

**SKILLS
FOR LIFE**

Listening



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Abstract

As we face the ravages of COVID-19, climate change, economic disparities, and social injustice, the world needs listening skills more than ever. Listening skills are one of the core life skills that are critical in life, work, and school. Listening skills enable children to access information, develop other skills, such as empathy, and critical thinking, and have better academic performances and lives. Listening skills are one of the most desired and needed in workplaces. In this brief, we explain the importance of listening skills and listening processes. Then, we review how policymakers can help develop listening skills. Lastly, we review how policymakers can measure and assess listening skills.

Listening Skills in the 21st Century

The world needs listening skills now more than ever. As we face the ravages of COVID-19, climate change, economic disparities, and social injustice, it is time to embrace listening globally. Kate Murphy (2020), writing in the *New York Times*, says it best: “It is only by listening that we engage, understand, empathize, cooperate and develop as human beings. It is fundamental to any successful relationship — personal, professional, and political.”

Unfortunately, “listening” is too frequently considered to be synonymous with the process of “hearing,” and assumed to be part of any functioning human’s abilities (Flynn & Faulk, 2008). We tell others to “just listen” or that we “simply listen,” not recognizing that effective listening is not simple.

Listening skills are the “capacity to tune in to what surrounds, connecting to words, sounds, spaces in oneself, others, and the environment” (Richardson et al., 2021, p. 19). Indeed, listening is one of the most complexes of all human behaviors—a communication skill that requires training and development to be truly proficient. In particular, as active listening focuses on empathy and understanding, active listening includes three essential elements (Weger et al., 2010):

- The listeners’ nonverbal involvement
- The listeners’ reflection of the speakers’ messages back to the speaker
- The listeners’ questions to the speaker to encourage their elaboration and further details.

Listening is one of the core capacities and life skills, central to one’s success (and survival) in one’s personal, academic, and professional life (Carnevale et al., 2020; Elmore, 2018; Richardson et al., 2021; Vrolijk et al., 2021). Studies of time spent communicating reveal that people listen as much as 55% of their day (Janusik & Wolvin, 2009).



Listening Skills for Children

Listening skills enable children to access information that they can process. In child development, listening skills can improve early and later reading comprehension, and learning and academic performance (Jalongo, 2010; Kim, 2015; Tragant Mestres et al., 2019). Hearing develops during fetal development and starts before birth (Jalongo, 2010). The first three years of life are crucial for developing auditory-neural connections in the brain, and early listening experiences are building blocks for literacy (Jalongo, 2010). Prior studies demonstrate that listening skills are a key to reading comprehension (Language and Reading Research Consortium & Chiu, 2018; Kim, 2015). When mothers read to children, children showed more interest, engagement, and literacy (Hutton et al., 2017). Furthermore, especially regarding listening to music, listening skills are related to mental health, including coping, self-esteem, happiness, and relaxation (Boer & Abubakar, 2014; Mak & Fancourt, 2019; Morinville et al., 2018; Saarikallio et al., 2017). Listening to music can also develop further well-being among families and peer groups (Boer & Abubakar, 2014). Additionally, listening skills are closely related to other core capacities and life skills, such as emphasizing, inquiring, reflecting, and relaxing (Richardson et al., 2021; Vrolijk et al., 2021). Yet, listening skills are not only important for children and youth, but also for parents and adults.

Listening Skills for the Youth and Adults

Listening skills also are critical for adults in their professional life. A recent study on skills that employers want in new hires identifies communication at the top (Carnevale et al., 2020). The other top workplace skills include listening-centered: teamwork, sales and customer service, leadership, problem-solving, perception, and attentiveness. A Google study on necessary 21st century workplace skills put STEM skills behind interpersonal skills, all of which depend on active listening: communicating and listening well, possessing insights into others, empathy, and support, critical thinking, problem solving, and connecting complex ideas (Elmore, 2018).

Increasingly, as workplace communication expands across the world, listening takes on a global perspective, in which cultural context is paramount. Hall and Hall (1990) identified the United States and Canada as low context cultures, in which listeners focus on the words in communications. Conversely, people in the Middle East and Asia, or high context cultures, rely on the communicators and the context for their understanding. Regarding communication in Latin America and the Caribbean, the Latino high context communication style is more passive and indirect, while Anglo low context communication style tends to be more assertive and direct (Catalaa, 2019). This Latino context-rich communication emphasizes how different elements and people are focused on making and maintaining connections. Albert and McKay-Semmler (2018) describe the Latin American culture as an interpersonal orientation, where people emphasize family, respect, and dignity, and are “in tune with the wishes and feelings of others” (p. 221). Additionally, Caribbean communication scholar Elvinet Piard (2015) offered insight into

the Caribbean context and described how a historical combination of the Atlantic slave trade, European colonization, and plantation systems are the foundation of Caribbean culture. Piard explained that “a rich demographic complexity and communication dynamic exist in the region, mainly due to a synthesis of cultural values, worldviews languages, and traditions that emerge from the symbolic and political tensions between the social groups that have come to inhabit the Caribbean landscapes” (p. 476). Understanding intercultural communication and cultural differences are critical.

Research by Izchakov and Kluger (2018) demonstrates that building a listening-based communication culture can make a difference. They conclude that “attentive and non-judgmental listening seems to make an employee more relaxed, more self-aware of his or her strengths and weaknesses, and more willing to reflect in a non-defensive manner.” This leads to positive listening leadership, which creates greater trust, higher job satisfaction, and increased creativity on the part of employees. Advocating a culture-centered foundation, which emphasizes listening, Dutta (2014) observes how global inequities can be addressed through continuous collaboration.

Listening is also central to our personal lives. We maintain our human connections by listening. As Jones and Joyer (2020) describe it, “listening to a partner is necessary to enhance understanding and to capture the gravity and meaning of experiences” (p. 333). Journalist Kate Murphy (2020) emphasizes listening as fundamental to any successful relationship: “It is only by listening that we engage, understand, connect, empathize, and develop as human beings” (p. 2). Umphrey and Sherblom’s (2017) empirical research on the relationship of listening to the cognitive states of hope, emotional intelligence, stress, and life satisfaction offers evidence that listening “not only connects us and helps us negotiate our relational differences, but listening also facilitates self-reflection and helps us understand and develop our ways of thinking and feeling.” (p. 44).



The Complex Process of Listening

Listening researchers typically explain the complex process of listening as a series of interlocking communication stages (see Figure 1). To begin, the listener must have the motivation to listen. This requires the listener to identify a listening goal and to match that objective with the communication goal of the speaker.

Figure 1. The Listening Process



Reception

Once the goal is established, the listening process centers on what message(s) the listener receives (see Wolvin, 2009; Worthington & Fitch-Hauser, 2012). While much of the early research on listening behavior has focused on the auditory function, it is clear that effective listening involves all of the senses. Indeed, much of listening is visual—a speaker’s body language may convey more than his/her verbal message (See Burgoon et al., 2010).

Attention

The listener’s attention focus is at the center of this process. As listeners, we cognitively process much faster than the typical speaking rate, so it requires disciplined concentration to stay connected with the speaker. Cognitively, the human capacity to store that information in the working memory is severely limited (Fougnie & Marois, 2006). Given the information overload we all experience today, maintaining attention is certainly a major challenge (Strauss & Francis, 2017). Significantly, some researchers suggest that focus on a speaker’s message today may be limited to about 10 minutes (Bradbury, 2016).

Perception

Reception of the message is impacted not only by a listener’s attention level but also by their perceptual filters. Listeners bring a lifetime of cognitive, affective, and behavioral experience to every communication interaction, and that experience influences how they interpret the message received. Cognitive psychologists stress that “we see and hear what we want to see and hear” (Beerel, 2009, p. 54). This perceptual filtering strongly affects what we choose to receive, how we attend to it, and how we interpret it.

Interpretation

After the message is received, attended to, and perceived, the listener moves to the interpretation stage (Edwards, 2011). This requires finding cognitive and sensory “matches” in the working memory. If there is no match, the listening process may well stop, because the listener cannot do anything with the message. However, if there is some way to interpret the message in the working memory, then the visual, auditory, and sensory interpretation enable the listener to make meaning of what they have received. Ideally, this message is consistent with the speaker’s intent, establishing congruence between the listener’s and the speaker’s understanding, resulting in what is known as “listening fidelity” (Mulanax & Powers, 2001). However, it can never be a perfect match because each of us brings a different frame of reference to the communication transaction.

Response

Responses to the interpreted message, then, occur both internally and externally. Internally, the listener stores the received message in the working memory to recall and use it at another time. Externally, the listener provides verbal and/or nonverbal feedback to the speaker to further the communication goals of the encounter. Research has described competent listeners as being “able to manage the conversation by responding appropriately and responding effectively. These individuals can focus on the speaker by providing effective feedback; they don’t interrupt - they understand the message that is being sent to them” (Halone et al., 1997, p. 28).

Throughout the listening process, the listener is influenced by many variables, which impact how he/she functions cognitively, affectively, and behaviorally. Research on listening variables illustrates how genetic variables such as age, gender, cognitive complexity, and culture play a major role in facilitating and/or impeding the way we listen (Wolvin & Coakley, 1996). Another factor is our self-concept as a listener. Some research suggests that many listeners have an inflated view of their listening abilities until they get a more realistic perspective through training in specific listening principles and practices (Ford et al., 2000).



Developing Listening Skills

Listening is central to effective communication, and it is not a simple process. To be a skilled listener, one needs to be fully engaged in all dimensions of the process. This requires the listener to:

Prepare to listen:

- Determine what is your listening objective.
- Match your objective to your speaker's goals.
- Set up the physical and emotional environment to facilitate listening.
- Set aside other thoughts/concerns so you can concentrate on the speaker.

Engage in listening:

- Raise your physical and mental energy level to what is necessary.
- Focus your attention and concentration on the speaker.
- Seek to relate to and understand the speaker's verbal and nonverbal message.
- Encourage the speaker by asking open-ended questions and paraphrases.
- Provide appropriate verbal and nonverbal feedback.
- Store the speaker's message in your working memory.

Deconstruct the listening experience:

- Reflect on how you listened—what worked and what didn't work—to enhance your listening skills for your future communication experiences.

Given the importance of listening skills in the 21st century, educators should include listening in their general education curriculum (Wolvin, 2012). Although students spend 50% to 75% of their classroom time listening to their teachers, peers, or audiovisual materials, listening skills are one of the least taught skills (Jalongo, 2010). Since active listening includes both cognitive and behavioral activities (Janusik, 2010), learners need to practice active listening and internalize it, beyond simply knowing what it is, why it is important, and how to do it (Spataro & Bloch, 2018).

Unfortunately, active listening skills curriculum have been underdeveloped (Brink & Costigan, 2015; Itzchakov & Grau, 2020; Itzchakov & Kluger, 2017). For early childhood, Jalongo (2010) argued that early childhood classrooms need to have a pedagogy of listening, which includes interior listening (i.e., "children reflect on what it means to be in a particular environment"), multiple listening (i.e., "children's and adults' voices are given equal time and respect"), and visible listening (i.e., "using documentation and experiences, such as drawings, photographs, print, and sculpture, as the basis for discussion and interpretation") (pp. 11-12). To promote effective listening skills, Jalongo (2010) also argued that educators and teachers need to become listeners rather than talkers.

Only a few studies alluded to how educators can train and develop students' listening skills (e.g., Caspersz & Stasinska, 2015; Costigan & Brink, 2020; Nemec et al., 2017; Spataro & Bloch, 2018). Mostly focusing on young adults or adults, these studies suggest the interventions to improve listening skills, including using a self-assessment of listening styles, practicing with formula and prompts, listening circle technique, leaderless group discussion, and oral presentation with a question-and-answer time.



Self-Assessment and Reflection of Listening Styles

Self-assessment is an important strategy for measuring, evaluating, and strengthening one's listening skills. As self-reflection tools, self-assessments can introduce learners to the idea of active listening and help them identify their current listening skills and styles (Spartaro & Bloch, 2018).

Self-assessments include the Listening Styles Inventory (LSI) (Pearce et al., 2003), a listening self-inventory (Lambert & Myers, 1994), and the Janusik-Wolvin Listening Inventory (Janusik & Wolvin, 2013). For example, the Janusik-Wolvin Listening Inventory (Janusik & Wolvin, 2013) was designed to enable college students to analyze their listening abilities in each of the dimensions—reception, attention, perception, interpretation, and response.

While we have not collected data on results, Janusik and Wolvin (2013) found it to be useful as a self-reflection tool in both academic classrooms and organizational training seminars. Once learners have identified listening aspects to reinforce and improve, learners can write a brief reflection, and develop a self-improvement plan, focusing on at least one area of listening (Spataro & Bloch, 2018).

It takes considerable self-awareness, self-discipline, and self-motivation to continue your listening development. Finally, “to be a good listener may not require any specific behavior but rather being in a specific state of mind” (Jones, 2016, p. 91). Rost (2020) noted that assessing listening skills necessitates an understanding that the listener “is central to the communication process; whatever meaning is constructed depends crucially on the listener’s background and experience, as well as on the listener’s expectations, motivations, and mindset during the discourse event” (p. 266).

Practicing Active Listening with Formula and Prompts

When practicing active listening, instructors provide four direct instructions: to prepare to listen, ask open-ended questions, paraphrase to capture the speaker’s intention without judgment, and reflect on feelings (Carkhuff, 1972, Nemec et al., 2017). For example, by using a formula, such as “you feel... because...”, naming a feeling and a reason, and listening to them with purpose, people can practice active listening (Nemec et al., 2017). Similarly, people can practice active listening by responding to written and spoken prompts (Nemec et al., 2017). Learners can practice active listening by responding and listening with purpose.

Listening Circles Technique

Active listening can also be trained and practiced by groups. For instance, listening circles techniques require the willingness of group members to focus on a receptive and thoughtful process of speaking and listening, rather than formal opinionated discussion (Itzchakov & Kluger, 2017). The listening circle uses three foundations. First, everyone speaks with intention. Second, participants need to listen with attention and be respectful. Third, participants need to be aware of the impact of their contribution as a speaker and a listener. Once all participants learn about the foundation, each participant takes a turn to talk using an object to signal the time to talk (Itzchakov & Kluger, 2017). Listening circles techniques effectively increased self-awareness and reduce social anxiety (Itzchakov & Kluger, 2017).

Leaderless Group Discussion and Presentation with A Question-and-Answer Time

Similarly, people can practice active listening through leaderless group discussions and intense Q&A sessions followed by the presentation. Leaderless group discussion uses small groups to solve assigned problems without designating a leader (Costigan & Brink, 2020; Costigan & Donahue, 2009). The students are asked to read the short description of the problem, individually think through the problem and possible solutions, and then discuss it with the group. Conversely, an oral presentation with a question and answer (Q&A) time includes an individual presentation followed by an intense Q&A session (Costigan & Brink, 2020).

Additional Teaching Materials and Application Exercise

Additionally, researchers also introduced teaching materials, such as the textbook chapter on active listening (Locker & Kienzler, 2015), articles like the best advice I ever got (Chiquet, 2008), a brief article and video on active listening, an episode of the U.S. television series Everybody Loves Raymond demonstrating active listening strategies (Season 2, Episode 2) (Sparato & Bloch, 2018). Instructors also encouraged learners to apply active listening skills in their lives and write a brief reflection, including an incident where they applied active listening skills in their work or personal life, specific active listening skills they applied, and an explanation of how this application impacted the communication (Sparato & Bloch, 2018).

The interventions and curriculum to foster and nurture active listening skills can be further developed. Itzchakov and Grau (2020), in their review of research on listening training and development, reminded us that effective listening is more than “resisting the desire to talk” and “involv[ing] subtle verbal and nonverbal behaviors, as well as an open, curious, and non-judgmental mindset, requir[ing] time, effort, motivation, skill, and, most importantly, practice” (p.2). Additional research is needed to further develop the teaching method and materials.

Assessing Listening Skills

Developing and using listening skills as a communicator in both your personal and professional life also requires awareness and analysis of how you functioned in communications with others. The complexity and competency dimensions of listening as communication has been examined extensively through an analysis of 53 listening research scales (Fontana et al., 2015). Specifically, most listening scales commonly assessed responding or giving feedback, asking questions, and using nonverbal communication (Fontana et al., 2015). In Worthington and Bodie's (2018) extensive summary of listening assessment, they noted that most listening measures have been designed to assess attention, comprehension, and retention (p. 70).

Listening researchers have developed various self-assessments to help listeners reflect on their listening abilities (Janusik & Wolvin, 2013; Brownell, 2020; Cooper & Buchanan, 1999; Worthington, & Bodie, 2018) (see Self-Assessment of Listening Styles). Additionally, researchers have used the listening comprehension assessments for young children and self-reported assessments for adults.

Listening Comprehension Assessment

Listening comprehension is “the young children’s ability to understand what they hear” (Jalongo, 2010, p. 4). Listening comprehension has been widely used to study how children’s listening develops throughout childhood (e.g., Alonzo et al., 2016; Language and Reading Research Consortium, 2017; Lovett et al., 2012). While there is no agreement about listening comprehension’s constructs, measures of listening comprehension vary by studies (Language and Reading Research Consortium, 2017). The Language and Reading Research Consortium (2017) operationalized listening comprehension as “the understanding of written discourse that has been read aloud” (p. 1279). In their study, children listened to passages (e.g., expository and narrative texts) and answered to open-ended, inferential and non-inferential questions.

Self-Reported Assessment

Self-reported assessments include the Active Listening Attitude Scale (ALAS) (Mishima et al., 2000; Kourmousi et al., 2017).

Active Listening Attitude Scale (ALAS). The Active Listening Attitude Scale (ALAS) was developed to measure a “person-centered attitude” and “active listening” and changes after active listening training (Mishima et al., 2000, p. 114). As big manufacturer companies recognized the importance of listening and interpersonal relationships on job stress and mental health, these companies employed the ALAS to evaluate their managers’ active listening skills (e.g., Ikegami et al., 2010). Additionally, the ALAS was used to test Greek educators’ active listening attitudes (Kourmousi et al., 2017). The ALAS included three subscales:

- Listening Attitude (13 items, reverse scoring), which refers to “empathic understanding” or to “unconditional positive regard” (e.g., “I hurry him/her into talking faster”);
- Listening Skill (11 items), which describes more technical aspects of active listening and secondarily “empathic understanding”, “congruence” or the utilization of active listening (e.g., “I pay attention to his/her unexpressed feelings”); and
- Conversation Opportunity (7 items) (e.g., “People feel easy to talk to me”), which mainly measures the utilization of active listening (Kourmousi et al., 2017, pp. 3-4).

Participants were asked to choose the responses that best reflected their ordinary listening style in their workplace (i.e., school). A score for each subscale was the sum of the respective items.



Table 1. Active Listening Attitude Scale**Listening Attitude**

- I begin arguing with the other person before I know it while I'm listening to him/her.
- I begin to talk before the other person finishes talking.
- I inadvertently see the other person from a critical viewpoint.
- I listen to him/her absent-mindedly.
- I talk offensively when I'm in a bad mood.
- I tend to deny the other person's opinion when it's different from mine.
- I tend to hurry the other person into talking faster.
- I tend to persist in my opinion while talking with others.
- I tend to talk in a directive and persuasive way while talking with others.
- When I want to say something, I talk about it even if I interrupt the other person.
- While listening, I tend to talk to the other person sticking to his/her trivial words.
- While listening, I get irritated from not understanding the other person's feelings.

Listening Skill

- I listen to the other person paying attention to his/her unexpressed feelings.
- I listen to the other person paying more attention to the changes in his/her feelings than to the contents of his/her talk.
- I listen to the other person calmly while he/she is speaking.
- I listen to the other person putting myself in his/her shoes.
- I listen to the other person summarizing in my mind what he/she has said.
- I sometimes give the other person a brief summary of what he/she has said.
- I tend to listen to others seriously.
- I'm aware of my own feelings while I'm listening to others.
- I'm pleased that I have given some advice to the other person.
- When the other person is hesitating, I give him/her a chance by saying "For example is it like this?"

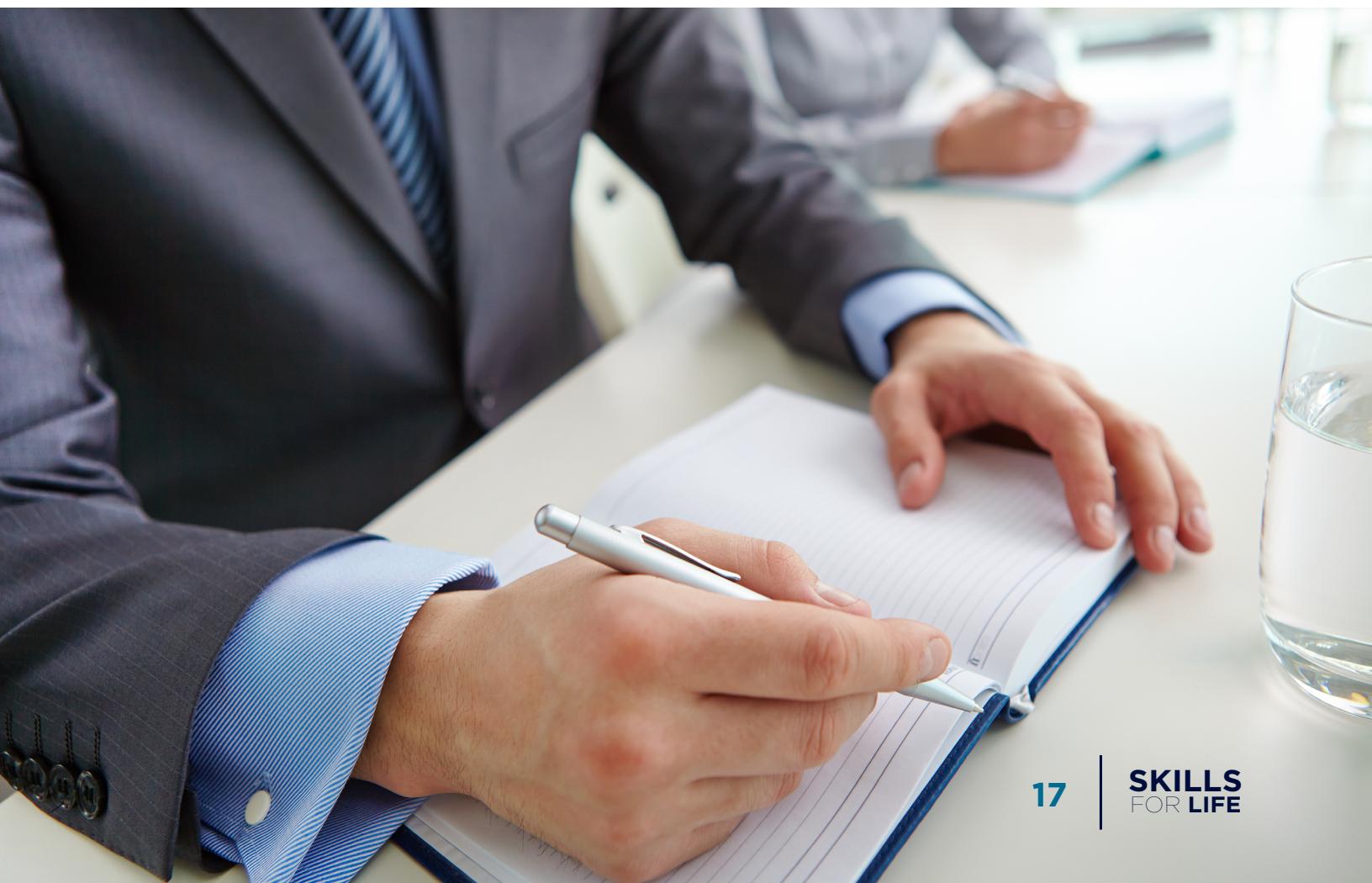
Conversation Opportunity

- I can listen to other persons' worries but I can't confide in mine.
- I don't talk with someone else unless I have something I have to talk about.
- I express my feelings straightforwardly.
- I talk with others personally.
- I'm asked for my advice by other people.
- I'm the kind of person whom people feel easy to talk to.
- I'm willing to say something to others usually.

Source: Kourmousi et al. (2017)

Conclusion

Given the crucial roles of listening skills in human development, academic and work performance, and individuals' well-being, policymakers need to help develop and use listening skills. The ways to develop and assess listening skills discussed in this brief can be useful. Still, given the limited number of interventions and measurements, more research is needed to develop them. Specifically, despite their importance, we do not have ways to assess and certify communication skills (Mateo Diaz et al., 2022). Pioneering listening researcher Ralph Nichols (1980) reminded us that "the most basic of human needs is the need to understand and be understood, and the best way to understand people is to listen to them" (p. 4). Given the economic, social, health, and environmental challenges throughout the world, we need to listen now more than ever.



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Annex 1. Janusik/Wolvin Listening Inventory

Disclaimer: Author's adaptation from Janusik/Wolvin Student Listening Survey In Berko, R.M., Wolvin, A.D., Wolvin, D.R. & Aitken, J.E. (2013). Communicating A Social, Career, and Cultural Focus. Boston: Allyn & Bacon, pp. 82-83. All rights reserved to the authors.

JANUSIK/WOLVIN LISTENING INVENTORY

Directions: You have learned about the process of listening that includes the five stages of Reception, Attention, Perception, Assignment of Meaning, and Response. As a process, listening can derail at any of the five steps. This inventory will help you to identify your strengths and weaknesses as a listener. After reading each statement below, code the item with the most appropriate response to your listening habits.



1. _____ I block out external and internal distractions, such as other conversations or what happened yesterday when someone is speaking.
 2. _____ I feel comfortable asking questions when I don't understand something the speaker said.
 3. _____ When a speaker uses words with which I'm not familiar, I jot them down and look them up later.
 4. _____ I identify the speaker's credibility while listening.
 5. _____ I paraphrase the speaker's main ideas in my head as he/she speaks.
 6. _____ I concentrate on the main ideas instead of the specific details.
 7. _____ I am able to understand those who are direct as easily as I can understand those who are indirect.
 8. _____ Before making a decision, I confirm my understanding of the other person's message with her/him.
 9. _____ I concentrate on the speaker's message even when what she/he is saying is complex.
 10. _____ I really want to understand what the other person has to say, so I focus solely on his/her message.

11. ____ When I listen to someone from another culture, I understand that the speaker may use time and space differently, and I factor that into my understanding.

12. ____ I make certain to watch speakers' facial expressions and body language for further clues to what they mean.

13. ____ I encourage the speaker through my facial expressions and verbal utterances.

14. ____ When others are speaking to me, I make sure to establish eye contact and stop doing other tasks.

15. ____ When I hear something with which I disagree, I try to get past my disagreement to understand the speaker's point.

16. ____ When an emotional trigger is activated, I recognize it for what it is, set aside my feelings, and continue to concentrate on the speaker's message.

17. ____ I try to be sure that my nonverbal response matches my verbal response.

18. ____ When someone begins speaking, I focus my attention on her/his message.

19. ____ I understand that my past experiences play a role in how I interpret a message, so I try to be aware of their influence when listening.

20. ____ I attempt to eliminate outside interruptions and distractions.

21. ____ I look the speaker in the eye to focus on her/his message.

22. ____ When a message is complicated or highly technical, I work at understanding it.

23. ____ I try to understand the other person's point of view and why she/he feels that way even when it is different from what I believe.

24. ____ I am non-judgmental and non-critical when I listen.

25. ____ As appropriate, I self-disclose a similar amount of personal information as the other person share with me.

SCORING

Directions: Write your responses from the previous page in the appropriate positions. For example, if you gave yourself a "3" for the first statement, transfer the 3 to the first slot under Reception. When you've transferred all of your scores, add up all five scores for each step. The step with the highest score is your strength. The step with the lowest score is the step that can use the most improvement.

Assignment				
Reception	Attention	Perception	Of Meaning	Response
1._____	5._____	3._____	4._____	2._____
9._____	10._____	6._____	7._____	8._____
12._____	14._____	15._____	11._____	13._____
18._____	20._____	16._____	19._____	17._____
21._____	22._____	23._____	24._____	25._____
Total _____	_____	_____	_____	_____

Now add up your scores for all five steps and use the following as a general guideline:

250-225 You perceive yourself to be an outstanding listener.

224-200 You perceive yourself to be a good listener, but there are some steps that could use improvement.

199-175 You perceive yourself to be an adequate listener, but attention to some steps could improve your listening effectiveness.

174-0 You perceive yourself to be a poor listener, and attention to all of the steps could improve your listening effectiveness.

Consider the following questions:

1. In which step or steps did you excel? What do you consciously do as a listener?
2. Which step or steps indicated the most need for improvement? What specific actions could you take for each step to improve your listening effectiveness?

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21st Century Skills is an initiative led by the Inter-American Development Bank (IDB) that brings together public and private sector stakeholders. The initiative strengthens learning ecosystems to equip Latin American and Caribbean citizens with transversal skills.

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