [-0.46, 0.11].

**State well-being 2.** The parallel mediation model indicated significant indirect effects through relatedness,  $b=0.35$ ,  $SE=.11$ , 95% *CI* [0.15, 0.60], and through competence,  $b=0.71$ ,  $SE=.18$ , 95% *CI* [0.39, 1.08]. The indirect effect through autonomy was not significant,  $b=0.01$ ,  $SE=.09$ , 95% *CI* [-0.17, 0.18]. The direct effect was not significant,  $b=0.02$ ,  $SE=.17$ ,  $t=0.10$ ,  $p=.92$ , 95% *CI* [-0.31, 0.35].

**State optimism.** The parallel mediation model indicated significant indirect effects through relatedness,  $b=0.37$ ,  $SE=.14$ , 95% *CI* [0.13, 0.66], and through

competence,  $b=0.34$ ,  $SE=.15$ , 95%  $CI$  [0.09, 0.68]. The indirect effect through autonomy was not significant,  $b=0.23$ ,  $SE=.14$ , 95%  $CI$  [-0.03, 0.52]. The direct effect was not significant,  $b=-0.05$ ,  $SE=.21$ ,  $t=-0.21$ ,  $p=.83$ , 95%  $CI$  [-0.47, 0.38].

### **Brief Discussion**

Study 2 replicated Study 1's effects in live conversations, supporting Hypotheses 1, 2a–2b, 3a, 4a–4b, and partially Hypothesis 3b. Unlike Study 1, relatedness and competence emerged as consistent mediators, suggesting that high-quality listening may be especially important for satisfying these needs in live conversations. High-quality listening also increased state optimism, further supporting its link to state well-being (Hypothesis 1). By ruling out disagreement typicality as a confound, Study 2 strengthened the causal evidence that listening quality itself drove these positive outcomes. However, although Studies 1 and 2 supported the theoretical model, neither tested Hypothesis 5 regarding the relative importance of listening and agreement.

**Table 3***Study 2: Descriptive and Correlations for the Main Study Variables*

	<i>M</i>	<i>SD</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1. Condition		-									
2. Listening perception	7.91	1.64	.51**	-							
3. Relatedness	6.38	2.34	.41**	.77**	-						
4. Autonomy	7.78	1.44	.33**	.70**	.68**	-					
5. Competence	7.39	1.65	.34**	.68**	.68**	.74**	-				
6. SWB (PA)	6.90	2.06	.42**	.73**	.79**	.67**	.75**	-			
7. SWB (NA)	1.91	1.22	-.33**	-.59**	-.59**	-.63**	-.63**	-.67**	-		
8. SWB 2	7.08	1.73	.32**	.64**	.67**	.62**	.78**	.83**	-.59**	-	
9. State optimism	7.10	1.75	.26**	.56**	.59**	.59**	.61**	.70**	-.61**	.69**	-
10. Disagreement typicality	2.58	1.14	.13	.36**	.37**	.18*	.28**	.27**	-.18*	.20**	.18*

*Notes.* \*\*  $p < .01$ , \*  $p < .05$ .

**Table 4***Study 2 Means and Standard Deviations for the Listening Conditions Predicting the Study Variables*

	<b>Moderate-quality listening</b>		<b>High-quality listening</b>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Listening perception	7.05	1.95	8.72	.57
Relatedness	5.38	2.67	7.32	1.47
Autonomy	7.30	1.69	8.24	.95
Competence	6.80	1.88	7.93	1.18
SWB 1 (PA)	6.02	2.39	7.73	1.21
SWB (NA)	2.33	1.49	1.52	.70
SWB 2	6.52	2.06	7.61	1.30
State Optimism	6.64	2.03	7.54	1.30
Disagreement typicality	2.43	1.18	2.73	1.08

*Notes.* The groups were coded as follows: 1 = moderate-quality listening; 2 = high-quality listening. All measures were anchored on a 9-point scale except for disagreement typicality, which was rated on a 5-point scale.

### Study 3

Study 3 had three goals: to replicate Studies 1 and 2; to generalize findings to naturally occurring disagreements using a recall paradigm, which captures authentic, real-life conversations more meaningfully than vignettes or lab experiments; and to provide an initial test of Hypothesis 5, that high-quality listening during disagreement benefits speakers more than moderate-quality listening during agreement. To address these goals, Study 3 used a 2×2 between-participants factorial design crossing listening quality (moderate/high) with topic (agreement/disagreement).

#### Method

##### *Participants*

We recruited 500 participants through Prolific Academic. We excluded three participants for failing to answer the attention item correctly, and five participants who wrote that they did not recall such events, or that such events had never happened to them. The final sample comprised 492 participants ( $M_{\text{age}} = 29.80$ ,  $SD = 8.64$ , 45.3% female). This sample size had a power of over 99% to detect the average effect size observed on the state well-being measures in Studies 1 and 2, Cohen's  $f = 0.35$ . A sensitivity analysis for the specific pairwise comparison we were interested in, i.e., between high-quality listening during a disagreement and moderate-quality listening during an agreement, indicated the smallest effect size that the sample size of these two conditions ( $n = 245$ ) could detect with a power of 80% and  $\alpha = 5\%$  was  $d = 0.36$ .

##### *Procedure*

Participants were randomly assigned to one of four listening conditions: agreement with high-quality listening, agreement with moderate-quality listening,

disagreement with high-quality listening, or disagreement with moderate-quality listening. In each condition, participants were asked to recall and briefly write about a work conversation with a colleague in which they agreed or disagreed about a topic and experienced high- or moderate-quality listening from the colleague. They were asked to describe the content of the conversation and the colleague's specific listening behaviors as they experienced them. Example essays of each condition are presented in the supplemental materials (pp. 19-20).

### Measures

The measures used in this study were identical to the previous studies ( $\alpha_{\text{listening}} = .96$ ), ( $\alpha_{\text{relatedness}} = .79$ ), ( $\alpha_{\text{autonomy}} = .65$ ), ( $\alpha_{\text{competence}} = .81$ ), ( $\alpha_{\text{State well-being Positive affect 1}} = .95$ ), ( $\alpha_{\text{State well-being Negative affect 1}} = .91$ ), ( $\alpha_{\text{State well-being 2}} = .95$ ), ( $\alpha_{\text{State optimism}} = .87$ ). All items were rated on a nine-point scale, from 1 (*not at all*) to 9 (*very much*) unless mentioned otherwise.

### Results

Table 5 presents the descriptive statistics and correlations among the variables. Table 6 presents the descriptive statistics by experimental condition.

### *Main Effects*

**Listening quality (manipulation check).** A two-way ANOVA revealed a strong main effect for listening quality on perceived listening,  $F(1,488) = 422.55, p < .001, f = 0.93$ . The participants in the high-quality listening condition reported perceiving better listening than those in the moderate-quality listening condition,  $M_{\text{difference}} = 2.94, 95\% CI [2.66, 3.22]$ . There was also a main effect for topic,  $F(1,488) = 77.48, p < .001, f = 0.40$ , where the participants in the agreement condition perceived better listening quality than

those in the disagreement condition,  $M_{\text{difference}} = 1.26$ , 95% *CI* [0.98, 1.54]. The Listening  $\times$  Topic interaction was not significant,  $F(1,488) = 0.18$ ,  $p = .68$ ,  $f = 0.02$ .

**State well-being (Positive affect) 1.** A two-way ANOVA indicated a significant main effect for positive affect,  $F(1, 488) = 218.80$ ,  $p < .001$ , Cohen's  $f = 0.67$ . Post-hoc *LSD* analyses indicated that the participants who recalled a high-quality listening experience reported higher positive affect than participants in the moderate-quality listening condition,  $M_{\text{difference}} = 2.39$ , 95% *CI* [2.08, 2.71]. There was a main effect for topic condition (agreement/disagreement),  $F(1, 488) = 71.65$ ,  $p < .001$ , Cohen's  $f = 0.38$ . Specifically, the participants in the agreement condition reported greater positive affect than participants in the disagreement condition,  $M_{\text{difference}} = 1.37$ , 95% *CI* [1.05, 1.69]. The Listening  $\times$  Topic interaction was not significant,  $F(1,488) = 0.12$ ,  $p = .73$ , Cohen's  $f = 0.02$ .

**State well-being (Negative affect) 1.** A two-way ANOVA indicated a significant main effect for negative affect,  $F(1,488) = 134.46$ ,  $p < .001$ , Cohen's  $f = 0.52$ . Post-hoc *LSD* analyses indicated that the participants who recalled a high-quality listening experience reported lower negative affect than the participants in the moderate-quality listening condition,  $M_{\text{difference}} = -1.70$ , 95% *CI* [-1.99, -1.41]. There was a main effect for topic condition (agreement/disagreement),  $F(1,488) = 44.04$ ,  $p < .001$ , Cohen's  $f = 0.30$ . Specifically, participants in the agreement condition reported less negative affect than participants in the disagreement condition,  $M_{\text{difference}} = -0.97$ , 95% *CI* [-1.26, -0.69]. The Listening  $\times$  Topic interaction was not significant,  $F(1,488) = 1.25$ ,  $p = .27$ , Cohen's  $f = 0.05$ .

**State well-being 2.** A two-way ANOVA indicated a significant main effect for condition,  $F(1,488) = 147.29, p < .001$ , Cohen's  $f = 0.55$ . Post-hoc *LSD* analyses indicated that the participants who recalled a high-quality listening experience reported higher state well-being than participants in the moderate-quality listening condition,  $M_{\text{difference}} = 1.81, 95\% \text{ CI } [1.51, 2.10]$ . There was a main effect for topic condition (agreement/disagreement),  $F(1,488) = 40.19, p < .001$ , Cohen's  $f = 0.29$ . Specifically, the participants in the agreement condition reported greater state well-being than participants in the disagreement condition,  $M_{\text{difference}} = 0.94, 95\% \text{ CI } [0.65, 1.24]$ . The Listening  $\times$  Topic interaction was not significant,  $F(1,488) = 0.23, p = .63$ , Cohen's  $f = 0.02$ .

**State Optimism.** A two-way ANOVA indicated a significant main effect for state optimism,  $F(1,488) = 62.57, p < .001$ , Cohen's  $f = 0.36$ . Post-hoc *LSD* analyses indicated that participants who recalled a high-quality listening experience reported higher state optimism than those in the moderate-quality listening condition,  $M_{\text{difference}} = 1.26, 95\% \text{ CI } [0.94, 1.57]$ . There was a main effect of topic condition (agreement vs. disagreement),  $F(1, 488) = 12.13, p < .001$ , Cohen's  $f = 0.16$ . Overall, the participants in the agreement condition reported higher state optimism than the participants in the disagreement condition,  $M_{\text{difference}} = 0.55, 95\% \text{ CI } [0.24, 0.87]$ . The Listening  $\times$  Topic interaction was not significant,  $F(1,488) = 1.01, p = .32$ , Cohen's  $f = 0.04$ .

**Relatedness.** A two-way ANOVA indicated a significant main effect for relatedness,  $F(1,488) = 295.45, p < .001$ , Cohen's  $f = 0.78$ . Post-hoc *LSD* analyses indicated that the participants who recalled a high-quality listening experience reported greater relatedness than the participants in the moderate-quality listening condition,  $M_{\text{difference}} = 2.44, 95\% \text{ CI } [2.16, 2.72]$ . There was a main effect for topic condition

(agreement/disagreement),  $F(1,488) = 75.65, p < .001$ , Cohen's  $f = 0.39$ . Overall, the participants in the agreement condition reported greater relatedness than the participants in the disagreement condition,  $M_{\text{difference}} = 1.24, p < .001, 95\% CI [0.96, 1.52]$ . The Listening  $\times$  Topic interaction was not significant,  $F(1,488) = 0.09, p = .77$ , Cohen's  $f = 0.01$ .

**Autonomy.** A two-way ANOVA indicated a significant main effect for autonomy,  $F(1,488) = 102.70, p < .001$ , Cohen's  $f = 0.46$ . Post-hoc *LSD* analyses indicated that participants who recalled a high-quality listening experience reported greater autonomy than those in the moderate-quality listening condition,  $M_{\text{difference}} = 1.38, 95\% CI [1.11, 1.64]$ . There was a main effect of topic condition (agreement vs. disagreement),  $F(1, 488) = 70.01, p < .001$ , Cohen's  $f = 0.38$ . Participants in the agreement condition reported greater autonomy than the participants in the disagreement condition,  $M_{\text{difference}} = 1.14, 95\% CI [0.87, 1.40]$ . The Listening  $\times$  Topic interaction was not significant,  $F(1,488) = 3.60, p = .06$ , Cohen's  $f = 0.08$ .

**Competence.** A two-way ANOVA indicated a significant main effect for competence,  $F(1,488) = 136.60, p < .001$ , Cohen's  $f = 0.53$ . Post-hoc *LSD* analyses indicated that the participants who recalled a high-quality listening experience reported greater competence than the participants in the moderate-quality listening condition,  $M_{\text{difference}} = 1.66, 95\% CI [1.38, 1.94]$ . There was a main effect for topic condition (agreement/disagreement),  $F(1,488) = 22.43, p < .001$ , Cohen's  $f = 0.21$ . Specifically, the participants in the agreement condition reported perceiving greater competence than the participants in the disagreement condition,  $M_{\text{difference}} = 0.67, 95\% CI [0.39, 0.95]$ . The

Listening  $\times$  Topic interaction was not significant,  $F(1,488) = 1.41, p = .24$ , Cohen's  $f = 0.05$ .

### ***Pairwise comparisons***

To test Hypothesis 5 that high-quality listening during an agreement would be more beneficial to speakers' basic psychological needs and state well-being during a disagreement than moderate-quality listening during an agreement, we conducted independent T-tests.

**Listening quality.** Compared to the moderate-listening condition with agreement, participants in the high-quality listening condition with disagreement reported better listening,  $t(243) = 7.17, p < .001, 95\% CI [1.22, 2.14], d = 0.92$ .

**State well-being (Positive affect) 1.** Participants in the high-quality listening condition with a disagreement reported a greater positive effect of listening quality on state well-being than participants in the moderate-quality listening condition during an agreement  $t(243) = 4.20, p < .001, 95\% CI [0.54, 1.50], d = 0.54$ .

**State well-being (Negative affect) 1.** Participants in the high-quality listening condition with a disagreement also reported a lower negative effect of listening quality on state well-being than participants in the moderate-quality listening condition with an agreement,  $t(243) = -3.27, p < .001, 95\% CI [-1.17, -0.29], d = -0.42$ .

**State well-being 2.** Compared to the moderate-quality listening condition with an agreement, the participants in the high-quality listening condition with a disagreement reported greater state well-being,  $t(243) = 3.86, p < .001, 95\% CI [0.42, 1.30], d = 0.49$ .

**State optimism.** Compared to the moderate-quality listening condition with an agreement, the participants in the high-quality listening condition with a disagreement reported greater state optimism,  $t(243) = 3.20, p = .002, 95\% CI [0.27, 1.14], d = 0.41$ .

**Relatedness.** Compared to the moderate-quality listening condition with an agreement, the participants in the high-quality listening condition with a disagreement reported greater relatedness to the listeners,  $t(243) = 5.35, p < .001, 95\% CI [0.76, 1.65], d = 0.68$ .

**Autonomy.** There was no significant difference in autonomy between the moderate-quality listening condition with agreement and the high-quality listening condition with disagreement,  $t(243) = 1.19, p = .23, 95\% CI [-0.16, 0.63], d = 0.15$ .

**Competence.** Compared to the moderate-listening condition with agreement, participants in the high-quality listening condition with disagreement reported greater competence ( $t(243) = 4.92, p < .001, 95\% CI [0.59, 1.38], d = 0.63$ ).

### ***Mediation analyses***

We conducted a parallel mediation analysis using Model 4 in PROCESS (Hayes, 2017) with 5000 bootstrapped samples. We entered listening quality (condition) as the independent variable and the topic (agreement/disagreement) as the covariate.

**State well-being (Positive affect) 1.** The parallel mediation indicated a significant indirect effect through relatedness, autonomy, and competence,  $bs = 1.26, 0.22, 0.43, SEs = .13, .08, .10, 95\% CI [1.02, 1.53], [0.06, 0.39], [0.23, 0.64]$ , respectively. The direct effect was significant,  $b = 0.49, SE = 0.15, t = 3.24, p = .001, 95\% CI [0.19, 0.78]$ .

**State well-being (Negative affect) 1.** The parallel mediation indicated significant indirect effects through relatedness, autonomy, and competence,  $bs = -0.38, -0.23, -0.64$ ,  $SEs = .11, .08, 0.11$ , 95%  $CI [-0.60, -0.17], [-0.39, -0.08], [-0.86, -0.44]$ , respectively. The direct effect was significant,  $b = -0.44$ ,  $SE = .15$ ,  $t = -2.87$ ,  $p = .004$ , 95%  $CI [-0.74, -0.14]$ .

**State well-being 2.** The parallel mediation indicated significant indirect effects through relatedness, autonomy, and competence, with  $bs = 0.80, 0.22, 0.67$ ,  $SEs = .11, .08, .10$ , respectively, and 95%  $CI [0.59, 1.02], [0.08, 0.37], [0.48, 0.86]$ , respectively. The direct effect was not significant,  $b = 0.11$ ,  $SE = 0.13$ ,  $t = 0.83$ ,  $p = .41$ , 95%  $CI [-0.15, 0.37]$ .

**State optimism.** The parallel mediation indicated a significant indirect effect through relatedness, autonomy, and competence,  $bs = 0.59, 0.29, 0.39$ ,  $SEs = .13, .10, .11$ , 95%  $CI [0.33, 0.86], [0.10, 0.51], [0.18, 0.61]$ , respectively. The direct effect was not significant:  $b = -0.03$ ,  $SE = 0.18$ ,  $t = -0.15$ ,  $p = .88$ , 95%  $CI [-0.37, 0.32]$ .

### **Brief Discussion**

Study 3 replicated the main effects of Studies 1 and 2 in a recall paradigm, broadening generalizability across life contexts. Relatedness, autonomy, and competence mediated the effects (Hypotheses 2b-4b), and high-quality listening during disagreement was consistently more beneficial than moderate-quality listening during agreement (Hypothesis 5). However, recall studies are susceptible to memory bias. Study 4, therefore, tested these effects using live conversations, the gold standard modality in listening research (Kluger & Itzchakov, 2022).

**Table 5***Study 3: Descriptive and Correlations for the Main Study Variables*

	<i>M</i>	<i>SD</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1. Listening perception	5.95	2.25	-						
2. Relatedness	4.87	2.09	.82**	-					
3. Autonomy	6.37	1.74	.69**	.68**	-				
4. Competence	6.59	1.81	.66**	.63**	.73**	-			
5. SWB (PA) 1	5.23	2.25	.75**	.78**	.66**	.66**	-		
6. SWB (NA) 1	3.02	1.91	-.67**	-.62**	-.61**	-.66**	-.70**	-	
7. SWB 2	5.74	1.93	.71**	.72**	.68**	.73**	.87**	-.68**	-
8. State optimism	6.16	1.88	.52**	.53**	.53**	.53**	.66**	-.51**	.68**

*Notes.* \*\*  $p < .01$ , \*  $p < .05$ .

**Table 6***Study 3 Means and Standard Deviations for the Listening Conditions Predicting the Study Variables*

<b>Topic/Listening quality</b>		<b>Moderate-quality listening</b>		<b>High-quality listening</b>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
<b>Agreement</b>	Listening quality	5.12	1.68	8.00	1.01
	Relatedness	4.22	1.75	6.71	1.28
	Autonomy	6.37	1.34	7.48	1.29
	Competence	6.17	1.70	7.66	1.23
	SWB Positive affect	4.73	1.86	7.06	1.61
	SWB Negative affect	3.32	1.78	1.78	1.17
	SWB 2	4.31	1.77	6.19	1.75
	State Optimism	5.88	1.75	6.98	1.60
<b>Disagreement</b>	Listening quality	3.80	1.70	6.80	1.98
	Relatedness	3.03	1.50	5.43	1.76
	Autonomy	4.97	1.76	6.61	1.74
	Competence	5.33	1.90	7.16	1.54

SWB Positive affect	3.34	1.82	5.75	1.94
SWB Negative affect	4.46	1.80	2.59	1.70
SWB 2	3.30	1.86	5.33	1.75
State Optimism	5.17	1.99	6.59	1.71

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*Notes.* SWB = State well-being. The groups were coded as follows: condition: 0 = moderate-quality listening; 1 = high-quality listening; topic: 0 = disagreement; 1 = agreement.

## Study 4

Study 4 (preregistered: <https://aspredicted.org/nf3cs.pdf>) aimed to replicate and extend Studies 1-3 using a new discussion topic and live conversations, with the primary goal of testing Hypothesis 5. Although trained research assistants (RAs) remain the most reliable method for manipulating listening quality, this approach is resource-intensive (Itzhakov et al., 2024). To achieve sufficient statistical power, and given that high-quality listening with agreement was theoretically less informative for our purposes, we focused on three conditions: high-quality listening with disagreement, moderate-quality listening with disagreement, and moderate-quality listening with agreement.

### Method

#### *Participants*

After preregistration, we recruited 218 undergraduates to participate in this study in exchange for course credit. Of these participants, 13 were excluded for failing to respond to the attention item. The final sample consisted of 205 participants ( $M_{\text{age}} = 26.07$ ,  $SD = 5.81$ , 62.0% female). This sample size had a power of above 90% to detect the average effect size in Studies 1-3 of the listening manipulation on state well-being,  $f = 0.42$ , and the average effect size in Study 3 between the high-quality listening condition during a disagreement and moderate-quality listening during an agreement on state well-being,  $d = 0.47$  (Faul et al., 2007).

#### *Procedure*

As in Study 2, all conversations were conducted via Zoom, and research assistants followed a standardized technical protocol to ensure adequate audio-visual quality. Participants selected a time when they could be alone in a quiet setting with a stable

internet connection and functioning video and audio equipment, and then received a personalized Zoom link. To identify an engaging and relevant discussion topic, we conducted a pilot study with 62 university students (age:  $M = 25.82$ ,  $SD = 8.00$ ; 77.3% female), who rated several topics on a 7-point scale. Student employment received the highest rating ( $M = 5.36$ ,  $SD = 1.62$ ) and was therefore selected. This topic concerned a policy allowing companies to hire students for positions compatible with their class schedules.

In the main study, participants were randomly assigned to the speaker role in one of three conditions: disagreement with high-quality listening, disagreement with moderate-quality listening, or agreement with moderate-quality listening. Seven RAs (six women, one man) served as listeners, and each conducted all conditions to avoid confounding the listener with the condition. Participants read a short essay on student employment ( supplementary materials pp. 22-24), wrote a brief opinion, and then shared it orally with the RA. RAs followed the same listening protocol as in Study 2 and completed a checklist after each conversation. We further increased the authenticity of the conversation by embedding it in a realistic research context. Participants were told that the lab studies students' attitudes toward organizational topics and that the present study focused on students' views about student employment. The goal of the cover story was to make the conversation more realistic and reduce the likelihood that the RA's behavior would be perceived as artificial or experimentally staged. In the high-quality listening disagreement condition, the listener first reflected the speaker's view, then expressed disagreement and invited the speaker to continue. In both moderate-quality conditions, the listener did not reflect the speaker's view, maintained a neutral tone, and

did not interrupt or elaborate. These conditions differed only in whether the listener briefly expressed disagreement or agreement. All conversations lasted eight minutes.

Participants then completed the questionnaires and were debriefed. As in Study 2, during debriefing, participants were invited to report any concerns, doubts, or unusual impressions regarding the study. A few participants made comments about the conversation, for example, that it was not always easy to articulate their position. None expressed suspicion that the listener's behavior had been intentionally varied or enacted in an inauthentic manner. These comments were documented in the lab diary, and no participants were excluded from the analyses on this basis.

Moreover, the RAs were trained only on the procedural aspects of the study and on the specific listening behaviors required in each condition. They were not informed of the study hypotheses or the underlying theoretical rationale. This procedure helped minimize expectancy-based bias in the interactions. In addition, after each session, RAs completed a post-session checklist in the lab diary documenting adherence to the listening behavior protocol and any unusual occurrences, providing an additional safeguard that their behavior reflected the training protocol rather than hypothesis-driven improvisation.

As in Study 2, to avoid expectancy-related bias, the RAs were unaware of the study's theoretical framework, hypotheses, and expected pattern of results. Their role was restricted to implementing the trained listening behaviors assigned to each condition as consistently as possible.

## **Measures**

The measures used in this study were identical to the previous studies ( $\alpha_{\text{listening}} = .94$ ), ( $\alpha_{\text{relatedness}} = .80$ ), ( $\alpha_{\text{autonomy}} = .51$ ), ( $\alpha_{\text{competence}} = .64$ ) ( $\alpha_{\text{State well-being Positive affect 1}} = .92$ ) ( $\alpha_{\text{State well-being Negative affect 1}} = .84$ ) ( $\alpha_{\text{State well-being 2}} = .92$ ) ( $\alpha_{\text{state optimism}} = .81$ ), and disagreement typicality (was measured for the disagreement conditions). All items were anchored on a 9-point scale ranging from 1 (*not at all*) to 9 (*very much*), unless otherwise noted.

## Results

Table 7 presents the descriptive statistics by experimental condition. Table 8 presents the descriptive statistics and correlations among the variables.

### *Main Effects*

**Listening quality (manipulation check).** An ANOVA indicated a significant main effect for the experimental condition on perceived listening quality,  $F(2,202) = 13.635$ ,  $p < .001$ , Cohen's  $f = 0.37$ . *LSD* analyses indicated that the participants in the high-quality listening condition with a disagreement rated the listener as showing better listening quality than participants in the moderate-quality listening condition with a disagreement,  $M_{\text{difference}} = 1.04$ ,  $p < .001$ , 95% *CI* [0.54, 1.53], and the moderate-quality listening with an agreement,  $M_{\text{difference}} = 1.20$ ,  $p < .001$ , 95% *CI* [0.70, 1.70]. There was no significant difference between the moderate-quality listening condition with a disagreement and the moderate-quality listening condition with an agreement,  $M_{\text{difference}} = 0.16$ ,  $p = .53$ , 95% *CI* [-0.35, 0.67], indicating that the listening manipulation was effective.

**State well-being (Positive affect) 1.** An ANOVA indicated a significant main effect for the listening manipulation on positive affect,  $F(2,202) = 10.517$ ,  $p < .001$ ,

Cohen's  $f = 0.31$ . Consistent with H5, the participants in the high-quality listening condition with a disagreement reported greater positive affect than the participants in the moderate-quality listening condition with a disagreement,  $M_{\text{difference}} = 1.28, p < .001, 95\% CI [0.71, 1.85]$ , and the moderate-quality listening with an agreement,  $M_{\text{difference}} = 0.89, p < .001, 95\% CI [0.33, 1.46]$ . Surprisingly, there was no significant difference between the moderate-quality listening condition with a disagreement and the moderate-quality listening condition with an agreement,  $M_{\text{difference}} = -0.39, p = .19, 95\% CI [-0.98, 0.18]$ .

**State well-being (Negative affect) 1.** An ANOVA indicated a significant main effect for negative affect,  $F(2,202) = 4.10, p < .001$ , Cohen's  $f = 0.20$ . The participants in the high-quality condition with a disagreement reported less negative affect than the participants in the moderate-quality listening condition with a disagreement,  $M_{\text{difference}} = -0.50, p = .02, 95\% CI [-0.91, -0.09]$ , and the moderate-quality listening condition with an agreement,  $M_{\text{difference}} = -0.52, p = 0.01, 95\% CI [-0.93, -0.11]$ . Again, there was no significant difference between the moderate-quality listening condition with a disagreement and the moderate-quality listening condition with an agreement,  $M_{\text{difference}} = -0.02, p = .92, 95\% CI [-0.44, 0.40]$ . This result lent additional support to Hypothesis 5.

**State well-being 2.** An ANOVA indicated a significant main effect for the listening manipulation on state well-being,  $F(2,202) = 8.87, p < .001$ , Cohen's  $f = 0.30$ . Consistent with H5, the participants in the high-quality listening condition with a disagreement reported greater state well-being than the participants in the moderate-quality listening condition with a disagreement,  $M_{\text{difference}} = 0.90, p < .001, 95\% CI [0.43, 1.38]$ , and the moderate-quality listening with an agreement,  $M_{\text{difference}} = 0.83, p < .001, 95\% CI [0.36, 1.31]$ . Again, there was no significant difference between the moderate-

quality listening condition with a disagreement and the moderate-quality listening condition with an agreement,  $M_{\text{difference}} = -0.07, p = .78, 95\% \text{ CI } [-0.56, 0.42]$ . This result lent additional support to Hypothesis 5.

**State optimism.** An ANOVA indicated a significant main effect for the listening manipulation on optimism,  $F(2,202) = 4.216, p = .02, \text{Cohen's } f = 0.20$ . Again, consistent with Hypothesis 5, the participants in the high-quality listening condition with a disagreement reported greater optimism than the participants in the moderate-quality listening condition with a disagreement,  $M_{\text{difference}} = 0.74, p = .009, 95\% \text{ CI } [0.18, 1.29]$ , and the moderate-quality listening with an agreement,  $M_{\text{difference}} = 0.66, p = .02, 95\% \text{ CI } [0.10, 1.21]$ . Comparable to the previous two well-being measures, no significant difference between the control conditions was found,  $M_{\text{difference}} = -0.08, p = .79, 95\% \text{ CI } [-0.65, 0.49]$ .

**Relatedness.** An ANOVA indicated a significant main effect for the listening manipulation on relatedness,  $F(2,202) = 16.946, p < .001, \text{Cohen's } f = 0.40$ . Participants in the high-quality listening condition with a disagreement reported greater relatedness than the participants in the moderate-quality listening condition with a disagreement,  $M_{\text{difference}} = 1.79, p < .001, 95\% \text{ CI } [1.15, 2.44]$ , and the moderate-quality listening with an agreement,  $M_{\text{difference}} = 1.39, p < .001, 95\% \text{ CI } [0.75, 2.04]$ . There was no significant difference between the moderate-quality listening condition with a disagreement and the moderate-quality listening condition with an agreement,  $M_{\text{difference}} = -0.40, p = .23, 95\% \text{ CI } [-1.06, 0.26]$ .

**Autonomy.** An ANOVA indicated a significant main effect for the listening manipulation on autonomy,  $F(2,202) = 8.631, p < .001, \text{Cohen's } f = 0.29$ . Participants in

the high-quality listening condition with a disagreement reported greater autonomy than the participants in the moderate-quality listening condition with a disagreement,  $M_{\text{difference}} = 0.77, p < .001, 95\% \text{ CI } [0.39, 1.16]$ , and the moderate-quality listening with an agreement,  $p = .003, 95\% \text{ CI } [0.20, 0.98]$ . There was no significant difference between the moderate-quality listening condition with a disagreement and the moderate-quality listening condition with an agreement,  $M_{\text{difference}} = -0.18, p = .38, 95\% \text{ CI } [-0.58, 0.22]$ .

**Competence.** An ANOVA indicated a significant main effect for the listening manipulation on competence,  $F(2,202) = 8.901, p < .001, \text{Cohen's } f = 0.29$ . The participants in the high-quality listening condition with a disagreement reported greater competence than the participants in the moderate-quality listening condition with a disagreement,  $M_{\text{difference}} = 0.74, p < .001, 95\% \text{ CI } [0.32, 1.17]$ , and the moderate-quality listening with an agreement,  $M_{\text{difference}} = 0.82, p < .001, 95\% \text{ CI } [0.39, 1.25]$ . There was no significant difference between the moderate-quality listening condition with a disagreement and the moderate-quality listening condition with an agreement,  $M_{\text{difference}} = 0.08, p = .72, 95\% \text{ CI } [-0.36, 0.52]$ .

**Disagreement typicality.** We used the same item as in Study 2 on a 1-5 scale. The participants in the disagreement listening conditions did not differ in the extent to which they viewed the conversation as a typical disagreement  $t(138) = 0.11, p = .89, 95\% \text{ CI } [-0.34, 0.38], d = 0.02$ . Thus, the listening manipulation was not confounded since the disagreement was perceived as typical.

### ***Mediation analysis***

We tested the mediation hypotheses using Model 4 in PROCESS (Hayes, 2017) with 5000 bootstrapped samples. We conducted a categorical mediation analysis using

indicator coding. The high-quality listening with a disagreement condition served as the reference group, and was compared to the moderate-quality listening with a disagreement and the moderate-quality listening with an agreement condition.

**State well-being (Positive affect) 1.** When comparing the high- to the moderate-listening quality with the disagreement conditions, the indirect effect through relatedness and competence was significant,  $b_s = 0.93, 0.21, SEs = 0.20, 0.11, 95\% CI [0.56, 1.34], [0.04, 0.48]$ , respectively. The indirect effect through autonomy was not significant,  $b = 0.10, SE = 0.10, 95\% CI [-0.09, 0.33]$ . The direct effect was not significant,  $b = 0.04, SE = 0.19, t = 0.20, p = .84, 95\% CI [-0.34, 0.42]$ . When comparing high-quality listening with a disagreement condition to moderate-quality listening with an agreement condition, the indirect effect through relatedness and competence was significant,  $b_s = 0.72, 0.24, SEs = 0.21, 0.12, 95\% CI [0.35, 1.15], [0.05, 0.50]$ , respectively. The indirect effect through autonomy was not significant,  $b = 0.08, SE = 0.08, 95\% CI [-0.07, 0.25]$ . The direct effect was not significant,  $b = -0.14, SE = 0.19, t = -0.75, p = .45, 95\% CI [-0.52, 0.23]$ .

**State well-being (Negative affect) 1.** When comparing the high- to the moderate listening quality with a disagreement conditions, the indirect effect through relatedness and autonomy was significant,  $b_s = -0.29, -0.27, SEs = 0.11, 0.12, 95\% CI [-0.53, -0.10], [-0.54, -0.07]$ , respectively. The indirect effect through competence was not significant,  $b = -0.08, SE = 0.07, 95\% CI [-0.25, 0.05]$ . The direct effect was not significant,  $b = -0.14, SE = 0.18, t = -0.77, p = .44, 95\% CI [-0.49, 0.22]$ . When comparing the high-quality listening with a disagreement condition to the moderate-quality listening with an agreement condition, the indirect effect through relatedness and autonomy was

significant,  $bs = -0.22, -0.21$ ,  $SEs = 0.09, 0.12$ , 95%  $CI [-0.42, -0.07]$ ,  $[-0.43, -0.05]$ , respectively. The indirect effect through competence was not significant,  $b = -0.08$ ,  $SE = 0.08$ , 95%  $CI [-0.26, 0.06]$ . The direct effect was not significant,  $b = -0.0002$ ,  $SE = 0.18$ ,  $t = -0.004$ ,  $p = .99$ , 95%  $CI [-0.34, 0.34]$ .

**State well-being 2.** When comparing the high- to the moderate-listening quality with a disagreement condition, the indirect effect through relatedness and competence was significant,  $bs = 0.41, 0.41$ ,  $SEs = 0.11, 0.14$ , 95%  $CI [0.22, 0.63]$ ,  $[0.17, 0.73]$ , respectively. The indirect effect through autonomy was not significant,  $b = 0.07$ ,  $SE = 0.08$ , 95%  $CI [-0.08, 0.25]$ . The direct effect was not significant,  $b = 0.06$ ,  $SE = 0.16$ ,  $t = 0.38$ ,  $p = .71$ , 95%  $CI [-0.26, 0.39]$ . When comparing high-quality listening with a disagreement condition to moderate-quality listening with an agreement condition, the indirect effect through relatedness and competence was significant,  $bs = 0.32, 0.46$ ,  $SEs = 0.11, 0.15$ , 95%  $CI [0.13, 0.56]$ ,  $[0.20, 0.80]$ , respectively. The indirect effect through autonomy was not significant,  $b = 0.06$ ,  $SE = 0.07$ , 95%  $CI [-0.07, 0.20]$ . The direct effect was not significant,  $b = -0.07$ ,  $SE = 0.16$ ,  $t = -0.45$ ,  $p = .66$ , 95%  $CI [-0.39, 0.25]$ .

**State optimism.** When comparing the high-to-moderate listening quality with a disagreement condition, the indirect effect through relatedness was significant,  $b = 0.37$ ,  $SE = 0.14$ , 95%  $CI [0.11, 0.66]$ . The indirect effects through autonomy and competence were not significant,  $bs = 0.06, 0.19$ ;  $SEs = 0.12, 0.13$ ; 95%  $CI = [-0.17, 0.32]$ ,  $[-0.02, 0.49]$ , respectively. The direct effect was not significant,  $b = 0.12$ ,  $SE = 0.28$ ,  $t = 0.43$ ,  $p = .67$ , 95%  $CI [-0.42, 0.66]$ . When comparing the high-quality listening with a disagreement condition to the moderate-quality listening with an agreement condition, the indirect effect through relatedness was significant,  $b = 0.28$ ,  $SE = 0.12$ , 95%  $CI [0.08,$

0.54]. The indirect effects through autonomy and competence were not significant,  $bs = 0.04, 0.22$ ;  $SEs = 0.09, 0.15$ ;  $95\% CI = [-0.14, 0.24], [-0.03, 0.55]$ , respectively. The direct effect was not significant,  $b = 0.11$ ,  $SE = 0.27$ ,  $t = 0.42$ ,  $p = .67$ ,  $95\% CI [-0.41, 0.65]$ .

### **Brief Discussion**

Study 4 replicated the earlier findings in live conversations on a new topic. Crucially, Hypothesis 5 was supported: high-quality listening during disagreement produced greater speaker well-being and need satisfaction than moderate-quality listening during agreement, with moderate-to-large effect sizes,  $fs = 0.29-0.40$ . These findings further support the conclusion that listening may matter more than agreement for speakers' psychological needs and well-being. The two control conditions, however, did not differ on any outcome. Although this comparison was not hypothesized, one might have expected agreement to yield better outcomes than disagreement when perceived listening quality was similar across conditions. One possible explanation is that the topic was not sufficiently important to participants. Although it was selected through pilot testing, the laboratory setting may not have created the same personal significance as real-life disagreements. Study 5 addressed this possibility.

**Table 7**

*Study 4 Means and Standard Deviations for the Listening Conditions Predicting the Study Variables*

	High-Quality listening disagreement <sup>2</sup>		Moderate-quality listening disagreement <sup>1</sup>		Moderate -quality listening agreement <sup>3</sup>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Listening	8.61	1.03	7.57	1.59	7.41	1.77
2. Relatedness	7.49	1.42	5.70	2.03	6.10	2.58
3. Autonomy	8.42	.92	7.65	1.28	7.83	1.26
4. Competence	8.29	.97	7.54	1.38	7.47	1.47
5. PA	8.00	1.13	6.71	1.98	7.10	1.92
6. NA	1.48	.93	1.98	1.39	2.00	1.31
7. SWB 2	7.92	1.08	7.01	1.51	7.02	1.65
8. Optimism	7.55	1.41	6.81	1.77	6.89	1.80
9. Disagreement typicality	2.66	1.08	2.68	1.07	-	-

**Notes.** The groups were coded as follows: 1- moderate-quality listening with disagreement; 2- high-quality listening with disagreement; 3- moderate-quality listening with agreement. All measures were rated on a 9-point scale, except disagreement typicality, which was rated on a 5-point scale.

**Table 8***Study 4: Descriptive and Correlations for the Main Study Variables*

	<i>M</i>	<i>D</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1. Listening perception	7.89	1.57	-						
2. Relatedness	6.47	2.07	.72**	-					
3. Autonomy	7.99	1.20	.51**	.55**	-				
4. Competence	7.79	1.32	.57**	.59**	.73**	-			
5. SWB Positive affect 1	7.29	1.78	.74**	.77**	.58**	.63**	-		
6. SWB Negative affect 1	1.81	1.24	-.47**	-.51**	-.56**	-.51**	-.60**	-	
7. SWB 2	7.37	1.47	.66**	.66**	.62**	.75**	.76**	-.53**	-
8. State optimism	7.10	1.68	.49**	.41**	.35**	.40**	.43**	-.30**	.51**

*Notes.* \*\*  $p < .01$ , \*  $p < .05$ .

## Study 5

Study 4 supported Hypothesis 5, indicating that listening quality matters more than agreement for speakers' needs and well-being. However, the absence of differences between moderate-quality listening conditions raised questions about whether the live conversations were sufficiently meaningful. Study 3's recalled conversations showed meaningful differences between control conditions, suggesting speakers can detect listening-induced variation in real conversations, but retrospective recall of a single event is vulnerable to memory bias. Study 4's live conversations, while more ecologically grounded, may have constrained natural variation due to the lab setting.

Study 5 (preregistered: <https://aspredicted.org/bmc2-tmcd.pdf>) addressed these limitations using a multilevel design capturing multiple naturally occurring disagreements with colleagues, friends, and family members. This design enabled a within-person test of whether perceived listening quality predicts state well-being above and beyond disagreement across real-life contexts, while also assessing generalizability across relationship types. The multilevel approach accounted for both within-person variation across relationships and between-person differences in listening perception, yielding more granular insights into listening's associations with well-being and need satisfaction.

## Method

### *Participants*

A power analysis indicated that 225 participants (each providing data from three sources: family, friend, and colleague; 675 total observations) would be needed to detect the average effect size for the state well-being measures from Studies 1-4,

Cohen's  $f = 0.20$  with 95% power, assuming  $ICC = 0.50$ . We added 20% for potential exclusions, resulting in  $N = 270$ . This sample size allowed us to detect main effects and interaction effects across the different sources of disagreement. We recruited 273 participants from Prolific Academic in exchange for a monetary reward. We excluded 20 participants for failing to answer the attention item correctly. The final sample was 253 participants ( $M_{\text{age}} = 31.98$ ,  $SD = 9.28$ , 59.3% female).

### ***Procedure***

We adapted a procedure used by Legate et al. (2012) and asked the participants to recall a disagreement with a colleague, a family member, and a friend (separately). The participants reported a range of real-life disagreements. For colleagues, examples included disagreements about “how to redesign the company website,” “the quality of a service delivered to a customer,” and “how to coordinate lunch breaks without overlap.” The friend disagreements involved a mix of relational, moral, and value-based issues, such as “getting back together with an abusive partner,” “pressuring a friend to go out drinking despite their disinclination,” and “accusing a friend of jealousy after warning about a partner’s infidelity.” Family disagreements included emotionally and culturally significant issues, such as “naming a newborn after a deceased relative,” “arguing over the division of household responsibilities,” and “clashing over financial contributions to shared expenses.” Then, the participants completed questionnaires that included the study variables for each conversation, and were debriefed and compensated.

### ***Measures***

We used the same measures as in the previous studies. We used an 11-point rating scale (0 = *not at all*; 10 = *very much*), which has been shown to enhance scale validity (Aguinis et al., 2009). All measures demonstrated acceptable to high internal

consistency across all relationship targets (colleague, friend, and family member): listening quality ( $\alpha = .95-.97$ ), relatedness ( $\alpha = .75-.85$ ), autonomy ( $\alpha = .68-.73$ ), competence ( $\alpha = .75-.77$ ), positive affect ( $\alpha = .93-.95$ ), negative affect ( $\alpha = .87-.91$ ), SWB 2 ( $\alpha = .92$ ) and conflict-related optimism ( $\alpha = .85-.88$ ).

New to this project, we measured participants' perceived closeness to their listener and the meaningfulness of the disagreement to examine whether these features of the conversational context interact with the speakers' well-being and psychological need satisfaction. We also tested whether attitude strength variables (Petty & Krosnick, 1995), namely, attitude importance, attitude correctness, and perceived knowledge, would moderate the association between listening quality and speaker outcomes. We report these measures and results in the supplementary materials (pages 27-33).

## **Results**

Table 9 presents the descriptive statistics by experimental condition. Table 10 presents the descriptive statistics and correlations among the variables.

### ***Multilevel Model Specification***

We examined whether the associations of perceived listening quality with speakers' psychological need satisfaction and state well-being would be moderated by the perceived disagreement level across conversation partners (colleague, friend, family). To do so, we estimated two-level hierarchical linear models, with conversation partner as a Level 1 unit nested within participants (Level 2). Listening and disagreement were person-mean-centered at Level 1 to isolate within-person effects. Their person-level means were entered at Level 2 to control for between-person variation.

Disagreement was operationalized as participants' reported level of disagreement during the conversation, measured on a continuous scale. Including this variable allowed us to test whether the associations of perceived listening quality with speaker outcomes would hold across higher and lower levels of interpersonal conflict.

**Level 1 (Within-Person) Model:**  $Outcome_{ij} = \beta_{0j} + \beta_{1j}(Listening_{ij}) +$

$\beta_{2j}(Disagreement_{ij}) + \beta_{3j}(Listening_{ij} \times Disagreement_{ij}) + \epsilon_{ij}$

**Level 2 (Between-person) Model:**  $\beta_{0j} = \gamma_{00} + \gamma_{01}(Listening\ M_j) + \gamma_{02}(Disagreement$

$M_j) + \gamma_{03}(Listening\ M_j \times Disagreement\ M_j) + u_{0j}$

$\beta_{1j} = \gamma_{10} + u_{1j}$

$\beta_{2j} = \gamma_{20} + u_{2j}$

$\beta_{3j} = \gamma_{30} + u_{3j}$

**Combined model:**  $\gamma_{00} + \gamma_{01}(Listening\bar{g}_j) + \gamma_{02}(Disagreement\bar{t}_j) + \gamma_{03}(Listening\bar{g}_j \times$

$Disagreement\bar{t}_j) + \gamma_{10}(Listening_{ij}) + \gamma_{20}(Disagreement_{ij}) + \gamma_{30}(Listening_{ij} \times$

$Disagreement_{ij}) + u_{0j} + u_{1j}(Listening_{ij}) + u_{2j}(Disagreement_{ij}) + u_{3j}(Listening_{ij} \times$

$Disagreement_{ij}) + \epsilon_{ij}$

where:

$Outcome_{ij}$ : Outcome variable (e.g., relatedness, autonomy, well-being) for interaction  $i$  by participant  $j$

$Listening_{ij}$ : Perceived listening during interaction  $i$ , person-mean centered

$Disagreement_{ij}$ : Perceived disagreement during interaction  $i$ , person-mean centered

$Listening_{ij} \times Disagreement_{ij}$ : Interaction between person-mean centered listening and disagreement.

$Listening\bar{g}_j$ : Participant  $j$ 's average perceived listening across all three conversations (grand-mean centered)

Disagreement $\bar{t}_j$ : Participant  $j$ 's average disagreement across all conversations (grand-mean centered)

Listening $\bar{g}_i \times$  Disagreement $\bar{t}_j$ : Cross-level interaction at the between-person level

$\gamma_{00}$ : Overall intercept

$\gamma_{10} - \gamma_{30}$ : Fixed effects of within-person predictors

$\gamma_{01} - \gamma_{03}$ : Fixed effects of between-person predictors

$u_{0j} - u_{3j}$ : Random effects (intercept and slopes) across participants

$\epsilon_{ij}$ : Residual variance (within-person error)

We estimated hierarchical linear models (Raudenbush & Bryk, 2002) using restricted maximum likelihood, with random slopes retained when convergence permitted. The models accounted for the nesting of conversation-level reports (Level 1) within participants (Level 2). At Level 1, predictors included perceived listening, agreement, relationship closeness, disagreement meaningfulness, and disagreement intensity. At Level 2, we included participants' mean perceived listening and mean relationship closeness across contexts to account for general tendencies in perceiving listening and relationships. Fixed effects for listening, agreement, and their interaction were used to test the core hypothesis that the association between listening quality and outcomes depends on the degree of perceived agreement.

## Results

Study 5 results are summarized in Tables 11a and 11b. Across outcomes, perceived listening was the most consistent within-person predictor of speakers' adaptive momentary experience: higher-than-usual listening from a given partner predicted higher positive affect, Well-being 2, optimism, relatedness, autonomy, and competence, and lower negative affect. Strong parallel between-person effects also emerged, such that participants who generally experienced better listening across

conversations tended to report more adaptive outcomes overall. These effects were largely robust to controls for disagreement, meaningfulness, and relationship closeness. By contrast, disagreement intensity showed less consistent associations across outcomes, although it predicted higher negative affect and lower Well-being 2 in the primary models, and its interaction with listening was generally nonsignificant. Most three-way interactions with the relationship type were also nonsignificant. The clearest exception was negative affect, for which the three-way interaction was significant and was driven by colleague disagreements; autonomy showed a comparable three-way pattern only in the covariate-adjusted model, where it was driven primarily by friend disagreements.

### **Brief Discussion**

Study 5 examined whether perceived listening quality predicted speakers' well-being and psychological need satisfaction across disagreements with colleagues, friends, and family members. In this multilevel study, higher perceived listening was the most consistent predictor of a more adaptive experience at both the within- and between-person levels. These associations were generally robust across relational contexts and remained largely intact after accounting for disagreement meaningfulness and relationship closeness.

### **Construct Distinctiveness and Multi-Level Internal Meta-Analysis of Indirect Effects**

To establish the discriminant validity of our constructs, we conducted exploratory factor analyses (EFA) and Heterotrait-Monotrait Ratio (HTMT) analyses across Studies 1-4. The EFA results, detailed in Tables FA1–FA4 of the supplementary materials, demonstrated that the predictor variable (listening) consistently loaded onto its own distinct factor with strong primary loadings and

negligible cross-loadings. Autonomy and competence consistently emerged as empirically distinct from all state well-being constructs across all four studies, while negative affect consistently formed its own isolated factor. Although relatedness loaded alongside general SWB and positive affect in Studies 2 and 3, it formed an independent factor in Studies 1 and 4. Heterotrait-Monotrait Ratio analyses (Henseler et al., 2015) were conducted across Studies 1–4, calculated in R using the lavaan package (Rosseel, 2012), and indicated that perceived listening, the three psychological needs, and the state well-being measures maintained a clear empirical distinction. All values consistently fell below the conservative 0.85 threshold (Tables S1-S4 in the supplementary materials), providing strong evidence for discriminant validity.

We also conducted an internal random-effect meta-analysis to synthesize the indirect effects of the listening manipulation on state well-being and state optimism via autonomy and competence (Goh et al. 2016). While the indirect effects were largely consistent, 11 of 18 individual indirect effects were significant for both mediators across the studies. For the effect sizes on state well-being, we accounted for the hierarchical structure of the data, in which effect sizes were nested within studies, using a three-level meta-analytic model (Cheung, 2014).

We first examined the aggregated indirect effects on well-being. For autonomy, 11 out of 18 individual effects were statistically significant. The meta-analysis revealed a significant indirect effect,  $b = 0.17$ ,  $SE = 0.05$ ,  $t = 3.76$ ,  $p < .001$ , 95%  $CI [0.08, 0.27]$ , with no evidence of heterogeneity across studies,  $Q(17) = 18.55$ ,  $p = .355$ . The meta-analytic indirect effect for competence on state well-being was also significant,  $b = 0.33$ ,  $SE = 0.10$ ,  $t = 3.31$ ,  $p = .001$ , 95%  $CI [0.13, 0.52]$ . However, there was evidence of heterogeneity across the studies,  $Q(17) = 73.87$ ,  $p < .001$ .

Next, we tested the indirect effects on state optimism using a regular two-level meta-analysis because we had only one measure in each study. The results indicated a significant indirect effect  $b = 0.20$ ,  $SE = 0.07$ ,  $Z = 2.71$ ,  $p = .006$ , 95%  $CI [0.05, 0.35]$ . There was no evidence of heterogeneity across studies,  $Q(2) = 2.21$ ,  $p = .330$ . Finally, for competence, the meta-analytic indirect effect showed a significant indirect effect on state optimism,  $b = 0.31$ ,  $SE = 0.07$ ,  $Z = 4.29$ ,  $p < .001$ , 95%  $CI [0.17, 0.46]$ ,  $\tau^2 = .00$ . There was no evidence of heterogeneity across the studies,  $Q(2) = 1.42$ ,  $p = .492$ . These results support the notion that the manipulation increased speakers' state well-being and state optimism via distinct mechanisms of autonomy and competence, as well as relatedness, independent of study-specific variations.

**Table 9:** Study 5 Means and Standard Deviations for the Experimental Conditions Predicting the Study Variables

	<b>Colleague</b>		<b>Friend</b>		<b>Family</b>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Listening perception	5.45	3.08	6.35	2.70	5.29	3.12
2. Relatedness	4.02	2.70	5.36	2.86	4.90	3.05
3. Autonomy	5.97	2.68	6.75	2.45	5.90	2.65
4. Competence	6.43	2.58	6.87	2.35	6.28	2.49
5. PA	4.21	2.88	4.91	3.05	4.20	3.08
6. NA	4.02	2.60	3.78	2.82	4.49	2.76
7. SWB 2	5.91	2.47	6.23	2.41	5.68	2.64
8. State optimism	6.63	2.68	6.91	2.55	6.74	2.62
9. Disagreement	3.95	0.96	3.98	0.97	4.09	0.99
10. Meaningfulness	3.72	1.22	3.85	1.16	3.91	0.18
11. Closeness	3.00	1.23	4.36	0.96	4.60	0.80
12. Correctness	7.37	2.03	7.25	2.18	7.16	2.12
13. Importance	7.68	2.31	7.93	2.29	8.32	2.15
14. Perceived knowledge	7.86	2.11	7.85	1.99	7.89	2.07

*Notes.* SWB = State well-being. All items were measured on a 9-point scale except for disagreement, meaningfulness, and closeness, which were measured on a 5-point scale.

**Table 10***Study 5: Correlations for the Main Study Variables*

	1	2	3	4	5	6	7	8	9	10	11
1. Listening perception	-	.46**	.18**	-.07	.82**	.64**	.51**	.68**	-.52**	.68**	.58**
2. Closeness	.25**	-	.24**	.07	.47**	.34**	.16**	.39**	-.26**	.40**	.54**
3. Meaningfulness	.05	.11**	-	.38**	.07	.06	.08*	.13**	.08*	.23**	.19**
4. Disagreement	-.35**	-.00	.15**	-	-.12	-.07	-.04	-.09*	.15**	-.02	.03
5. Relatedness	.51**	.28**	.01	-.20**	-	.62**	.48**	.76**	-.62**	.70**	.60**
6. Autonomy	.47**	.12**	-.00	-.18**	.63**	-	.73**	.53**	-.60**	.66**	.57**
7. Competence	.36**	.07	-.03	-.16**	.51**	.72**	-	.48**	-.49**	.66**	.40**
8. SWB negative affect	.39**	.10**	-.02	-.18**	.74**	.56**	.50**	-	-.65**	.82**	.58**
9. SWB negative affect	-.38**	-.02	.09*	.19**	-.61**	-.59**	-.48**	-.68**	-	-.64**	-.46**
10. SWB 2	.38**	.05	-.04	-.16**	.66**	.65**	.64**	.78**	-.66**	-	
11. State optimism	.34**	.18**	-.05	-.16**	.57**	.53**	.38**	.55**	-.47**	.59**	-

**Notes.** SWB = State well-being. Correlations below the diagonal are within participants (Level 1, person-centered,  $N = 759$ ); correlations above the diagonal are between participants (Level 2, person-mean,  $N = 253$ ). \*\*  $p < .01$ , \*  $p < .05$ .

Table 11a. Study 5: Multilevel models predicting well-being and need satisfaction outcome

Outcome	Listening (WP), <i>b</i> [95% <i>CI</i> ]	Disagreement (WP), <i>b</i> [95% <i>CI</i> ]	Listening × Disagreement (WP), <i>b</i> [95% <i>CI</i> ]	Mean Listening (BP), <i>b</i> [95% <i>CI</i> ]	Mean Disagreement (BP), <i>b</i> [95% <i>CI</i> ]	Relationship Type × Listening × Disagreement
PA	0.54*** [0.43, 0.64]	-0.29 [-0.62, 0.04]	-0.05 [-0.17, 0.06]	0.82*** [0.71, 0.94]	-0.14 [-0.49, 0.21]	$F(2, 569.75) = 0.34$
NA	-0.39*** [-0.51, -0.27]	0.40* [0.02, 0.77]	-0.01 [-0.13, 0.12]	-0.52*** [-0.62, -0.41]	0.35* [0.01, 0.69]	$F(2, 599.42) = 4.48^*$
Well-being 2	0.44*** [0.34, 0.54]	-0.32* [-0.63, -0.01]	-0.06 [-0.17, 0.04]	0.67*** [0.58, 0.76]	0.12 [-0.16, 0.40]	$F(2, 603.79) = 0.23$
Optimism	0.40*** [0.28, 0.52]	-0.32 [-0.69, 0.05]	0.11 [-0.02, 0.24]	0.55*** [0.45, 0.65]	0.21 [-0.10, 0.52]	$F(2, 626.37) = 2.00$
Relatedness	0.71*** [0.61, 0.82]	-0.24 [-0.54, 0.07]	0.01 [-0.10, 0.12]	0.84*** [0.77, 0.92]	-0.17 [-0.41, 0.06]	$F(2, 648.37) = 0.71$
Autonomy	0.51*** [0.40, 0.62]	-0.11 [-0.46, 0.24]	0.05 [-0.08, 0.17]	0.57*** [0.49, 0.65]	-0.05 [-0.32, 0.21]	$F(2, 648.67) = 2.80$
Competence	0.34*** [0.22, 0.47]	-0.36 [-0.73, 0.01]	0.05 [-0.08, 0.18]	0.43*** [0.34, 0.52]	0.01 [-0.27, 0.30]	$F(2, 649.04) = 2.40$

*Note.* WP = within-person. BP = between-person. \*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ . For colleague disagreements, the Listening × Disagreement interaction predicting negative affect was significant. Simple slopes showed that listening predicted lower negative affect at low disagreement,  $b = -0.520$ ,  $SE = 0.092$ ,  $t(243) = -5.67$ ,  $p < .001$ , 95% *CI* [-0.700, -0.339], and at high disagreement,  $b = -0.270$ ,  $SE = 0.095$ ,  $t(243) = -2.85$ ,  $p = .005$ , 95% *CI* [-0.457, -0.084]. The negative association between listening and negative affect was weaker at higher levels of disagreement.

Table 11b. Study 5 multilevel models controlling for disagreement, meaningfulness, and relationship closeness

Outcome	Listening (WP), <i>b</i> [95% CI]	Disagreement (WP), <i>b</i> [95% CI]	Listening × Disagreement (WP), <i>b</i> [95% CI]	Mean Listening (BP), <i>b</i> [95% CI]	Mean Disagreement (BP), <i>b</i> [95% CI]	Relationship Type × Listening × Disagreement
Positive affect	0.55*** [0.44, 0.65]	-0.25 [-0.57, 0.08]	-0.06 [-0.17, 0.05]	0.76*** [0.63, 0.88]	-0.21 [-0.59, 0.17]	$F(2, 567.82) = 0.29$
Negative affect	-0.42*** [-0.54, -0.30]	0.33 [-0.04, 0.69]	-0.01 [-0.14, 0.12]	-0.52*** [-0.64, -0.40]	0.16 [-0.21, 0.53]	$F(2, 596.23) = 4.29^*$
Well-being 2	0.45*** [0.35, 0.56]	-0.26 [-0.58, 0.04]	-0.06 [-0.17, 0.04]	0.61*** [0.51, 0.71]	-0.04 [-0.34, 0.26]	$F(2, 602.39) = 0.18$
Optimism	0.39*** [0.27, 0.50]	-0.26 [-0.62, 0.10]	0.07 [-0.05, 0.20]	0.40*** [0.29, 0.50]	0.09 [-0.22, 0.40]	$F(2, 632.33) = 1.31$
Relatedness	0.70*** [0.60, 0.80]	-0.21 [-0.52, 0.09]	-0.01 [-0.12, 0.09]	0.79*** [0.71, 0.87]	-0.10 [-0.35, 0.15]	$F(2, 648.22) = 0.43$
Autonomy	0.51*** [0.39, 0.63]	-0.09 [-0.44, 0.26]	0.04 [-0.08, 0.16]	0.55*** [0.46, 0.65]	-0.01 [-0.29, 0.29]	$F(2, 646.49) = 2.70$
Competence	0.36*** [0.23, 0.48]	-0.35 [-0.72, 0.02]	0.06 [-0.08, 0.19]	0.47*** [0.37, 0.58]	0.04 [-0.27, 0.35]	$F(2, 646.30) = 2.46$

*Note.* WP = within-person. BP = between-person. \*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

## General Discussion

Disagreements are often avoided because they threaten social connection and well-being. We theorized that high-quality listening could mitigate these costs. Across five studies using experimental, live-interaction, and correlational designs, high-quality listening consistently increased speakers' state well-being during disagreements relative to lower-quality listening, mediated by greater basic psychological need satisfaction, most consistently relatedness, and less consistently autonomy and competence. In Studies 3 and 4, high-quality listening during disagreement outperformed moderate-quality listening during agreement on well-being and need satisfaction, with Study 5 extending this pattern to a multi-level correlational design.

The findings suggested that high-quality listening can act as a concrete interpersonal remedy for the relational pitfalls of disagreement. Previous studies have found that disagreements can lead to inter- and intrapersonal damage, such as less self-expression, diminished felt authenticity (Wickham et al., 2016), greater alienation (Overall et al., 2006; Sanford, 2007), and compromised openness (Catapano & Tormala, 2025; Hussein & Tormala, 2021). Across studies, findings on basic psychological needs showed that listening consistently satisfied the needs for relatedness and autonomy. The gains in autonomy indicated that speakers felt able to articulate their views without self-censoring and could overcome the psychological resistance that disagreement often evokes. The gains in relatedness indicated that speakers felt more connected to their counterparts despite differences of opinion, thus counteracting the typical drop in liking associated with disagreement. In parallel, the consistent main effects on competence suggested that high-quality listening can help

speakers to feel efficacious and capable in taking on the challenge of clearly articulating their views to a potentially critical other. Taken together, these patterns position high-quality listening as a process that preserves voice, social connection, and self-efficacy even when consensus is unlikely.

The findings suggest that high-quality listening during disagreement can support speakers' well-being even when consensus is absent. This pattern suggests that being well listened to is an important route to state well-being in difficult conversations. Although previous research has acknowledged the role of need satisfaction in relationship quality and well-being (Sheldon et al., 1996; Weinstein & Ryan, 2010), our findings point to the importance of listening quality as a behavior that supports well-being even when opinions diverge. Listening may therefore reduce avoidance of future interactions with disagreeing conversation partners (Overall & McNulty, 2017) and contribute to lessening social divides and polarization (Frimer et al., 2017; Iyengar et al., 2019).

Overall, these suggest that disagreements may not undermine state well-being when conversations involve high-quality listening, and by extension, enhance psychological need satisfaction. This finding has potential implications for other relational processes that support psychological need satisfaction, such as choice provision, unconditional positive regard, and other supportive strategies (Weinstein & DeHaan, 2014). These results reframe disagreement as a context in which well-being can be maintained through interpersonal processes rather than as inherently threatening, thus contributing to the emerging view that such exchanges may be fundamentally important for human flourishing.

Our work also advances research on high-quality listening during disagreements by demonstrating that its benefits extend not only to attitudinal

openness and depolarization (Itzhakov et al., 2025; Moin et al., 2025) but also to speakers' state well-being. Previous studies have shown that listening reduces speakers' defensiveness (Itzhakov et al., 2017) and fosters their state openness through mechanisms such as positivity resonance and self-insight (Itzhakov et al., 2024). Our findings extend this literature by demonstrating that high-quality listening also satisfies the basic psychological needs for autonomy, relatedness, and competence. This integrative framework positions listening as a dual-function process that facilitates ideological openness while simultaneously strengthening psychological resilience. In doing so, our work advances theoretical understanding of listening not only as an interpersonal tool for constructive dialogue but also as an intrapersonal resource that nourishes well-being in moments of disagreement.

Empirically, to the best of our knowledge, this is the first work to test the effects of listening on competence. Whereas recent work has consistently found that listening increases speakers' autonomy and relatedness toward their listeners (Itzhakov & Weinstein, 2021; Weinstein et al., 2021), competence was not measured. This is because competence requires a goal (Weinstein et al., 2022), which did not fit the aims of previous studies. By contrast, the context of disagreements presents a self-presentational goal, making competence a relevant outcome. As hypothesized, listening consistently increased competence and served as a mediator in the majority of studies, although mediation patterns varied across contexts. In addition, high-quality listening consistently increased speakers' state optimism, a future-oriented component of state well-being. Optimism encompasses more than positive affect (Lee et al., 2022; Newman et al., 2021); it reflects an approach-oriented stance characterized by greater engagement and lower avoidance when navigating interpersonal divides (Carver et al., 2010). This outcome extends previous work by

introducing a future-oriented mindset, which has not been previously assessed in listening research. Whereas other recent studies have emphasized attitude change (Itzchakov et al., 2024; Kardas et al., 2025; Moin et al., 2025), the current findings suggest that high-quality listening shapes not only speakers' cognitions during disagreements but also their positive attitudes toward their resolution. Together with the previous findings, the effect on state optimism further underscores the potential of listening to serve as a remedy for polarization and to bridge interpersonal divides.

### **Limitations and Future Research**

The present work should be understood in light of several limitations that pave the way for future directions in this area. Because we measured rather than manipulated the proposed mediators (relatedness, autonomy, and competence) and assessed them simultaneously with state well-being, thus preventing inferences about the temporal order of the mediation. However, Self-Determination Theory and prior research support the sequence from needs to well-being (e.g., Ryan & Deci, 2017). Nevertheless, we conducted alternative parallel mediation models with the state well-being measures as mediators and psychological needs as outcomes. These models were intended as alternative mediation checks. As shown in Supplementary materials Table S10 (pp. 34-35), we tested 54 indirect effects in these alternative models, 17 of which were not significant, yielding a more mixed pattern of indirect effects than in the primary models.

An important question is whether high-quality listening's benefits extend beyond immediate conversational outcomes. Here, we focused on need fulfillment, state well-being, and optimism assessed during or shortly after the interaction, but theory and relationship research suggest that responsive interpersonal experiences may also shape longer-term adjustment. Perceived responsiveness is central to

intimacy and relational functioning, and repeated responsiveness experiences have been linked to stronger relationship quality and longer-term well-being (Selcuk et al., 2016).

One reason listening may serve as a gateway to these longer-term relational benefits is its role in fostering perceived partner responsiveness. Although high-quality listening and perceived partner responsiveness are related, they are not identical. High-quality listening refers to specific verbal and nonverbal *behaviors* that convey attention, comprehension, and positive intentions, whereas perceived partner responsiveness refers to a more global *subjective sense* of being understood, validated, and cared for. Perceived partner responsiveness may also arise without listening, for example, when a partner responds to a difficult day with a hug or a thoughtful meal, thereby signaling that the other's distress has been recognized and that support is available without requiring an extended conversation. High-quality listening is thus one important behavioral antecedent through which perceived partner responsiveness is fostered (see Itzhakov et al. 2021, Itzhakov & Reis, 2023; Reis & Itzhakov, 2025).

From an SDT perspective, experiences supporting autonomy, competence, and relatedness are not merely momentary; they can scaffold more durable well-being and healthier relationships over time (Patrick et al., 2007). High-quality listening during disagreement may thus matter not only for how people feel in the moment, but for preserving trust, supporting willingness to re-engage, reducing future defensiveness, and fostering greater openness toward the disagreement topic itself.

Future research would benefit from daily diary or event-contingent designs, which are especially well suited to capturing naturally occurring interactions in context and tracing how qualities of specific conversations predict subsequent

relational and emotional outcomes across days or weeks (Laurenceau et al., 2005). Such designs would also allow a more fine-grained test of moderators that may shape these downstream effects, including relationship type, disagreement meaningfulness, recurrence of conflict, and the broader interpersonal climate surrounding these exchanges.

In the earlier experiments, the disagreements under study concerned relatively bounded judgments clearly defined in the lab to maximize internal validity. Study 5 complemented this approach by capturing naturally occurring disagreements with colleagues, friends, and family members across a range of topics, which allowed tests across multiple relationship contexts. Even under these more naturalistic conditions, disagreement intensity did not moderate the associations between listening perception and speakers' outcomes, suggesting that the value of high-quality listening was not limited to unusually mild or artificial conflicts. There was one notable exception to this: In disagreements with colleagues, listening predicted lower negative affect at both low and high levels of disagreement, but this association was weaker when disagreement was higher, suggesting that the association between listening perception and lower negative affect may be weaker when professional disagreements become more intense. One possibility is that workplace disagreements carry additional concerns, such as evaluation, coordination, or longer-term professional consequences, that reduce the extent to which listening can buffer distress (Jehn, 1997; Tjosvold et al., 2014).

Nevertheless, Study 5 had important limitations. Because it relied on retrospective reports, it could not distinguish agreement that was present from the outset from agreement that emerged through conversation, nor could it capture the unfolding dynamics of back-and-forth exchange in which a partner remains opposed,

softens, or shifts position over time. Thus, these effects were limited and should be interpreted cautiously. Yet, they raise the possibility that listening functions somewhat differently across relational settings, highlighting the value of future work examining how relational norms and stakes shape its effects.

The present findings do not warrant a general conclusion that listening outweighs agreement across all relational contexts. The current evidence is largely based on conversations between unacquainted partners where interdependence is low. In lasting relationships, agreement may matter more, especially on core issues with implications for partners' shared lives. In a romantic relationship, for instance, reaching an agreement about whether to relocate may be more consequential than listening quality, given the direct stakes for the relationship's future. Future research should test whether the relative importance of listening and agreement depends on relationship type, interdependence, and issue stakes. Future work should examine when agreement becomes more potent, particularly for highly self-relevant topics, in interactions where positions can shift over time, and in exchanges permitting sustained reciprocal engagement.

## **Conclusion**

Across five studies, high-quality listening consistently enhanced speakers' state well-being during disagreements, primarily by satisfying needs for relatedness, and to a lesser extent, autonomy and competence, benefits that exceeded those of agreement alone. These results underscore high-quality listening as a robust interpersonal mechanism for navigating disagreements through increasing basic psychological needs.

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## Pilot Study

We manipulated listening quality through a video-vignette experiment comparing low-quality, moderate-quality, and high-quality listening based on a validated definition of listening (Kluger & Itzchakov, 2022). We used the same protocol as in previous research (Itzchakov et al., 2024). Each video depicted a listener listening to an audible but invisible speaker discussing a disagreement about a potential job candidate.

Before the main study, we conducted a pilot study to assess whether the listening behaviours depicted in the videos aligned with our intended manipulation, that is, whether the videos accurately portrayed low-, moderate-, and high-quality listening according to experts' eyes. To control for gender bias, we created three videos featuring a female listener and three featuring a male listener for each listening-quality condition (except in the moderate-quality condition, where technical issues resulted in only five videos: three female and two male).

We recruited 12 listening experts (two males, ten females) to view and rate the videos. Of these, three were researchers specializing in listening, and nine were trained research assistants. All were blind to the study's hypotheses and experimental conditions. Their experience in the field ranged from six months to three years (two with six months, four with one year, one with two years, and five with three years). To enhance ecological validity, we also recruited 19 undergraduate students (all female) to provide their perspectives on the listening behaviours depicted in the videos.

Each respondent viewed 17 videos in counterbalanced order, including videos from all three listening quality conditions and both female and male listener versions. Respondents judged the extent to which each listener: (a) "Tried hard to understand what the speaker was saying," (b) "Expressed interest in the speaker's story," (c) "Listened to the speaker attentively,"

(d) "Gave the speaker time and space to talk," (e) "Encouraged the speaker to clarify a problem," (f) "Allowed the speaker to express themselves fully," and (g) "Expressed interest and curiosity in what the speaker was saying." Each item was rated on a 9-point scale (1 = *not at all*; 5 = *moderately*; 9 = *very much*).

To select the videos that best captured the listening qualities for Study 1, we chose the video with the closest average to 1 for the poor listening condition (Female listener,  $M = 2.15$ ,  $SD = 1.20$ ; Male listener,  $M = 1.84$ ,  $SD = 1.06$ ), 5 for the moderate listening condition (Female listener,  $M = 4.15$ ,  $SD = 1.83$ ; Male listener,  $M = 4.14$ ,  $SD = 1.36$ ), and 9 for the high-quality listening condition (Female listener,  $M = 8.47$ ,  $SD = 0.91$ ; Male listener,  $M = 8.44$ ,  $SD = 0.84$ ). Table 1 presents the descriptive statistics for each item by experimental condition.

A repeated-measures ANOVA indicated a significant difference in respondents' evaluations of the female listener's listening levels,  $F(2,58) = 228.082$ ,  $p < .001$ , Cohen's  $f = 2.80$ . Post-hoc *LSD* analyses indicated that in the high-quality listening condition, the listener was perceived as displaying better quality listening than in the moderate-quality listening condition,  $M_{\text{difference}} = 4.21$ ,  $p < .001$ , 95% *CI* [3.48, 4.94], and in the low-quality listening condition,  $M_{\text{difference}} = 6.32$ ,  $p < .001$ , 95% *CI* [5.77, 6.87]. The participants also found that the listener displayed better listening quality in the moderate-quality condition than in the low-quality listening condition,  $M_{\text{difference}} = 2.10$ ,  $p < .001$ , 95% *CI* [1.55, 2.65].

Another ANOVA showed a significant difference in the respondents' evaluation of the male listener's listening,  $F(2,58) = 369.277$ ,  $p < .001$ , Cohen's  $f = 3.56$ . Post-hoc *LSD* analyses indicated that in the high-quality listening condition, the listener was perceived as displaying better listening quality than in the moderate-quality listening condition,  $M_{\text{difference}} = 4.19$ ,  $p < .001$ , 95% *CI* [3.69, 4.71], and in the low-quality listening condition,  $M_{\text{difference}} = 6.58$ ,  $p < .001$ , 95% *CI*

[6.08, 7.07]. The participants also found that the listener displayed better listening in the moderate-quality listening condition compared to the low-quality listening condition,  $M_{\text{difference}} = 2.38, p < .001, 95\% \text{ CI } [1.88, 2.87]$ . These results indicated that the listening manipulation was effective.

**Table 1**

*Pilot Study 1: Descriptive Statistics by Experimental Condition*

Gender/Listening quality		Poor-quality listening		Moderate-quality listening		High-quality listening	
		Mean	SD	Mean	SD	Mean	SD
<b>Female</b>	1. Attempting to understand the speaker	2.20	1.58	4.35	2.17	8.52	1.00
	2. Interest in the speaker(a)	2.57	1.61	4.29	1.88	8.32	1.40
	3. Attention to the speaker	2.07	1.29	4.47	1.94	8.58	1.03
	4. Giving the speaker time and space	2.33	1.42	4.58	2.19	8.86	0.35
	5. Encouraged the speaker to clarify a problem	1.73	1.39	3.06	2.48	8.10	1.51
	6. Allowed the speaker to express themselves	2.37	1.40	4.42	2.19	8.71	0.69
	7. Interest in the speaker(b)	1.80	1.22	3.94	2.34	8.29	1.30
<b>Male</b>	1. Attempting to understand the speaker	1.90	1.37	4.55	1.93	8.29	1.16
	2. Interest in the speaker(a)	1.90	1.35	4.94	1.84	8.30	1.09
	3. Attention to the speaker	1.70	1.24	4.55	1.79	8.45	0.85
	4. Giving the speaker time and space	2.37	1.54	4.16	1.68	8.81	0.48

5. Encouraged the speaker to clarify a problem	1.50	0.86	2.87	1.73	8.13	1.54
6. Allowed the speaker to express themselves	2.10	1.47	4.10	1.89	8.71	0.59
7. Interest in the speaker(b)	1.43	1.01	3.84	1.99	8.39	1.05

### Study 1

Study S1 had three goals. The first was to test whether high-quality listening, compared to moderate- and low-quality listening, would increase speakers' state well-being during disagreements (Hypothesis 1). The second was to test whether high-quality listening during disagreements would increase the speakers' basic psychological needs for autonomy, relatedness, and competence (Hypotheses 2-4). The third was to examine whether autonomy, relatedness, and competence would mediate the associations between listening and state well-being during disagreements (Hypotheses 2a-4a).

### Method

#### *Participants*

We recruited university undergraduates ( $N = 547$ ) to participate in a study about “colleagues’ interactions at work” in exchange for course credit. Four participants were excluded from the analysis because they did not respond correctly when asked what the video they had watched was about, and 56 were automatically excluded for failing to respond to the attention item (“please choose the number 7”). The final sample thus consisted of 487 participants ( $M_{\text{age}} = 26.14$ ,  $SD = 6.79$ , 61.8% female). To compute statistical power, we relied on a meta-analysis by Kluger et al. (2023) that found an average effect size of  $r = .33$  for the relationship between listening and well-being. This effect is equivalent to *Cohen's*  $f = 0.35$  in the present design. A power analysis indicated that this sample size had a power of above 99% to detect this effect size (Faul et al., 2007).

#### *Procedure*

We used video vignettes based on protocols from previous listening research (Itzchakov et al., 2024; Itzchakov, Weinstein, Saluk, et al., 2023). Although these videos do not capture the dynamics of an actual conversation, they provide a more vivid experience than the written scenarios used in much previous listening research (Itzchakov et al., 2018; Itzchakov et al., 2025), enabling participants to observe listening behaviors directly rather than having to imagine them. To establish the validity of our stimuli, we first conducted a pilot study with listening experts (see Supplementary Materials pages 2-5), who reliably distinguished between low-, moderate-, and high-quality listening behaviors.

Participants were randomly assigned to one of three listening conditions. To reduce gender-based bias, each condition had two counterbalanced versions: a female speaker with a male listener, or a male speaker with a female listener. We used mixed-gender dyads to test listening effects in a broadly generalizable interpersonal context, with no theoretical reason to expect gender matching to matter.

Each video lasted about 90 seconds and depicted a workplace conversation about hiring a job candidate in a real office setting. The camera focused only on the listener so participants would imagine themselves in the speaker's role; thus, the speaker was heard but not seen. In all conditions, the speaker opposed hiring the candidate and explained why, after which the listener disagreed and supported the candidate. The only difference across conditions was listening quality, manipulated through verbal and nonverbal behavior.

In the high-quality condition, the listener maintained steady eye contact, nodded frequently, leaned forward, showed nonjudgmental interest, and used reflective statements (e.g., "I want to make sure I understood you..."). In the moderate-quality condition, the listener displayed more typical workplace behavior, including intermittent eye contact, occasional

nodding, and one “Yes, but...” interruption. In the low-quality condition, the listener avoided eye contact, leaned back, appeared distracted, checked a smartphone, and showed judgmental expressions. The speaker’s content was identical across videos. After viewing the video, participants completed the questionnaires, were debriefed, and received course credit.

## Measures

The measures were anchored on a nine-point scale (1 = *not at all agree*, 5 = *moderately agree*, 9 = *completely agree*) and were paired with the lead-in: “Imagine you are the speaker in the video...”

**Listening quality (manipulation check).** Perceived listening quality was assessed with eight items drawn from the Constructive Listening Scale (Kluger & Bouskila-Yam, 2018). Specifically, ‘tried to understand in depth what I was saying,’ ‘expressed interest in what I said,’ ‘listened to me attentively,’ ‘paid close attention to what I said,’ ‘gave me time and space to talk,’ ‘encouraged me to clarify problems,’ ‘allowed me to express myself fully,’ and ‘created a positive atmosphere for me to talk.’ ( $\alpha = .95$ ). These items were selected to provide an indicator of perceived listening and capture the core features emphasized in the listening literature: attention, understanding, and a supportive interpersonal stance. We selected the constructive listening scale because it is the subscale that most directly assesses perceived listening quality, aligns most closely with our focal construct of high-quality listening, and has been the most frequently used measure of perceived listening quality in prior listening research (e.g., Itzchakov & Kluger, 2017; Lehmann et al., 2025; Rave et al., 2025; Saluk et al., 2025). We also used the same items in the remaining studies.

**State well-being 1.** State well-being was assessed on the Positive and Negative Experience scale (Diener et al., 2010), which is composed of five items for positive affect; for example, “I felt good” ( $\alpha = .90$ ), and six items for the negative affect; for example, “I felt bad” ( $\alpha = .84$ ).

**State well-being 2.** We assessed state well-being using eight items adapted from the Warwick–Edinburgh Mental Well-Being Scale (WEMWBS; Tennant et al., 2009). Specifically, participants indicated the extent to which, during the interaction, they felt optimistic about the future, relaxed, had

energy to share, could deal well with problems, were able to think clearly about the issue, felt good about themselves, were confident, and were encouraged. We selected these items because they capture positive affective and psychological functioning most relevant to our conceptualization of state well-being. We excluded items that overlapped conceptually with our relatedness measure (e.g., feeling close to other people) as well as items that were less applicable to conversational disagreement (e.g., being interested in new things). The same adapted item set was used in the remaining studies. ( $\alpha = .95$ ).

**Relatedness, autonomy, and competence need satisfaction.** Relatedness, autonomy, and competence were measured with a reference-shifted version of the Basic Psychological Needs Scale (La Guardia et al., 2000) that had nine items measuring basic psychological needs, including relatedness; e.g., “I felt cared about” ( $\alpha = .92$ ), autonomy; e.g., “I felt free to be who I am” ( $\alpha = .86$ ), and competence; e.g., “I felt like a competent person” ( $\alpha = .83$ ).

## Results

Table 1 presents the descriptive statistics by experimental condition. Table 2 presents the descriptive statistics and correlations among the variables.

### *Main effects*

**Listening quality (Manipulation check).** An ANOVA indicated a main effect for experimental condition on perceived listening quality,  $F(2,484) = 162.263$ ,  $p < .001$ , Cohen's  $f = 0.82$ . Post-hoc *LSD* analyses indicated that the participants in the high-quality condition perceived better listening quality than the participants in the moderate-quality listening condition,  $M_{\text{difference}} = 2.14$ ,  $p < .001$ , 95% *CI* [1.75, 2.53], and the low-quality listening condition,  $M_{\text{difference}} = 3.57$ ,  $p < .001$ , 95% *CI* [3.17, 3.96]. The participants in the moderate condition perceived greater listening quality than the participants in the low-quality condition,  $M_{\text{difference}} = 1.43$ ,  $p < .001$ , 95% *CI* [1.04, 1.81]. Thus, the listening manipulation was effective. There was no difference in listening quality between female and male listeners,  $F(1,483) = 1.703$ ,  $p = .19$ ,  $f = 0.06$ .

**State well-being (Positive affect) 1.** An ANOVA indicated a significant main effect for the listening manipulation on positive affect,  $F(2,484) = 46.015, p < .001$ , Cohen's  $f = 0.44$ . The participants in the high-quality condition reported a greater positive effect than the participants in the moderate-quality listening condition,  $M_{\text{difference}} = 1.06, p < .001, 95\% \text{ CI } [0.66, 1.45]$ , or in the low listening condition,  $M_{\text{difference}} = 1.94, p < .001, 95\% \text{ CI } [1.54, 2.34]$ . The participants in the moderate-quality listening condition perceived a greater positive effect than the participants in the low-quality listening condition,  $M_{\text{difference}} = 0.89, p < .001, 95\% \text{ CI } [0.49, 1.28]$ . These results provided support for Hypothesis 1.

**State well-being (Negative affect) 1.** The ANOVA indicated a significant main effect for negative affect,  $F(2,484) = 27.524, p < .001$ , Cohen's  $f = 0.34$ . The participants in the high-quality listening condition reported less negative affect than in the moderate-quality listening condition,  $M_{\text{difference}} = -0.77, p < .001, 95\% \text{ CI } [-1.13, -0.40]$  or the low-quality listening condition,  $M_{\text{difference}} = -1.39, p < .001, 95\% \text{ CI } [-1.76, -1.02]$ . The participants in the moderate condition perceived less negative affect than the participants in the low-quality listening condition,  $M_{\text{difference}} = -0.62, p < .001, 95\% \text{ CI } [-0.98, -0.26]$ . These results provided support for Hypothesis 1.

**State well-being 2.** An ANOVA indicated a significant main effect for the listening manipulation on SWB 2,  $F(2,484) = 30.943, p < .001$ , Cohen's  $f = 0.36$ . The participants in the high-quality condition reported greater state well-being than participants in the moderate-quality listening condition,  $M_{\text{difference}} = 0.89, p < .001, 95\% \text{ CI } [0.49, 1.29]$ , and in the low listening condition,  $M_{\text{difference}} = 1.63, p < .001, 95\% \text{ CI } [1.22, 2.03]$ . The participants in the moderate-quality listening condition reported greater state well-being than participants in the low-quality listening condition,  $M_{\text{difference}} = 0.74, p < .001, 95\% \text{ CI } [0.33, 1.14]$ . These results provided support for Hypothesis 1.

**Relatedness.** An ANOVA indicated a significant main effect for the listening manipulation on relatedness,  $F(2,484) = 124.651, p < .001$ , Cohen's  $f = 0.72$ . The participants in the high-quality listening condition reported greater relatedness than the participants in the moderate-quality listening condition,  $M_{\text{difference}} = 1.92, p < .001, 95\% \text{ CI } [1.49, 2.35]$  or the low-quality listening condition,  $M_{\text{difference}} = 3.44, p <$

.001, 95% *CI* [3.01, 3.87]. The participants in the moderate condition perceived greater relatedness than the participants in the low-quality listening condition,  $M_{\text{difference}} = 1.52$ ,  $p < .001$ , 95% *CI* [1.09, 1.95]. These results provided support for Hypothesis 2a.

**Autonomy.** An ANOVA indicated a significant main effect for the listening manipulation on autonomy,  $F(2,484) = 76.578$ ,  $p < .001$ , Cohen's  $f = 0.56$ . The participants in the high-quality condition reported greater autonomy than the participants in the moderate-quality listening condition,  $M_{\text{difference}} = 1.15$ ,  $p < .001$ , 95% *CI* [0.73, 1.57], or the low-quality listening condition,  $M_{\text{difference}} = 2.66$ ,  $p < .001$ , 95% *CI* [2.24, 3.08]. The participants in the moderate-quality listening condition perceived greater autonomy than the participants in the low-quality listening condition,  $M_{\text{difference}} = 1.51$ ,  $p < .001$ , 95% *CI* [1.09, 1.93]. These results provided support for Hypothesis 3a.

**Competence.** An ANOVA indicated a significant main effect for the listening manipulation on competence,  $F(2,484) = 42.625$ ,  $p < .001$ , Cohen's  $f = 0.42$ . The participants in the high-quality condition reported greater competence than the participants in the moderate-quality listening condition,  $M_{\text{difference}} = 0.98$ ,  $p < .001$ , 95% *CI* [0.55, 1.41] or the low-quality listening condition,  $M_{\text{difference}} = 2.04$ ,  $p < .001$ , 95% *CI* [1.61, 2.47]. Participants in the moderate-quality listening condition perceived greater competence than those in the low-quality listening condition,  $M_{\text{difference}} = 1.06$ ,  $p < .001$ , 95% *CI* [0.63, 1.49]. These results provided support for Hypothesis 4a.

### ***Mediation analyses***

**State well-being (Positive affect) 1.** We examined whether relatedness, autonomy, and competence would simultaneously mediate the effects of the listening manipulation on positive state well-being, using Model 4 in PROCESS (Hayes, 2017). We conducted a categorical mediation analysis using a sequential coding system to examine the interaction among the three listening levels (low, moderate, high). When comparing the high- and moderate- quality listening conditions, the indirect effect through relatedness,  $b = 0.40$ ,  $SE = 0.12$ , 95% *CI* [0.18, 0.64], and autonomy,  $b = 0.34$ ,  $SE = 0.13$ , 95% *CI* [0.12, 0.61], was significant, whereas competence was not significant,  $b = 0.13$ ,  $SE = 0.07$ , 95% *CI* [-0.01, 0.28]. The direct effect was not significant,  $b = 0.18$ ,  $SE = .19$ ,  $t = .99$ ,  $p = .32$ , 95% *CI* [-0.18, 0.55]. The

indirect effect was also significant when comparing the moderate- and low- listening quality conditions for relatedness,  $b = 0.32$ ,  $SE = 0.10$ , 95%  $CI [0.14, 0.52]$ , and autonomy,  $b = 0.26$ ,  $SE = 0.10$ , 95%  $CI [0.08, 0.48]$ , whereas competence was not significant,  $b = 0.12$ ,  $SE = 0.07$ , 95%  $CI [-0.01, 0.27]$ . The direct effect was not significant,  $b = 0.19$ ,  $SE = .18$ ,  $t = 1.04$ ,  $p = .30$ , 95%  $CI [-0.16, 0.54]$ .

**State well-being (Negative affect) 1.** When comparing the high- and moderate-quality listening conditions, only the indirect effect through autonomy was significant,  $b = -0.31$ ,  $SE = 0.12$ , 95%  $CI [-0.56, -0.11]$ . The indirect effects through relatedness,  $b = -0.08$ ,  $SE = 0.10$ , 95%  $CI [-0.28, 0.12]$ , and competence,  $b = -0.09$ ,  $SE = 0.07$ , 95%  $CI [-0.24, 0.05]$ , were not significant. The direct effect was not significant,  $b = -0.28$ ,  $SE = 0.19$ ,  $t = -1.51$ ,  $p = .13$ , 95%  $CI [-0.66, 0.09]$ . Similarly, when comparing the moderate- and low-quality conditions, only the indirect effect through autonomy was significant,  $b = -0.24$ ,  $SE = 0.10$ , 95%  $CI [-0.45, -0.08]$ . The indirect effects through relatedness,  $b = -0.06$ ,  $SE = 0.08$ , 95%  $CI [-0.22, 0.10]$ , and competence,  $b = -0.08$ ,  $SE = 0.07$ , 95%  $CI [-0.23, 0.05]$ , were not significant. The direct effect was not significant,  $b = -0.23$ ,  $SE = 0.18$ ,  $t = -1.29$ ,  $p = .20$ , 95%  $CI [-0.59, 0.12]$ .

**State well-being 2.** When comparing the high- and moderate-quality listening conditions, the indirect effect through autonomy,  $b = 0.33$ ,  $SE = 0.13$ , 95%  $CI [0.10, 0.60]$ , and competence,  $b = 0.29$ ,  $SE = 0.10$ , 95%  $CI [0.12, 0.50]$ , was significant, whereas relatedness was not significant,  $b = 0.18$ ,  $SE = 0.11$ , 95%  $CI [-0.03, 0.39]$ . The direct effect was not significant,  $b = 0.09$ ,  $SE = .19$ ,  $t = 0.51$ ,  $p = .61$ , 95%  $CI [-0.27, 0.46]$ . The indirect effect was also significant when comparing the moderate- and low-quality listening conditions for autonomy,  $b = 0.25$ ,  $SE = 0.11$ , 95%  $CI [0.07, 0.50]$ , and competence,  $b = 0.27$ ,  $SE = 0.10$ , 95%  $CI [0.10, 0.48]$ , whereas relatedness was not significant,  $b = 0.14$ ,  $SE = 0.08$ , 95%  $CI [-0.02, 0.31]$ . The direct effect was not significant,  $b = 0.07$ ,  $SE = .18$ ,  $t = 0.42$ ,  $p = .68$ , 95%  $CI [-0.28, 0.43]$ .

### **Brief Discussion**

Study S1 provided initial support for Hypotheses 1–4. Participants in the high-quality listening condition reported greater relatedness, autonomy, competence, and state well-being (higher positive affect, lower negative affect) than those in moderate- or low-quality conditions, with means increasing

consistently across conditions on all outcomes. Mediation analyses showed that high-quality listening's well-being benefits were indirectly explained by relatedness and autonomy (positive affect), autonomy alone (negative affect), and autonomy and competence (SWB 2), partially supporting Hypotheses 2b–4b. Well-being increased with higher listening quality and decreased with lower quality, and the shift from moderate to high-quality listening alone was sufficient to produce well-being benefits. Accordingly, the low-quality condition was dropped from subsequent studies. A limitation of Study 1 is that participants did not engage in actual conversation, compromising ecological validity. Study 2 was designed to address this.

**Table S1. Heterotrait-Monotrait Ratio for Study 1**

Variable	1	2	3	4
1. Listening perception				
2. Relatedness	0.831			
3. Autonomy	0.841	0.827		
4. Competence	0.725	0.701	0.973	
5. SWB	0.579	0.541	0.663	0.668

*Note.* Values below 0.85 indicate strong evidence for discriminant validity. Values between 0.85 and 0.90 are generally considered acceptable but suggest potential conceptual overlap. Values exceeding 0.90 suggest a lack of discriminant validity between constructs/

**Table FA1. Factor analysis for Study 1**

Item Code	Construct	F1	F2	F3	F4	F5	F6
Listening_1_1	Listening 1	<b>.84</b>	-.43	-.38	-.52	.55	-.05
Listening_1_2	Listening 2	<b>.85</b>	-.43	-.39	-.50	.53	-.06
Listening_1_3	Listening 3	<b>.91</b>	-.44	-.36	-.60	.62	-.13
Listening_1_4	Listening 4	<b>.91</b>	-.48	-.38	-.60	.61	-.15
Listening_1_5	Listening 5	.58	-.39	-.26	<b>-.91</b>	.53	-.13
Listening_1_6	Listening 6	<b>.73</b>	-.39	-.37	-.51	.50	.05
Listening_1_7	Listening 7	.58	-.40	-.27	<b>-.90</b>	.55	-.10
Listening_1_8	Listening 8	<b>.79</b>	-.44	-.42	-.66	.65	-.09
SWB_2_1	General SWB 1	.34	<b>-.76</b>	-.53	-.33	.35	-.21

<b>Item Code</b>	<b>Construct</b>	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>F4</b>	<b>F5</b>	<b>F6</b>
SWB_2_2	General SWB 2	.34	<b>-.77</b>	-.48	-.36	.37	-.19
SWB_2_3	General SWB 3	.33	<b>-.72</b>	-.41	-.35	.50	-.20
SWB_2_4	General SWB 4	.28	<b>-.86</b>	-.35	-.31	.39	-.32
SWB_2_5	General SWB 5	.32	<b>-.86</b>	-.37	-.37	.48	-.38
SWB_2_6	General SWB 6	.29	<b>-.90</b>	-.46	-.38	.41	-.39
SWB_2_7	General SWB 7	.34	<b>-.89</b>	-.40	-.42	.48	-.37
SWB_2_8	General SWB 8	.41	<b>-.83</b>	-.61	-.36	.46	-.21
SWB_1_1	Positive Affect 1	.42	-.64	<b>-.81</b>	-.35	.42	-.33
SWB_1_3	Positive Affect 2	.39	-.66	<b>-.75</b>	-.41	.44	-.37
SWB_1_5	Positive Affect 3	.48	-.59	<b>-.77</b>	-.40	.51	-.29
SWB_1_7	Positive Affect 4	.37	-.51	<b>-.70</b>	-.27	.37	-.09
SWB_1_11	Positive Affect 5	.35	<b>-.60</b>	<b>-.60</b>	-.27	.38	-.16
SWB_1_2	Negative Affect 1	-.25	.46	<b>.76</b>	.23	-.23	.50
SWB_1_4	Negative Affect 2	-.24	.44	<b>.67</b>	.26	-.27	.64
SWB_1_6	Negative Affect 3	-.41	.50	<b>.71</b>	.35	-.42	.58

Item Code	Construct	F1	F2	F3	F4	F5	F6
SWB_1_8	Negative Affect 4	-.06	.29	.31	.18	-.17	<b>.64</b>
SWB_1_9	Negative Affect 5	.02	.23	.15	.09	-.09	<b>.46</b>
SWB_1_10	Negative Affect 6	-.34	.45	<b>.48</b>	.28	-.41	.52
BPNS_1	Relatedness 1	.73	-.42	-.45	-.44	<b>.74</b>	-.02
BPNS_5	Relatedness 2	.70	-.37	-.42	-.39	<b>.73</b>	.08
BPNS_9	Relatedness 3	.76	-.50	-.50	-.50	<b>.80</b>	-.07
BPNS_11	Relatedness 4	<b>.61</b>	-.34	-.46	-.27	.60	.13
BPNS_2	Autonomy 1	.49	-.49	-.29	-.63	<b>.80</b>	-.28
BPNS_6	Autonomy 2	.47	-.53	-.30	-.61	<b>.84</b>	-.30
BPNS_7	Autonomy 3	.63	-.49	-.43	-.50	<b>.73</b>	-.17
BPNS_4	Competence 1	.41	-.48	-.25	-.51	<b>.74</b>	-.26
BPNS_8	Competence 2	.43	-.59	-.30	-.55	<b>.80</b>	-.33

**Note.** Extraction Method: Maximum Likelihood. Rotation Method: Direct Oblimin. Primary factor loadings are bolded. Values represent the correlations between items and factors in the Structure Matrix.

**Table FA2. Study 1: Exploratory Factor Analysis for the Warwick–Edinburgh Mental Well-Being Scale**

Item	Loading
Felt optimistic about the future	.759
Felt relaxed	.779
Had energy to share	.732
Could deal well with problems	.863
Was able to think clearly about the issue	.864
Felt good about myself	.896
Were confident	.896
Were cheerful	.832

*Note.* Participants indicated the extent to which they felt each state during the interaction. Extraction method = maximum likelihood. A one-factor solution was extracted. Items are back-translated from Hebrew.

## Study 2

### Summary of listening manipulation protocol (translated from Hebrew)

*After the extensive listening training, each Research assistant/confederate had to check that the following behaviors occurred during the conversation. They also read the instructions of the corresponding experimental condition before the conversations.*

Protocol highlights for confederates.

- The research assistant will ensure the Zoom background has natural colors and is not flashy.
  - Both sides of the conversation must keep the video and audio lines open (**do not place them on mute**).
1. Introduction: After the participant enters the Zoom meeting, verify that you both can hear and see each other clearly with a stable internet connection. Explain the experimental procedure to the participant: complete the first questionnaire while reviewing résumés, engage in a ten-minute conversation, and complete the second questionnaire.

The exact text (translated from Hebrew):

*“Hello, my name is [XXX], and I am a research assistant. How are you? The study consists of three parts: a first questionnaire, which you will complete, a short conversation here on Zoom, and then a second questionnaire. The study lasts approximately 45 minutes.”*

After participants completed the first questionnaire, they moved to the second part of the study with the following text (translated from Hebrew):

*“As you understood from the questionnaire, our lab collaborates with an HR company in order to develop a reliable tool for screening candidates in the job market. As part of this collaboration, we interview individuals from the business and academic sectors, including students of human resources and business administration. It should be noted that the CVs you reviewed are real, and your participation will make a significant contribution to the development of this tool. The goal of the conversation today is to examine which key parameters students consider when screening candidates. For this purpose, we will have 10 minutes.”*

2. The conversation part: After participants finish reviewing the résumés, ask them to share their choice and reasons. After the speaker finishes, state that you have a different opinion (specifically, that you chose another candidate and explain why), but clarify that the goal of the conversation is to focus on the speaker's viewpoint. Then, continue the conversation using the behaviors specified for the relevant experimental condition.

*High-quality listening conditions:*

*Non-verbal behaviors:*

- Constant eye contact - Look at both the computer's camera (so speakers will see you are looking at them) and the speaker.

- Sit straight and alert
- The recommended distance for the assistant is 40-80 cm from the camera eye; the confederate's face should be mid-screen and visible to the participant.
- Provide full attention to the speaker. External distractions, such as smartphones, Email, or WhatsApp websites, should not be visible to you during the conversation.
- Use a soft voice and speak slowly.
- Nod your head during the conversation at moments that you see fit.
- Your facial expressions should reflect/be consistent with the content that the speaker says and the emotions they express.

Reflection:

- At least twice during the conversation
- “I want to be sure I understood you correctly. I understood from what you shared \_\_\_\_\_. Is there more? “

Open-ended questions:

- Can you share more about that? Can you describe that further? Can you elaborate? Is there anything else you would like to add? This is interesting. Can you tell me more about that?

Validation

- Thank you for sharing this with me.
- It is important to use the speaker's name during the conversation (at the beginning of the conversation and throughout).

Moderate listening condition:

- Listen without reaction; there is no need to remain in constant eye contact (same as any regular conversation)
- Once during the conversation, tell the speaker: “Sorry, I missed what you said. Can you please repeat, please?”
- Twice during the conversation, avert your eyes from the camera when the speaker is talking and looking at the screen.
- Check your phone once or twice while the speaker talks, and then return to the speaker.
- Once or twice, make judgmental expressions when the speaker talks.

### **Additional measures**

**Listening 2.** We used an additional listening scale as a second manipulation check, where we asked participants to answer the following three questions: “To what extent did you feel your conversation partner listened to you?”; “To what extent did you feel your conversation partner understands you?”; “To what extent would you like to experience the kind of listening you experienced in the conversation again?” ( $\alpha = .95$ ). Participants dragged a slider from 0 (*not at all*) to 100 (*very much*).

## **Results**

**Listening quality 2 (second manipulation check).** An independent t-test revealed a main effect for condition on the participants' perception of listening quality. Participants in the high-quality listening condition reported experiencing better listening than those in the moderate condition,  $t(185) = 8.03, p < .001, 95\% CI [20.58, 34.09], d = 1.20$ . Thus, the listening manipulation was effective.

### **Table FA3. Factor analysis for Study 2**

Item	Construct	F1	F2	F3	F4	F5
Listening_1_1	Listening	0.591	<b>-0.843</b>	0.411	-0.462	-0.532
Listening_1_2	Listening	0.599	<b>-0.838</b>	0.335	-0.531	-0.536
Listening_1_3	Listening	0.516	<b>-0.901</b>	0.300	-0.466	-0.526
Listening_1_4	Listening	0.566	<b>-0.941</b>	0.436	-0.542	-0.536
Listening_1_5	Listening	-0.025	<b>-0.519</b>	0.333	-0.252	-0.140
Listening_1_6	Listening	0.530	<b>-0.762</b>	0.460	-0.466	-0.457
Listening_1_7	Listening	0.105	<b>-0.609</b>	0.306	-0.263	-0.261
Listening_1_8	Listening	0.570	<b>-0.805</b>	0.382	-0.643	-0.500
BPNS_1	Autonomy	0.449	<b>-0.531</b>	0.411	-0.290	-0.369
BPNS_2	Autonomy	0.279	-0.410	0.319	<b>-0.637</b>	-0.387
BPNS_4	Autonomy	0.318	-0.577	<b>0.774</b>	-0.522	-0.506
BPNS_3	Competence	0.626	-0.586	0.532	-0.468	<b>-0.666</b>
BPNS_5	Competence	0.348	-0.477	<b>0.909</b>	-0.436	-0.610
BPNS_7	Competence	0.104	-0.322	0.464	<b>-0.527</b>	-0.484
BPNS_6	Relatedness	<b>0.787</b>	-0.693	0.459	-0.524	-0.542
BPNS_8	Relatedness	<b>0.761</b>	-0.464	0.348	-0.370	-0.451
BPNS_9	Relatedness	<b>0.619</b>	-0.537	0.308	-0.607	-0.471
SWB_1_1	SWB_1_PA	0.579	-0.520	0.444	-0.663	<b>-0.748</b>
SWB_1_3	SWB_1_PA	0.568	-0.490	0.467	-0.656	<b>-0.739</b>
SWB_1_5	SWB_1_PA	<b>0.683</b>	-0.531	0.349	-0.637	-0.676
SWB_1_7	SWB_1_PA	0.622	-0.379	0.380	-0.438	<b>-0.658</b>
SWB_1_11	SWB_1_PA	0.667	-0.530	0.372	-0.566	<b>-0.777</b>
SWB_1_2	SWB_1_NA	-0.333	0.352	-0.395	<b>0.766</b>	0.536
SWB_1_4	SWB_1_NA	-0.145	0.379	-0.540	<b>0.777</b>	0.464
SWB_1_6	SWB_1_NA	-0.469	0.620	-0.347	<b>0.757</b>	0.510
SWB_1_8	SWB_1_NA	-0.080	0.261	-0.233	<b>0.595</b>	0.213
SWB_1_9	SWB_1_NA	0.008	0.174	-0.259	<b>0.432</b>	0.259
SWB_1_10	SWB_1_NA	-0.311	0.358	-0.151	<b>0.711</b>	0.227
SWB_2_1	SWB_2	<b>0.629</b>	-0.355	0.346	-0.251	-0.614
SWB_2_2	SWB_2	0.241	-0.417	0.414	-0.472	<b>-0.743</b>
SWB_2_3	SWB_2	0.451	-0.439	0.434	-0.420	<b>-0.716</b>
SWB_2_4	SWB_2	0.328	-0.412	0.496	-0.397	<b>-0.885</b>
SWB_2_5	SWB_2	0.320	-0.361	0.426	-0.330	<b>-0.858</b>
SWB_2_6	SWB_2	0.334	-0.359	0.683	-0.491	<b>-0.858</b>
SWB_2_7	SWB_2	0.318	-0.417	0.646	-0.651	<b>-0.846</b>
SWB_2_8	SWB_2	0.655	-0.476	0.491	-0.434	<b>-0.768</b>

*Note.* Extraction Method: Maximum Likelihood. Rotation Method: Direct Oblimin Rotation with Kaiser Normalization. Primary factor loadings are bolded. Values represent the correlations between items and factors in the Structure Matrix.

**Table FA4. Study 2: Exploratory Factor Analysis for the Warwick–Edinburgh Mental Well-Being Scale**

Item	Factor 1
Felt optimistic about the future	.901
Felt relaxed	.885
Had energy to share	.873
Could deal well with problems	.818
Was able to think clearly about the issue	.806
Felt good about myself	.762
Felt confident	.739
Felt cheerful	.637

*Note.* Participants indicated the extent to which they felt each state during the interaction. Extraction method = maximum likelihood. A one-factor solution was extracted. Items are back-translated from Hebrew.

**Table S2. Heterotrait-Monotrait Ratio of Correlations Matrix for Study 2**

Variable	1	2	3	4	5	6	7
1. Listening perception							
2. Relatedness	0.806						
3. Autonomy	0.718	0.812					

<b>Variable</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
4. Competence	0.784	0.817	0.865				
5. SWB 1 (PA)	0.605	0.613	0.611	0.612			
6. SWB 1 (NA)	0.491	0.449	0.468	0.496	0.536		
7. SWB 2	0.601	0.641	0.638	0.686	0.665	0.547	
8. State optimism	0.490	0.523	0.509	0.540	0.573	0.407	0.541

**Note.** Values below 0.85 indicate strong evidence for discriminant validity. Values between 0.85 and 0.90 are generally considered acceptable but suggest potential conceptual overlap. Values exceeding 0.90 suggest a lack of discriminant validity between constructs.

### **תיאור משרה**

לחברה מובילה בתחום העיצוב - דרוש/ה מנהל/ת לסניפים השונים ברחבי הארץ.  
 התפקיד כולל :  
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 ניהול צוות אנשי/נשות מכירות, הנעתם ושימורם לטווח ארוך .  
 הבאת הסניף למחזור מכירות גבוה בהתאם לעמידה ביעדים .  
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### **דרישות התפקיד**

ניסיון במכירות - חובה!  
 ניסיון במכירות תהליכיות- חובה  
 ניסיון בניהול סניף כיחידת רווח והפסד- יתרון  
 ניסיון בתחום העיצוב –יתרון  
 הופעה ייצוגית  
 יכולת עבודה בסביבה ממוחשבת  
 אסרטיביות, מכרתיות  
 יחסי אנוש טובים  
 אופציה לאפיק ניהולי בעתיד

## קורות חיים- אורן (שם בדוי)

### פרטים אישיים

#### השכלה

2007 - 2010 תיכון, מקיף ח'

#### נסיון תעסוקתי

2018 - 2019 מנהל מכירות, gratiae canada

מנהל אזור SKIN CARE, TORONTO קנדה, טריינים הכשרת עובדים הגדלת מכירות שיחות אישיות ופיתוח עצמי

2016 - 2018 מנהל מכירות, פאי פיצוחים ופירות יבשים בע"מ

מנהל מכירות אזור מרכז

2016 – 2017 נציג שירות השכרת רכבים בסאן קאר תל אביב

2014 מנהל חנות, X-RAY

מנהל סניף סינמה סיטי

2013 - 2016 מנהל בר, טמפטיישן איב

מנהל בר + ברמן

#### שירות צבאי

2010 - 2013 מנהל מחלקת לוגיסטיקה

הקמת חטמ"ר ערבה ומערך לוגיסטי סדיר וכולל מחלקת מילואים

#### שפות

עברית - שפת אם

אנגלית - שוטפת

#### פרטים נוספים

- רשיון נהיגה
- נכונות להעתקת מגורים
- נכונות לביצוע רילוקיישן
- המלצות יישלחו במידה ויהיה צורך

**שם: אנה (שם בדוי)****נייד:****אימייל:****תמצית ניסיון תעסוקתי:**

במקביל ועד היום החל משנת 2016 - בעלים של חנויות אופנה פרמיום ב-online וב-offline באזור ברית המועצות.

2018-2020: "Marwin Investment Group", חברת אחזקות והשקעות בינלאומיות, **מנהלת פיתוח עסקי**.

2016-2018: "JCI&Cisco" (EMEA), מוצרים ושירותים בתחום התקשורת, **מנהלת אזור**.

2014-2016: "SAP Israel", פתרונות תוכנה לניהול עסקים, **מחלקת Facilities**.

2012-2014: "McDonalds Israel", רשת סניפים של מזון מהיר, **מנהלת סניף**.

**מיומנויות מקצועיות:**

- + הקמה והפעלת פעילויות עסקיות - אחריות על התפעול, פיתוח עסקי, מכירות.
- + אחריות לגיוס והדרכה של העובדים ותקשורת מול הלקוחות והמפיצים של החברה, ניהול עובדים ומנהלים בנפח גדול, פיתוח והערכת מנהלים.
- + ניהול פעילויות כיחידת רווח והפסד עצמאית.
- + ניהול תקציבים - ניתוח הצעות והכנת תכניות ותקציבים בתחום ניהול הנכסים.
- + ניהול רשת הקשרים, העסקית, החוץ והפנים ארגוני - עובדים, מפיצים, שותפים אסטרטגיים של החברה ביעד.
- + פיקוח והובלה של פרויקטים חדשים.
- + פעילות פיתוח עסקי הכוללת: פיתוח וחדירה לשווקים חדשים, גיוס שותפים עסקיים, מפיצים וכד'.

**הישגים משמעותיים:**

- + הקמת רשת חנויות אופנה - מכירת מותגים דרך חנויות ואונליין. ניהול מוצלח במשך כשנה וחצי - P&L חיובי, הבאת START UP לנקודת איזון.
- + Marwin Group - הכנת תכנית השקעה בנדל"ן.
- + P&L חיובי במסעדות מקדונלדס מרכז.

**השכלה:**

בגרות מלאה, מגמת ספרות

**שירות צבאי:**

פיקוד העורף.

**שפות:**

- + רוסית - שפת אם.
- + עברית - שוטפת.
- + אנגלית - טובה.
- + אוקראינית - בסיסית.

## קורות חיים-סתינו (שם בדוי)

### פרטים אישיים

טלפון:

אימייל:

מגורים:

תאריך לידה:

### השכלה

תואר ראשון בכלכלה ומנהל עסקים, אוניברסיטת אריאל

תחום התמחות: שיווק

### ניסיון תעסוקתי

#### 2016-2019 מנהלת שיווק עמותת "איתן ירושלים כדורמים"

עמותת איתן ירושלים פועלת לקידום ספורט הכדורמים בירושלים. במסגרת התפקיד עסקתי בבניית תכנית שיווקית ויישומה במטרה להגדיל את מודעות הקהל הירושלמי לענף והגדלת מספר הרשומים לקבוצה ולחוגים השונים שהקבוצה מציעה. בנוסף הייתי אחראית על הגדלת מאגרי הלקוחות, שימור הלקוחות, יצירת שיתופי פעולה ועוד.

#### 2015 - 2016 מנהלת חברה, easyart

חברת easyart - חברה שעבדה בתחום מכירת פרטי אומנות בגרמניה וקפריסין. במסגרת התפקיד ניהלתי את החברה באופן מלא: גיוס עובדים, הכשרת הסוכנים וראשי הצוותים, חלוקה לאזורים, הזמנת סחורה, משא ומתן מול ספקים, וייבוא של סחורה. בנוסף הייתי קובעת פגישות עם לקוחות כדי להציע מוצרים ושירותים נוספים של החברה כדי להגדיל את המכירות ולמקסם את רווחי החברה.

#### 2014 - 2015 מנהלת, בר הופעות בירושלים

עבדתי בתור מנהלת המקום אופן מלא. במסגרת התפקיד הייתי אחראית על גיוס והכשרת עובדים, ניהול המשמרות שכלל עבודה עם צוות המלצרים, ברמנים, עובדי ניקיון ועובדי מטבח. בנוסף התעסקתי בהזמנת סחורה, התעסקות ומשא ומתן מול ספקים, להקות, אמנים, ומפיקי אירועים שהשיקו אצלנו אירוע. בנוסף הייתי צריכה לדאוג בכל משמרת למקסימום מכירות והצבת יעדים לצוות המלצרים והברמנים.

#### 2013 - 2014 ראש צוות ומנהלת אזור מכירות, painting4all

חברת painting4all היא חברה שמתעסקת במכירת פרטי אומנות בחו"ל. בשלושת החודשים הראשונים עבדתי כסוכנת מכירות בשיטת dor to dor. לאחר שלושה חודשים עברתי להיות ראש צוות של 4 סוכנים. התפקיד כלל הכשרתם של הסוכנים למיצוי הפוטנציאל המקסימלי של כל סוכן, עמדה ביעדים, סגירה של מכירות גדולות ומשא ומתן מול לקוחות. לאחר מכן התחלתי לעבוד בתור מנהלת אזור של שלושה צוותים כאשר בכל צוות יש 4 סוכנים וראש צוות. שם הייתי אחראית על ההכשרה של הראשי צוותים והסוכנים ואחראית על הזמנות וחלוקת הסחורה. בנוסף לאחר המכירות היה עלי לקבוע פגישות עם כל הלקוחות ולהציע להם מוצרים ושירותים נוספים של החברה כדי להגדיל את המכירות ואת רווחי החברה.

### שירות צבאי

2010 - 2012 חייל האויר

### Study 3

#### Procedure: Example essays

An example of essay content and listening behaviors for the agreement with the high-quality condition was:

“We both felt that a certain student deserved the award over the next student, and we brought up the same points. She was attentive, and she didn't try to interrupt me. We actually took turns”.

An example essay and listening behaviors for the agreement with the moderate-quality condition were:

“We were discussing options for visualizing instructions. She was listening but was also occasionally texting at the same time, she was trying to multitask a couple of things at the same time. She was also snacking during the whole conversation because she hadn't had anything to eat yet that day.”

An example of essay content and listening behaviors for the disagreement with the high-quality condition was:

“The conversation was me basically arguing that we needed to bring this situation to the attention of the attorneys of record whereas he argued that one of us should call the client, get further information and then decide what to do. He didn't interrupt me when I was speaking and let me finish what I wanted to say. He acknowledged what I was saying by reiterating some of the things I had said and then expanding on it”.

An example of essay content and listening behaviors for the disagreement with the moderate-quality condition was:

“We disagreed about what should we do in a tough situation. After a while he started saying ‘yes’ and ‘aha’ every time I said something, but he was checking his phone every now and then”.

**Table S3. Heterotrait-Monotrait Ratio for Study 3**

Variable	1	2	3	4	5	6	7
1. Listening perception							
2. Relatedness	0.825						
3. Autonomy	0.767	0.778					
4. Competence	0.760	0.771	0.812				
5. SWB 1 (PA)	0.490	0.536	0.509	0.540			
6. SWB 1 (NA)	0.380	0.407	0.385	0.412	0.354		
7. SWB 2	0.531	0.596	0.601	0.612	0.641	0.449	
8. State optimism	0.470	0.541	0.491	0.523	0.573	0.312	0.547

**Note.** Values below 0.85 indicate strong evidence for discriminant validity. Values between 0.85 and 0.90 are generally considered acceptable but suggest potential conceptual overlap. Values exceeding 0.90 suggest a lack of discriminant validity between constructs.

**Table FA5. Factor analysis for Study 3**

<b>Item</b>	<b>Construct</b>	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>F4</b>
FLS_1	Listening	0.645	<b>0.868</b>	-0.467	0.003
FLS_2	Listening	0.712	<b>0.924</b>	-0.508	-0.016
FLS_3	Listening	0.684	<b>0.927</b>	-0.523	0.015
FLS_4	Listening	0.698	<b>0.918</b>	-0.558	-0.023
FLS_5	Listening	0.679	<b>0.858</b>	-0.451	-0.024
FLS_6	Listening	0.621	<b>0.860</b>	-0.470	0.018
FLS_7	Listening	0.581	<b>0.820</b>	-0.484	0.100
FLS_8	Listening	0.557	<b>0.775</b>	-0.470	0.118
BPNS_1	Autonomy	0.720	<b>0.738</b>	-0.537	0.267
BPNS_2	Autonomy	0.226	0.225	<b>-0.325</b>	0.062
BPNS_4	Autonomy	0.677	<b>0.669</b>	-0.478	0.321
BPNS_3	Competence	<b>0.726</b>	0.685	-0.548	0.361
BPNS_5	Competence	<b>0.663</b>	0.636	-0.558	0.443
BPNS_7	Competence	0.440	0.406	<b>-0.575</b>	0.369
BPNS_6	Relatedness	0.750	<b>0.809</b>	-0.409	-0.025
BPNS_8	Relatedness	0.603	<b>0.635</b>	-0.253	-0.164
BPNS_9	Relatedness	0.592	<b>0.682</b>	-0.543	0.065
SWB_1_1	SWB_1_PA	<b>0.911</b>	0.727	-0.578	-0.059
SWB_1_3	SWB_1_PA	<b>0.907</b>	0.732	-0.607	-0.014
SWB_1_5	SWB_1_PA	<b>0.891</b>	0.717	-0.549	-0.072
SWB_1_7	SWB_1_PA	<b>0.910</b>	0.696	-0.523	-0.107
SWB_1_11	SWB_1_PA	<b>0.736</b>	0.615	-0.431	-0.068
SWB_1_2	SWB_1_NA	-0.704	-0.669	<b>0.827</b>	-0.045
SWB_1_4	SWB_1_NA	-0.570	-0.540	<b>0.843</b>	-0.074
SWB_1_6	SWB_1_NA	-0.642	-0.677	<b>0.827</b>	0.014
SWB_1_8	SWB_1_NA	-0.538	-0.508	<b>0.800</b>	-0.139
SWB_1_9	SWB_1_NA	-0.231	-0.171	<b>0.584</b>	-0.291
SWB_1_10	SWB_1_NA	-0.583	-0.575	<b>0.758</b>	0.042
SWB_2_1	SWB_2	<b>0.859</b>	0.626	-0.499	0.147
SWB_2_2	SWB_2	<b>0.853</b>	0.630	-0.546	0.120
SWB_2_3	SWB_2	<b>0.765</b>	0.531	-0.448	0.174
SWB_2_4	SWB_2	<b>0.665</b>	0.538	-0.497	0.331
SWB_2_5	SWB_2	<b>0.662</b>	0.544	-0.479	0.300
SWB_2_6	SWB_2	<b>0.872</b>	0.607	-0.556	0.309
SWB_2_7	SWB_2	<b>0.855</b>	0.642	-0.588	0.373

Item	Construct	F1	F2	F3	F4
SWB_2_8	SWB_2	<b>0.893</b>	0.673	-0.522	0.036

**Note.** Extraction Method: Maximum Likelihood. Rotation Method: Direct Oblimin Rotation. Primary factor loadings are bolded. Values represent the correlations between items and factors in the Structure Matrix.

**Table FA6. Study 3: Exploratory Factor Analysis for the Warwick–Edinburgh Mental Well-Being Scale**

Item	Loading
Felt optimistic about the future	.863
Felt relaxed	.869
Had energy to share	.794
Could deal well with problems	.713
Was able to think clearly about the issue	.704
Felt good about myself	.897
Felt confident	.890
Felt cheerful	.871

**Note.** Participants indicated the extent to which they felt each state during the interaction. Extraction method = maximum likelihood. A one-factor solution was extracted.

## Study 4

### *Students' employment essay (in Hebrew)*

הטקסט הבא לקוח מתוך כתבה בעיתון גלובס, בכותרת: "פיטורים תמיד קשים, אבל נוח יותר לפטר סטודנט."

אנא קרא את הכתבה בעיון:

“חרף הדיבורים על צמיחה, טראומת המשבר עדיין מהדהדת אצל מעסיקים רבים, שממשיכים לחסוך בעלויות כוח-אדם. זאת הסיבה שקיימת היום דרישה גוברת להעסקת סטודנטים, מהם קל להיפרד בבוא העת, בשכר נמוך יחסית.

אלא שלצד היתרונות המובהקים יש גם חסרונות.

שלוש סמנכ"ליות משאבי אנוש מספרות איך זה עובד.

"הפוקוס שלהם בלימודים, מה שדורש מהמעסיק גמישות רבה"

אפרת דגן, מנהלת גיוס גוגל ישראל, נדרשת לתמרונים כדי להתאים את משכי העבודה וסוגי התפקידים כמו אצל

אמהות.

\*התועלת לפירמה": גוגל מעסיקה, בין השאר, סטודנטים מצטיינים לפיתוח תוכנה, לרוב במסגרת של חצי משרה. הערך המוסף מתבטא בשני מישורים מרכזיים. ראשית, נוכחות סטודנטים בפירמה עסקית מחזקת את הקשר בין האקדמיה לתעשייה. כסטודנט מביא את המחקר והפיתוח מהאקדמיה ותוך כדי לימודיו הוא מיישם אותו בתעשייה - נוצרת הפריה הדדית, שתורמת לכל הנוגעים בדבר. אגב, גם האוניברסיטאות מרווחות מכך, שהרי גם הן רוצות שהסטודנטים שלהם ייקלטו במקום עבודה איכותי שמוסיף לפרסטיז'ה שלהם. "שנית, העסקת סטודנטים בתפקידים מקצועיים, מחוללת ומייצרת למעסיק את מקור הגיוס הטוב ביותר. אתה מקבל את המוחות האיכותיים האלו בגיל צעיר, הם גדלים אצלך, ואתה מעצב אותם כך שמאוחר יותר תוכל לגייס אותם 'מבית', ללא עלויות מיותרות. צריך להבין, שבכל שיטת גיוס אחרת קיים רכיב מסוים של הימור. "לעומת זאת, כשמדובר בתעסוקת סטודנטים - הפירמה צופה בהתפתחות ביצועיהם של העובדים-הסטודנטים ולומדת עליהם ממקור ראשון ולא משמועות."

\*תג המחיר": סטודנט הוא עובד שהפוקוס שלו מצוי בלימודים, לפני העבודה, וזה בסדר, הרי גם אנחנו רוצים שהם יצליחו בלימודים. המשמעות הניהולית היא שהמעסיק נדרש לשחרר אותם לתקופות מבחנים ולהעניק להם הרבה מאוד גמישות. כלומר, להתאים להם משכי עבודה וסוגי תפקידים בהתאם להיקף המשרה המצומצם שהם יכולים לעמוד בו - מה שדורש תמרון והתאמות בכל המערכת. "אגב, לסוגיית הפוקוס יש זווית הפוכה. במידה מסוימת העסקת סטודנטים מזכירה אמהות עובדות. גם שם הפוקוס הוא על הילדים והמשפחה, אך מצד שני הן לומדות להיות יעילות יותר ולהספיק יותר בפחות זמן. במקרה הנדון, כשאתה מעסיק סטודנטים אתה חייב להשקיע תשומת לב ניהולית במחשבה כיצד למנף את הקשב המפוצל שלהם למקום של אפקטיביות."

\*האטרקטיביות לסטודנטים": שם המשחק הוא לאפשר לסטודנטים שעובדים אצלך לעשות עבודה משמעותית, לא עבודה פקידותית או עבודה שחורה שתוכניתן ותיק אחר מסרב לעשות ומעביר הלאה. אצלנו, למשל, חלק מהסטודנטים מופקדים על פרויקטים משמעותיים מאוד ומצליחים. הרציונל למהלך הזה כמעט טבעי: כשאתה נותן לסטודנטים להתפתח מבחינה מקצועית בזמן לימודיהם, אתה מעניק להם תחושה שהם עובדים ככל עובד אחר. "מעסיק שרוצה לשמר סטודנטים איכותיים ואת הידע שהם צברו אצלו, חייב ללמוד לנהל איתם מערת יחסים כזו שמאפשרת להם להכיר לעומק ולרוחב את מערכות הארגון ואת הפרויקטים שלו, ולא לתת להם עבודה שולית."

"פיטורים תמיד קשים, אבל נוח יותר לפטר סטודנט"

אטי-דה לאון, סמנכ"ל משאבי אנוש קבוצת AOL מאמינה כי גם אצל הסטודנטים הפיטורים לא נתפשים כ"סוף העולם"

\*התועלת לפירמה: היתרונות בהעסקת סטודנטים אצלנו זה בפיתוח וב QA-מובהקים. מדובר בכוח אדם צעיר, אנרגטי, בעל מוח חזק ויצירתי; כך שהארגון מרוויח עובדים עם פוטנציאל מעולה לעתיד. מבחינת הפירמה, העסקת סטודנט היא סוג של 'טבילת בהונות כדי להרגיש את הטמפרטורה של המים', שהרי לרוב סטודנטים מועסקים בחצי משרה. "זהו למעשה סוג של ניסוי, ולמרות שפיטורים תמיד קשים עבור המעסיק, הרי שעדיין נוח לו יותר לפטר סטודנט בחצי משרה מאשר עובד בוגר יותר במשרה מלאה - שיש לו התחייבויות ומשכנתה. גם מבחינת הסטודנט פיטורים כאלה לא נתפשים כ'סוף העולם', הוא רק מתחיל את דרכו, מה גם שהוא מצוי כבר במסגרת אקדמית שגם היא מציעה לו מסלול קריירה."

\*תג המחיר: למעשה החיסרון בא מהיתרון. מדובר בעובדים שכברירת מחדל תופסים את מקום העבודה שלך כזמני. כך קורה, שהפירמה משקיעה בהם הכשרות שנמשכות חודשים ארוכים ועלויות לרדת לטמיון. גם אם הם יושבים על פרויקטים חשובים, הרי שמטבע הדברים ההזדהות שלהם עם מקום העבודה היא נמוכה יותר. הפירמה נדרשת לגמישות בתקופות לחץ ומבחנים. גם אם מקור העניין הראשוני של הסטודנט הוא לימודיו ולא העבודה - אני אומרת למעסיק: הסתכל לטווח הרחוק. שווה לך ללכת לקראת הסטודנט שלך. הרווח עולה על ההפסד."

\*האתרקיטביות לסטודנטים: שם המשחק הוא להתייחס אל הסטודנטים באופן שווה כאל עובד מן המניין בכל פרמטר אפשרי, גם אם הם מועסקים בחצי או בשליש משרה. אל תתנו להם הרגשה שהם עובדים זמניים. במילים אחרות, יש לתת להם חדר משלהם (או קיוביק), במקום לאפסן אותם כל פעם על שולחן של מישהו אחר שלא הגיע לעבודה באותו יום. השוואת התנאים כוללת גם הטבות נלוות".

#### **General explanation before conversation (translated from Hebrew):**

*"As you understood from the questionnaire, our lab researches students' attitudes toward organizational topics. We are currently studying undergraduate students' attitudes toward students' employment. It should be noted that this does not refer to a specific job, but rather to the general concept in Israel whereby companies recruit students under the definition of*

'students' employment.' For this purpose, we will have an 8-minute conversation, during which I will ask you to share your position on the topic."

**Table S4. Heterotrait-Monotrait Ratio for Study 4**

Variable	1	2	3	4	5	6	7
1. Listening perception							
2. Relatedness	0.865						
3. Autonomy	0.841	0.814					
4. Competence	0.784	0.817	0.871				
5. SWB 1 (PA)	0.605	0.613	0.611	0.612			
6. SWB 1 (NA)	0.491	0.449	0.468	0.496	0.536		
7. SWB 2	0.601	0.641	0.638	0.686	0.665	0.547	
8. State optimism	0.490	0.523	0.509	0.540	0.573	0.407	0.541

**Note.** Values below 0.85 indicate strong evidence for discriminant validity. Values between 0.85 and 0.90 are generally considered acceptable but suggest potential conceptual overlap. Values exceeding 0.90 suggest a lack of discriminant validity between constructs.

**Table FA7. Factor analysis for Study 4**

Item	Construct	F1	F2	F3	F4	F5	F6
FLS_1	Listening	.536	.525	-.394	-.313	<b>-.950</b>	.464
FLS_2	Listening	.544	.579	-.426	-.297	<b>-.934</b>	.469
FLS_3	Listening	.562	.624	-.371	-.338	<b>-.864</b>	.450
FLS_4	Listening	.545	.588	-.335	-.293	<b>-.900</b>	.440
FLS_5	Listening	<b>.770</b>	.208	-.280	-.196	-.471	.214
FLS_6	Listening	.469	.360	-.353	-.265	<b>-.838</b>	.392
FLS_7	Listening	<b>.997</b>	.296	-.298	-.193	-.416	.309
FLS_8	Listening	.644	.653	-.492	-.406	<b>-.726</b>	.514
BPNS_1	Autonomy	.379	.371	-.480	-.429	-.438	<b>.728</b>
BPNS_2	Autonomy	.078	.079	-.207	<b>-.285</b>	-.162	.083
BPNS_4	Autonomy	.491	.300	-.680	-.449	-.347	<b>.635</b>
BPNS_3	Competence	.449	.430	-.558	-.255	-.633	<b>.818</b>
BPNS_5	Competence	.378	.396	-.635	-.350	-.430	<b>.726</b>
BPNS_7	Competence	.145	.076	<b>-.401</b>	-.335	-.078	.268
BPNS_6	Relatedness	.432	.646	-.483	-.420	<b>-.726</b>	.592
BPNS_8	Relatedness	.286	.521	-.339	-.168	<b>-.534</b>	.417
BPNS_9	Relatedness	.367	.556	-.400	-.472	<b>-.538</b>	.532
SWB_1_1	SWB_1_PA	.487	.751	-.549	-.594	<b>-.568</b>	.564
SWB_1_3	SWB_1_PA	.423	<b>.705</b>	-.556	-.487	-.538	.593
SWB_1_5	SWB_1_PA	.496	<b>.802</b>	-.580	-.445	-.623	.537
SWB_1_7	SWB_1_PA	.359	<b>.764</b>	-.427	-.275	-.577	.368
SWB_1_11	SWB_1_PA	.399	<b>.737</b>	-.478	-.398	-.566	.539
SWB_1_2	SWB_1_NA	-.309	-.433	.478	<b>.816</b>	.418	-.536
SWB_1_4	SWB_1_NA	-.292	-.267	.465	<b>.868</b>	.300	-.319
SWB_1_6	SWB_1_NA	-.349	-.534	.455	<b>.727</b>	.557	-.503
SWB_1_8	SWB_1_NA	-.260	-.195	.349	<b>.734</b>	.235	-.180
SWB_1_9	SWB_1_NA	-.101	.056	.311	<b>.471</b>	.151	-.233
SWB_1_10	SWB_1_NA	-.144	-.140	.188	<b>.553</b>	.128	-.155
SWB_2_1	SWB_2	.352	.452	-.484	-.189	<b>-.499</b>	.587
SWB_2_2	SWB_2	.342	.368	<b>-.664</b>	-.455	-.399	.535
SWB_2_3	SWB_2	.347	.567	-.599	-.242	-.530	<b>.674</b>
SWB_2_4	SWB_2	.361	.454	-.641	-.252	-.468	<b>.658</b>
SWB_2_5	SWB_2	.367	.310	<b>-.776</b>	-.331	-.293	.480
SWB_2_6	SWB_2	.364	.380	<b>-.937</b>	-.395	-.442	.484
SWB_2_7	SWB_2	.383	.368	<b>-.929</b>	-.467	-.437	.576
SWB_2_8	SWB_2	.406	.554	-.629	-.221	<b>-.652</b>	.646

*Note.* Extraction Method: Maximum Likelihood. Rotation Method: Direct Oblimin. Primary factor loadings are bolded. Values represent the correlations between items and factors in the Structure Matrix.

**Table FA8. Study 4: Exploratory Factor Analysis for the Warwick–Edinburgh Mental Well-Being Scale**

Item	Loading
Felt optimistic about the future	.600
Felt relaxed	.737
Had energy to share	.718
Could deal well with problems	.736
Was able to think clearly about the issue	.784
Felt good about myself	.900
Felt confident	.916
Felt cheerful	.746

*Note.* Participants indicated the extent to which they felt each state during the interaction. Extraction method = maximum likelihood. A one-factor solution was extracted. Items are back-translated from Hebrew.

## Study 5

### Measures

We added attitude-strength measures for auxiliary analysis.

**Attitude correctness.** Measured using three items from an attitude correctness scale (Petrocelli et al., 2007), which ranged from 0 (*not at all*) to 10 (*very much*). An example item was: “How certain are you that your attitude toward the topic you discussed is the correct attitude to have?” ( $\alpha_s = .85-.86$ ).

**Attitude importance.** Measured using two items (Holbrook et al., 2005), ranging from 0 (*not at all*) to 10 (*very much*), with the question, “To what extent was the issue you discussed important to you personally?” “To what extent did you care about the issue?” ( $\alpha_s = .83-.84$ ).

**Perceived knowledge.** Measured with a single item ranging from (0-*not at all*; 10-*very much*), “To what extent do you think you know about the topic?”

### Analyses controlling for attitude strength measures

**SWB PA 1.** At the within-person level, listening quality significantly predicted greater positive affect,  $b = 0.55$ ,  $SE = 0.05$ ,  $t(635.36) = 10.02$ ,  $p < .001$ , 95%  $CI$  [0.44, 0.65], whereas disagreement level was not significant,  $b = -0.20$ ,  $SE = 0.17$ ,  $t(634.44) = -1.19$ ,  $p = .233$ , 95%  $CI$  [-0.52, 0.13]. Their interaction was also not significant,  $b = -0.04$ ,  $SE = 0.06$ ,  $t(612.94) = -0.77$ ,  $p = .442$ , 95%  $CI$  [-0.16, 0.07]. Among the Level 1 covariates, correctness significantly predicted greater positive affect,  $b = 0.18$ ,  $SE = 0.05$ ,  $t(494.32) = 3.91$ ,  $p < .001$ , 95%  $CI$  [0.09, 0.27], and importance was negatively associated,  $b = -0.10$ ,  $SE = 0.04$ ,  $t(492.47) = -2.33$ ,  $p = .020$ , 95%  $CI$  [-0.19, -0.02]. The effects of meaningfulness ( $b = -0.07$ ,  $p = .324$ ), closeness ( $b = 0.03$ ,  $p = .683$ ), and knowledge ( $b = -0.02$ ,  $p = .670$ ) were not significant.

At the between-person level, higher average listening predicted greater positive affect,  $b = 0.73$ ,  $SE = 0.07$ ,  $t(243.78) = 11.09$ ,  $p < .001$ , 95%  $CI$  [0.60, 0.86], whereas average disagreement was not significant,  $b = -0.22$ ,  $SE = 0.19$ ,  $t(244.76) = -1.17$ ,  $p = .245$ , 95%  $CI$  [-0.60, 0.15]. The between-person effects of meaningfulness,  $b = 0.09$ ,  $p = .585$ , closeness,  $b = 0.55$ ,  $p = .007$ , correctness ( $b = 0.17$ ,  $p = .053$ ), importance ( $b = 0.03$ ,  $p = .782$ ), and knowledge ( $b = -0.29$ ,  $p = .008$ ) showed that closeness and knowledge significantly predicted positive affect. No significant two-way or three-way interactions with relationship type were observed.

**SWB NA.** At the within-person level, listening quality was significantly associated with lower negative affect,  $b = -0.41$ ,  $SE = 0.06$ ,  $t = -6.76$ ,  $p < .001$ . Disagreement was not a significant predictor. Among the control variables, greater attitude correctness predicted lower negative affect,  $b = -0.22$ ,  $SE = 0.05$ ,  $t = -4.18$ ,  $p < .001$ , whereas greater attitude importance predicted higher negative affect,  $b = 0.23$ ,  $SE = 0.05$ ,  $t = 4.56$ ,  $p < .001$ . Meaningfulness, closeness, and perceived knowledge were not significant predictors. A significant three-way interaction between relationship type, listening, and disagreement emerged when comparing

friends to family,  $b = 0.24$ ,  $SE = 0.09$ ,  $t = 2.64$ ,  $p = .009$ . The interaction for colleagues versus family was not significant.

At the between-person level, individuals who experienced higher average listening across conversations reported lower negative affect,  $b = -0.49$ ,  $SE = 0.06$ ,  $t = -7.70$ ,  $p < .001$ . Greater average correctness was associated with lower negative affect,  $b = -0.17$ ,  $SE = 0.08$ ,  $t = -2.07$ ,  $p = .040$ . Greater average meaningfulness was associated with higher negative affect,  $b = 0.44$ ,  $SE = 0.16$ ,  $t = 2.77$ ,  $p = .006$ . The effects of average disagreement, closeness, importance, and knowledge were not significant.

**SWB 2.** At the within-person level, listening quality significantly predicted state well-being,  $b = 0.44$ ,  $SE = 0.05$ ,  $t(679.77) = 8.86$ ,  $p < .001$ , 95%  $CI$  [0.34, 0.54], whereas disagreement level was not significant,  $b = -0.18$ ,  $SE = 0.15$ ,  $t(680.25) = -1.18$ ,  $p = .240$ , 95%  $CI$  [-0.48, 0.12]. Their interaction was also not significant,  $b = -0.02$ ,  $SE = 0.05$ ,  $t(659.70) = -0.45$ ,  $p = .654$ , 95%  $CI$  [-0.13, 0.08]. Among the Level 1 covariates, meaningfulness was not significantly associated with state well-being,  $b = -0.09$ ,  $SE = 0.07$ ,  $t(492.82) = -1.41$ ,  $p = .160$ , 95%  $CI$  [-0.23, 0.04]. Closeness was not significant,  $b = -0.06$ ,  $SE = 0.07$ ,  $t(494.09) = -0.85$ ,  $p = .397$ , 95%  $CI$  [-0.20, 0.08]. Correctness significantly predicted greater state well-being,  $b = 0.26$ ,  $SE = 0.04$ ,  $t(495.30) = 5.98$ ,  $p < .001$ , 95%  $CI$  [0.18, 0.35]. Importance was negatively associated,  $b = -0.11$ ,  $SE = 0.04$ ,  $t(492.91) = -2.63$ ,  $p = .009$ , 95%  $CI$  [-0.20, -0.03], whereas knowledge was not significant,  $b = 0.04$ ,  $SE = 0.04$ ,  $t(493.20) = 0.91$ ,  $p = .363$ , 95%  $CI$  [-0.05, 0.13].

At the between-person level, higher average listening predicted greater state well-being,  $b = 0.55$ ,  $SE = 0.05$ ,  $t(242.75) = 10.89$ ,  $p < .001$ , 95%  $CI$  [0.45, 0.65], whereas average

disagreement was not significant,  $b = -0.11$ ,  $SE = 0.15$ ,  $t(244.01) = -0.76$ ,  $p = .451$ , 95%  $CI [-0.40, 0.18]$ . Among the between-person covariates, closeness,  $b = 0.23$ ,  $SE = 0.15$ ,  $t(249.09) = 1.50$ ,  $p = .135$ , 95%  $CI [-0.07, 0.54]$ , and meaningfulness,  $b = 0.09$ ,  $SE = 0.13$ ,  $t(244.04) = 0.74$ ,  $p = .461$ , 95%  $CI [-0.16, 0.34]$ , were not significant. Correctness significantly predicted greater state well-being,  $b = 0.28$ ,  $SE = 0.07$ ,  $t(243.78) = 4.18$ ,  $p < .001$ , 95%  $CI [0.15, 0.41]$ . Importance,  $b = 0.03$ ,  $SE = 0.08$ ,  $t(244.84) = 0.41$ ,  $p = .686$ , 95%  $CI [-0.12, 0.18]$ , and knowledge,  $b = 0.01$ ,  $SE = 0.08$ ,  $t(243.70) = 0.18$ ,  $p = .855$ , 95%  $CI [-0.15, 0.18]$ , were not significant. No significant two-way or three-way interactions with relationship type were observed.

**State Optimism.** At the within-person level, listening quality significantly predicted greater optimism,  $b = 0.37$ ,  $SE = 0.06$ ,  $t(714.17) = 6.21$ ,  $p < .001$ , 95%  $CI [0.26, 0.49]$ . Disagreement level was not a significant predictor,  $b = -0.23$ ,  $SE = 0.18$ ,  $t(716.20) = -1.26$ ,  $p = .210$ , 95%  $CI [-0.58, 0.13]$ , and the interaction between listening and disagreement was not significant,  $b = 0.08$ ,  $SE = 0.06$ ,  $t(704.47) = 1.21$ ,  $p = .226$ , 95%  $CI [-0.05, 0.20]$ . Among the Level 1 covariates, closeness significantly predicted higher optimism,  $b = 0.49$ ,  $SE = 0.09$ ,  $t(493.84) = 5.47$ ,  $p < .001$ . Meaningfulness was negatively associated with optimism,  $b = -0.18$ ,  $SE = 0.08$ ,  $t(492.41) = -2.19$ ,  $p = .029$ , 95%  $CI [-0.35, -0.02]$ . Attitude correctness, importance, and perceived knowledge were not significant predictors ( $ps > .34$ ).

At the between-person level, participants who experienced better listening reported significantly more optimism,  $b = 0.32$ ,  $SE = 0.05$ ,  $t(240.83) = 6.23$ ,  $p < .001$ , 95%  $CI [0.22, 0.42]$ . Closeness,  $b = 0.96$ ,  $SE = 0.16$ ,  $t(248.56) = 6.15$ ,  $p < .001$ , 95%  $CI [0.65, 1.27]$ , correctness,  $b = 0.21$ ,  $SE = 0.07$ ,  $t(242.08) = 3.14$ ,  $p = .002$ , 95%  $CI [0.08, 0.34]$ , and importance,

$b = 0.34$ ,  $SE = 0.08$ ,  $t(243.42) = 4.41$ ,  $p < .001$ , 95%  $CI$  [0.19, 0.49], also significantly predicted optimism. Knowledge was negatively associated with optimism,  $b = -0.17$ ,  $SE = 0.08$ ,  $t(242.01) = -2.01$ ,  $p = .04$ , 95%  $CI$  [-0.33, -0.00]. Meaningfulness showed a non-significant effect,  $b = -0.25$ ,  $SE = 0.13$ ,  $t(242.34) = -1.95$ ,  $p = .053$ , 95%  $CI$  [-0.50, 0.00]. Mean disagreement was not significant,  $p = .910$ . There were no significant two-way or three-way interactions involving listening, disagreement, and relationship type.

**Relatedness.** At the within-person level, listening quality significantly predicted greater relatedness,  $b = 0.70$ ,  $SE = 0.05$ ,  $t(712.85) = 13.91$ ,  $p < .001$ , 95%  $CI$  [0.61, 0.80]. Disagreement level was not a significant predictor,  $b = -0.19$ ,  $SE = 0.15$ ,  $t(714.81) = -1.26$ ,  $p = .208$ , 95%  $CI$  [-0.50, 0.11]. The interaction between listening and disagreement was not significant,  $b = -0.00$ ,  $SE = 0.05$ ,  $t(702.51) = -0.07$ ,  $p = .944$ , 95%  $CI$  [-0.11, 0.10].

Among the Level 1 covariates, closeness significantly predicted greater relatedness,  $b = 0.37$ ,  $SE = 0.08$ ,  $t(494.72) = 4.83$ ,  $p < .001$ , 95%  $CI$  [0.22, 0.52]. Attitude correctness was also a significant predictor,  $b = 0.13$ ,  $SE = 0.05$ ,  $t(496.37) = 2.78$ ,  $p = .006$ , 95%  $CI$  [0.04, 0.22]. Attitude importance was negatively associated with relatedness,  $b = -0.09$ ,  $SE = 0.05$ ,  $t(493.55) = -2.04$ ,  $p = .04$ , 95%  $CI$  [-0.18, -0.00]. Meaningfulness and perceived knowledge were not significant predictors ( $ps > .41$ )

At the between-person level, participants who experienced better listening reported significantly more relatedness,  $b = 0.81$ ,  $SE = 0.04$ ,  $t(241.79) = 18.56$ ,  $p < .001$ , 95%  $CI$  [0.72, 0.89]. Closeness also significantly predicted relatedness,  $b = 0.54$ ,  $SE = 0.13$ ,  $t(249.48) = 4.02$ ,  $p < .001$ , 95%  $CI$  [0.27, 0.80], as did attitude correctness,  $b = 0.13$ ,  $SE = 0.05$ ,  $t(246.37) = 2.78$ ,  $p = .006$ , 95%  $CI$  [0.04, 0.22]. Mean disagreement, meaningfulness, attitude importance, and

knowledge were not significant predictors ( $ps > .12$ ). No significant two-way or three-way interactions with relationship type emerged.

**Autonomy.** At the within-person level, listening quality significantly predicted greater autonomy,  $b = 0.51$ ,  $SE = 0.06$ ,  $t(711.62) = 8.60$ ,  $p < .001$ , 95%  $CI [0.39, 0.62]$ . Disagreement level was not a significant predictor,  $b = -0.04$ ,  $SE = 0.18$ ,  $t(713.58) = -0.22$ ,  $p = .823$ , 95%  $CI [-0.39, 0.31]$ , and the interaction between listening and disagreement was also not significant,  $b = 0.07$ ,  $SE = 0.06$ ,  $t(700.72) = 1.06$ ,  $p = .291$ , 95%  $CI [-0.06, 0.19]$ . Among the Level 1 covariates, attitude correctness significantly predicted greater autonomy,  $b = 0.16$ ,  $SE = 0.05$ ,  $t(493.83) = 2.91$ ,  $p = .004$ , 95%  $CI [0.05, 0.26]$ . Closeness, meaningfulness, importance, and knowledge were not significant predictors ( $ps > .35$ ).

At the between-person level, participants who experienced better listening reported significantly more autonomy,  $b = 0.53$ ,  $SE = 0.05$ ,  $t(239.31) = 10.49$ ,  $p < .001$ , 95%  $CI [0.43, 0.63]$ . Mean disagreement, closeness, correctness, meaningfulness, importance, and knowledge were not significant ( $ps > .31$ ). There were no significant two-way or three-way interactions involving listening, disagreement, and relationship type.

**Competence.** At the within-person level, listening quality significantly predicted greater competence,  $b = 0.35$ ,  $SE = 0.06$ ,  $t(711.49) = 5.67$ ,  $p < .001$ , 95%  $CI [0.23, 0.47]$ . Disagreement was not a significant predictor,  $b = -0.30$ ,  $SE = 0.19$ ,  $t(713.46) = -1.59$ ,  $p = .113$ , 95%  $CI [-0.67, 0.07]$ . The interaction between listening and disagreement was not significant,  $b = 0.10$ ,  $SE = 0.07$ ,  $t(700.53) = 1.49$ ,  $p = .138$ , 95%  $CI [-0.03, 0.23]$ . However, the three-way interaction with relationship type was significant,  $b = -0.20$ ,  $SE = 0.10$ ,  $t(626.70) = -2.14$ ,  $p = .03$ , 95%  $CI [-0.39, -0.02]$  for colleagues versus family;  $b = -0.24$ ,  $SE = 0.10$ ,  $t(639.62) = -2.30$ ,  $p = .02$ , 95%  $CI [-$

0.45, -0.04] for friends versus family. Among the Level 1 covariates, attitude correctness significantly predicted greater competence,  $b = 0.19$ ,  $SE = 0.06$ ,  $t(493.14) = 3.38$ ,  $p < .001$ , 95%  $CI$  [0.08, 0.30], as did knowledge,  $b = 0.13$ ,  $SE = 0.06$ ,  $t(490.52) = 2.19$ ,  $p = .03$ , 95%  $CI$  [0.01, 0.24]. Meaningfulness, closeness, and attitude importance were not significant predictors ( $ps > .23$ ). At the between-person level, participants who experienced better listening across conversations reported significantly more competence,  $b = 0.43$ ,  $SE = 0.05$ ,  $t(238.64) = 8.14$ ,  $p < .001$ , 95%  $CI$  [0.33, 0.54]. Attitude correctness was also a significant predictor,  $b = 0.16$ ,  $SE = 0.07$ ,  $t(239.86) = 2.34$ ,  $p = .02$ , 95%  $CI$  [0.03, 0.30]. Mean disagreement, meaningfulness, closeness, attitude importance, and knowledge were not significant predictors ( $ps > .06$ ).

**Table FA9. Study 5: Multilevel Exploratory Factor Analysis for the Warwick–Edinburgh Mental Well-Being Scale**

Item	Between-person loading	Within-person loading
Felt good about myself	.902	.793
Felt optimistic about the future	.892	.764
Felt relaxed	.886	.783
Felt encouraged	.868	.760
Had energy to share	.848	.765
Felt confident	.837	.756
Was able to think clearly about the issue	.644	.535
Could deal well with problems	.580	.514

*Note.* Items are ordered by between-person loading, from highest to lowest. Loadings are from 1-factor maximum-likelihood exploratory factor analyses, estimated separately at the between-person and within-person levels. The between-person factor accounted for 66.5% of the variance, and the within-person factor accounted for 51.4%.

**Table S10. Alternative Mediation Models with State Well-Being as a Mediator**

Study	DV	SWB mediator	Contrast	Indirect effect	SE	95% CI
1	Relatedness	SWB_1_PA	X1	0.165	0.067	[0.029, 0.290]
1	Relatedness	SWB_1_PA	X2	0.197	0.071	[0.079, 0.356]
1	Relatedness	SWB_1_NA	X1	0.023	0.031	[-0.036, 0.091]
1	Relatedness	SWB_1_NA	X2	0.029	0.038	[-0.043, 0.109]
1	Relatedness	SWB_2	X1	0.062	0.042	[-0.012, 0.153]
1	Relatedness	SWB_2	X2	0.075	0.050	[-0.014, 0.184]
1	Autonomy	SWB_1_PA	X1	0.090	0.037	[0.029, 0.172]
1	Autonomy	SWB_1_PA	X2	0.108	0.039	[0.038, 0.193]
1	Autonomy	SWB_1_NA	X1	0.056	0.026	[0.015, 0.118]
1	Autonomy	SWB_1_NA	X2	0.070	0.028	[0.023, 0.130]
1	Autonomy	SWB_2	X1	0.072	0.034	[0.018, 0.151]
1	Autonomy	SWB_2	X2	0.087	0.036	[0.026, 0.164]
1	Competence	SWB_1_PA	X1	0.064	0.039	[-0.002, 0.148]
1	Competence	SWB_1_PA	X2	0.077	0.047	[-0.003, 0.183]
1	Competence	SWB_1_NA	X1	0.031	0.027	[-0.017, 0.089]
1	Competence	SWB_1_NA	X2	0.038	0.033	[-0.020, 0.110]
1	Competence	SWB_2	X1	0.121	0.049	[0.040, 0.230]
1	Competence	SWB_2	X2	0.146	0.057	[0.054, 0.273]
2	Relatedness	SWB_1_PA		1.075	0.242	[0.629, 1.577]
2	Relatedness	SWB_1_NA		0.214	0.122	[0.017, 0.459]
2	Relatedness	SWB_2		0.429	0.153	[0.150, 0.741]
2	Autonomy	SWB_1_PA		0.075	0.070	[-0.059, 0.238]
2	Autonomy	SWB_1_NA		0.191	0.096	[0.044, 0.372]
2	Autonomy	SWB_2		0.076	0.127	[-0.152, 0.440]
2	Competence	SWB_1_PA		0.413	0.090	[0.242, 0.603]

2	Competence	SWB_1_NA		0.220	0.090	[0.049, 0.401]
2	Competence	SWB_2		0.010	0.091	[-0.152, 0.170]
3	Relatedness	SWB_1_PA		0.962	0.121	[0.760, 1.228]
3	Relatedness	SWB_1_NA		0.258	0.080	[0.101, 0.420]
3	Relatedness	SWB_2		0.664	0.106	[0.470, 0.894]
3	Autonomy	SWB_1_PA		0.255	0.102	[0.080, 0.458]
3	Autonomy	SWB_1_NA		0.284	0.070	[0.062, 0.362]
3	Autonomy	SWB_2		0.215	0.068	[0.090, 0.428]
3	Competence	SWB_1_PA		0.475	0.105	[0.268, 0.681]
3	Competence	SWB_1_NA		0.461	0.095	[0.298, 0.645]
3	Competence	SWB_2		0.634	0.090	[0.465, 0.827]
4	Relatedness	SWB_1_PA	X1	0.630	0.151	[0.349, 0.950]
4	Relatedness	SWB_1_PA	X2	0.645	0.222	[0.280, 1.100]
4	Relatedness	SWB_1_NA	X1	0.194	0.103	[0.028, 0.439]
4	Relatedness	SWB_1_NA	X2	0.202	0.111	[0.033, 0.466]
4	Relatedness	SWB_2	X1	0.508	0.165	[0.204, 0.849]
4	Relatedness	SWB_2	X2	0.551	0.204	[0.203, 0.998]
4	Autonomy	SWB_1_PA	X1	0.097	0.092	[-0.074, 0.294]
4	Autonomy	SWB_1_PA	X2	0.067	0.067	[-0.055, 0.211]
4	Autonomy	SWB_1_NA	X1	0.107	0.060	[0.016, 0.247]
4	Autonomy	SWB_1_NA	X2	0.111	0.059	[0.019, 0.248]
4	Autonomy	SWB_2	X1	0.062	0.074	[-0.065, 0.228]
4	Autonomy	SWB_2	X2	0.068	0.078	[-0.078, 0.234]
4	Competence	SWB_1_PA	X1	0.226	0.103	[0.058, 0.460]
4	Competence	SWB_1_PA	X2	0.157	0.078	[0.035, 0.332]
4	Competence	SWB_1_NA	X1	0.039	0.040	[-0.027, 0.132]
4	Competence	SWB_1_NA	X2	0.041	0.045	[-0.024, 0.149]
4	Competence	SWB_2	X1	0.327	0.097	[0.150, 0.527]
4	Competence	SWB_2	X2	0.355	0.111	[0.159, 0.595]