

Career Development

DeCaro, J., Mudgett-DeCaro, P., & Dowaliby, F. (2001). Attitudes toward occupations for deaf youth in Sweden. *American Annals of the Deaf*, 146(1), 51-59. [AN 1801]*

The study investigated the expressed advice of parents, teachers, and Deaf community leaders regarding careers for deaf students in Sweden. The research was conducted: (a) in a country where consensus has been achieved on recognition and accommodation of the educational needs of deaf students; (b) in a city with a very high concentration of deaf individuals, a continuum of educational facilities, and support for deaf students ranging from preschool through college; and, (c) in a community with a strong and active deaf organization and parent organization.

Foster, S., & MacLeod, J. (2003). Deaf people at work: Assessment of communication among deaf and hearing persons in work settings. *International Journal of Audiology*, 42 S128-S139. [AN 1829]

This paper focuses on the assessment of communication among deaf and hearing persons within work settings. The paper is organized into two sections. In the first section, findings are presented from an ethnographic study of deaf professionals who have achieved relative success in their employment. The results from this study provide the foundation for a model of communication in work settings, presented in the second section of the paper. This model uses an ecological approach, focusing on assessment of communication at the individual level as it occurs within the broader context of organizational culture, influenced by national trends regarding legal rights, technological advances, and social awareness/attitudes towards deafness.

Foster, S., & MacLeod, J. (2004). The role of mentoring relationships in the career development of successful deaf persons. *Journal of Deaf Studies and Deaf Education*, 9(4), 442-458. [AN 1797]

A qualitative study of deaf graduates of Rochester Institute of Technology in New York State who became supervisors in primarily hearing work settings found that having a mentor was a primary and persistent element in their career success. In the deaf individual's early years, generally it was a family member or teacher who conveyed a belief in that individual's abilities, encouraged effort, and helped instill self-esteem and confidence. Parents were often their strongest advocates, and teachers were their advisors and facilitators. In the work setting, a supervisor or coworker often served as a mentor by coaching, advising, and teaching the individual what they needed to know to succeed on the job. In many ways, these "informal" mentors provided the foundation that enabled the deaf individual to break through what are often barriers to career success despite their skills and abilities. The various forms of mentorship and their impact on deaf college graduates are explored.