

Mark Brady, *Right Listening* (Langley, WA: Paideia Press, 2009), 103 pp.

Mark Brady believes that listening is a life-changing and love-affirming activity. Listening is something that most human beings do and need to do. The book provides many practical tips on how to listen more attentively and effectively to others. He has divided the book into four sections: (1) I just need you to listen to me. (2) Listen and understand me. (3) What is it you're not saying? (4) Sit down here and tell me about it. In each section he identifies twelve dimensions of listening that serve to enhance your quality of listening to another person. At the end of each section which focuses on an aspect of listening he provides a way to practice this specific aspect of listening.

As an ACPE supervisor, I have been involved in teaching and modeling quality listening skills. I found that I resonated with many of the listening skills that he included in his book. I chuckled when I read a quote in the opening pages of the book which I have personally used many times as a key reason for teaching and developing the skill of quality listening. Brady quotes David Augsburger, "Being listened to is so close to being loved that most people don't know the difference."

I found that I became frustrated as I read the book. Each listening skill is described on a single page. Each page ends with a practice exercise. After reading the first few pages he had already suggested practical exercises that could take days or weeks to complete and I was only on skill seven or eight! I knew that Brady described fifty-two listening skills. When would I ever have the time?

I also noticed that there were very few examples. I was looking for samples of how these listening skills were applied. I wanted to read about listening in action. Because I have taught listening skills most of my professional life, I was able to provide my own examples. For the person who is more of a novice who is reading this book, reading one after another after another listening skill could be overwhelming. The beginner might not necessarily understand what Brady is referring to.

Given these two drawbacks to the book, I concluded this book could easily be a resource book for teachers who are teaching listening skills. The fiftytwo skills are certainly comprehensive. The practice exercises certainly have potential for learning more about listening. The suggestion at the end to create a community in which listening would be practiced and the members of the community would be supportive of each other learning to listen better certainly has great merit. This book could easily be a companion to any program or course that teaches or utilizes quality listening as part of its curriculum.

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