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A
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for Professionals
Networking for
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in
Service Delivery
with Individuals
who are Deaf or

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JADARA

The official publication of ADARA

An Organization for Professionals
Networking for Excellence in Service Delivery
with Individuals who are Deaf or Hard of Hearing

Co-Editors
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EDITORIAL POLICY AND GUIDELINES

JADARA seeks to publish manuscripts containing original scholarly research or practice in the field of deafness with school, community, clinical, social service, or other related applications. The journal is also an excellent venue for curricula, book and test reviews in the field. Letters to the editors are also welcome. Guidelines for authors are as follows:

Appropriate manuscripts must relate to deafness and should number between 2,500 and 4,500 words. Appropriate book and test reviews must also relate to deafness and should number between 800 and 1,400 words. Authors should prepare manuscripts according to the Publication Manual of the American Psychological Association (5th Ed., 2001) and the journal's full editorial policy. All written permissions for materials such as figures, tables, extensive quotes, clip art, and other materials taken directly or adapted from another source are the author's responsibility, as are payment of any fees the copyright holder may require.

Manuscripts must be prepared in MS Word and submitted to the editors by electronic mail. All manuscripts should be well-organized and concise so that the development of ideas is logical. Each manuscript must have an abstract of 100 words or less. Manuscripts should include keywords for the manuscript subject matter and all co-author's names, titles, and addresses including electronic mail addresses. Manuscripts under consideration by another periodical should not be submitted to JADARA.

Manuscripts will be acknowledged upon receipt. Following preliminary review by the editors, manuscripts will be sent, author's name(s) deleted, to members of the editorial review board. Authors will be notified when manuscripts are selected for publication. Manuscripts not accepted after review will be returned for revision, or rejected as unacceptable for the journal. This process typically takes about thirty calendar days.

Manuscripts and book or test reviews may be sent to the e-mail address listed below. Questions regarding publishing in JADARA should be directed to the editors. Thank you for considering JADARA for your next publication venue.

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EDITORIAL: **CHANGES ARE COMING**

Gabriel I. Lomas, *University of Houston-Clear Lake*

At a time that Americans are looking forward to political change, I thought it would be appropriate that I address changes in the future of our journal. In the summer of 2007, Dr. Feldman and I were appointed by the ADARA board as new co-editors of JADARA. When that happened, we made commitments to the board to make adjustments to the journal. Perhaps readers have already noticed some changes to JADARA. A few of the essential changes are addressed below.

Print Schedule

Printing the journal on a timely schedule is a complex task. All journals are driven primarily by the manuscripts submitted to its editors. For a variety of reasons, manuscript submissions had been low in the past (this situation is beginning to improve). One of the reasons for the low submission rate is addressed below in Indexing. Still, all manuscripts must be reviewed for quality of research and quality of writing. Once articles are selected, the JADARA editor(s) send them to a professional writing company where the journal is once again edited and is prepared for printing. Next, it is sent to a printing company where it is published. Once printed, the journal is shipped to the Alabama School for the Deaf where consumers apply the mailing labels, sort the journal, and then mail it.

From start to finish, this process sometimes takes several months. Most journals speed up this process by using a publishing company. However, using a publishing company is quite costly and is not reasonable for our journal at the current time. Until our financial situation improves, JADARA will likely continue to be self-published. Thus, the date that your journal comes into your mailbox will likely continue be somewhat inconsistent. To improve this situation, our board has voted to have our current printing company perform the mailing tasks starting in 2009. With this change, the journal will go into the mail the same day it is printed. We are doing our best to keep JADARA current and printed on a timely schedule.

Quality

Professional journals aim to publish the highest quality manuscripts. Studies using the most rigorous research methods must be selected over those with weak or unacceptable research methodology. In recent years, our government and various professional associations have established higher standards for research. An example of this can be found on-line at the What Works clearinghouse (http://ies.ed.gov/ncee/wwc/) where readers can click on "Reference Resource" then "Standards." Some feel that the government's focus on higher quality research has served to favor quantitative methods over qualitative or mixed studies (Chatterji, 2004). Chatterji argued that mixed-method studies can offer readers more in-depth information than single method studies. This journal seeks to publish both single and mixed-method studies that meet high standards for research. As long as the writing conforms to standards of scholarly publications, manuscripts that offer practical applications, case studies and test reviews are also welcome.

Indexing

Since 1972, JADARA has been indexed with the PsychINFO database, managed by the American Psychological Association. For an unknown reason, the journal was discontinued from their databases in 1998. Indexing a journal means that it is listed with one of the recognized on-line databases. Indexing helps researchers and students find articles on desired topics when databases are searched. When a journal is not indexed, retrieving the rich data found in the articles is essentially impossible. For this reason, Dr. Feldman and I had JADARA re-indexed with PsychINFO in 2007. Indexing JADARA was a critical step forward as it ensures that the studies found in the pages of this journal are alive and accessible for many years to come. Recently, we were also approved for indexing with EBSCO. EBSCO is a leading company that makes many articles available to researchers in a full-text format. Dr. Feldman and I anticipate that more researchers will notice this positive step and choose JADARA for future publications. We hope that we will be able to offer readers more articles with excellent research methodology due to our efforts at indexing.

Editorial Review Board

The editorial review board has served this journal well for many years. Dr. Feldman and I decided to make a change with the review board, also to

improve the journal. Beginning in 2009, reviewers will serve four-year terms instead of the indefinite terms we had in the past. This is a positive move for JADARA as it makes our journal more consistent with the practices of other leading journals. This is also a positive sign for the field of deafness and social sciences. Currently, there are a number of professionals who conduct the type of research that this journal aims to publish. Having term limits on the editorial review board will allow for others to serve the journal, giving readers fresh and diverse perspectives.

Aesthetics

Finally, for many years this journal has been printed by a small printing company that stapled the spine. However, newer technology allows for small journals to be bound like a small book or "perfect binding." Recently, the board engaged in an agreement with a new printer that has a history of printing journals for a number of universities and professional associations. The result is a better look and feel for JADARA. The journal now has a printed spine, a glossy cover, and a more-professional look.

Dr. Feldman and I hope that all of these changes in the journal serve to improve JADARA overall. I hope to see the journal evolve into a top-tier journal that presents both practical and high-quality studies in deafness and social sciences. When I think of our journal, I look forward to the future with optimism and confidence.

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IS SPEECH INTELLIGIBILITY OF DEAF AND HARD OF HEARING PEOPLE A BARRIER FOR OCCUPATIONAL COMPETENCE?

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Abstract

The goal of the study was to evaluate the relationships between Speech Intelligibility (SI) and Occupational Competence (OC) of young deaf and hard of hearing (D/HH) adults. Thirty-six young adults completed SI and OC self-report questionnaires. The results indicated that occupations requiring less communication were considered to be more suitable than those requiring more communication. The level of prestige did not have a significant influence upon the ratings. SI was not found to be related to OC. The results suggest that D/HH young adults did not consider SI to be a barrier in the vocational domain.

Keywords: speech intelligibility, occupational competence, hearing impairment

Introduction

Disability affects development both directly and indirectly. The nature and severity of the condition affect development directly because they impose limitations upon the individual's functioning. Indirectly, the disabling condition evokes emotional and social responses in the individual as well as in significant others in one's social environment (Wright, 1983). Others' perceptions of the disability influence their behavior toward the person, who senses their behavior. Hence, the individual's development is affected both by their own perceptions and by those of others. These reciprocal perceptions lay the groundwork for the socio-emotional development of the individual with a disabling condition, particularly with regard to self-image and attitude toward self. Self-image and attitudes manifest themselves in self-efficacy with regard to various aspects of life, including career development variables such as occupational competence. One of the leading theoretical frameworks that guide many researchers in their attempts to understand the effects of external and internal barriers on an individual's career development is Social Cognitive Career Theory (SCCT). This theory is a leading conceptual approach in understanding career development in general, as well as the career development of specific groups (e.g., people

with hearing impairment) (Betz & Hackett, 2006). This theory attends explicitly to the roles of environmental and other contextual variables that can support or hinder the development of career interests, goals and attainment (Lent et al., 1994), and therefore, is particularly relevant for increasing an understanding of career development of underserved populations such as people with disabilities (Betz, 2000). The extent to which hearing-impaired individuals believe they will be capable of succeeding in certain jobs is a powerful determinant in career choice and development (Read, 1994).

As a result of their hearing loss, many individuals with hearing impairment have typical voice and speech characteristics which may affect their speech intelligibility (Bench, 1992; McGarr, 1987; Ling, 1994; Monsen, 1983). Previous research reported on the effect of speech intelligibility upon successful interaction with hearing individuals, as well as on the attitudes towards the speaker (Most, Weisel, & Tur-Kaspa, 1999). Thus, speech intelligibility may affect self-image, as well as competence, with regard to career plans.

The present study examined how deaf and hard of hearing (D/HH) adults evaluated their occupational competence, focusing upon the effect of their speech intelligibility upon these evaluations.

Speech Intelligibility

Speech intelligibility (SI) is a main factor in spoken language communication. In addition to affecting one's ability to communicate ideas, feelings and experiences efficiently and successfully, it has an effect upon interpersonal aspects and on others' perception of the D/HH persons (Most, Weisel, & Lev Matezky, 1997; Most, Weisel, & Tur-Kaspa, 1999). Most et al. (1999) showed that attitudes towards children with poor SI were significantly less positive than towards children with good SI. As SI increased, peers' attitudes regarding these children's cognitive abilities and personality features improved. Some of the earlier research studies reported that SI influences others' ability to interact with a child. Markides (1989) found that although 27% of D/HH children reported having a hearing friend, only 3% of hearing children reported having a D/HH friend. Hearing children explained that they do not have D/HH friends because they do not understand what D/HH children say. Thus, in the case of D/HH children, the ability to communicate, and especially the ability to use spoken language for

communication, constitutes a central factor affecting social relationships, particularly with hearing individuals. Most (2007) found that the SI of D/HH students in general education was related to their level of loneliness. The majority of the above studies dealt with young students but their results suggest that SI has a distinct influence upon the individual's level of self-esteem in general, and upon their occupational competence in particular.

Deaf Persons' Employment and Occupational Competence

The study of the employment characteristics and occupational competence of D/HH individuals is exceedingly important for two reasons: First, the employment status of D/HH people is very problematic. For example, Punch, Hyde & Creed (2004) reported that in spite of their normal intellectual and cognitive skills, less D/HH individuals continue to study towards higher degrees compared to individuals with normal hearing, and they are hired for less prestigious jobs. They also reported higher rates of unemployment among D/HH individuals.

MacLeod-Gallinger (1992) compared the employment characteristics of 4,917 deaf high school graduates with national data in the United States and found higher rates of unemployment among the deaf sample. Deaf women without college education had higher unemployment rates than comparable deaf men as well as hearing women and men. In addition, deaf employees frequently worked in lower paying occupations than hearing employees. Furthermore, salary disparities were evident between deaf and hearing workers, even in professional positions. In a demographic study of the Israeli deaf population's employment characteristics, Sela and Weisel (1992) found that 37% of their sampling were unemployed. Only a small percentage of those who were employed held prestigious positions which required high levels of professional training, such as in engineering, science or academia. Most of the employed individuals held low prestigious positions and most of them were not promoted in their jobs.

Second, competence is a fundamental determinant of one's career development. A number of research studies examined the occupational competence (OC) of D/HH people and of people who reported their expectations from D/HH individuals (e.g., DeCaro, Evans & Dowaliby, 1982; DeCaro, Mudgett-DeCaro, & Dowaliby, 2001; Hurwitz, Weisel, Parasnis, DeCaro, & Savir, 1997; Maruggi, 1983; Parasnis, DeCaro & Raman, 1996;

Parasnis, Samar, & Mandke, 1996; Weisel, 1998). In these studies, OC was measured by presenting participants with a list of occupations and asking them to indicate whether each occupation was suitable for a deaf person (e.g., Parasnis, Samar, & Mandke, 1996) or whether they would recommend that the target person (deaf or hearing) work in each of the listed occupations (e.g., Hurwitz et al., 1997). The participants in most of these studies included hearing persons such as parents and teachers of deaf students. Several studies in different countries followed these procedures, which consisted of analyzing the number and type of suitable/recommended occupations considered (e.g., DeCaro, Evans, & Dowaliby, 1982; DeCaro et al., 2001; Hurwitz et al., 1997; Maruggi, 1983; Parasnis, DeCaro, & Raman, 1996; Parasnis et al., 1996; Weisel, 1998). DeCaro et al. (2001) noted that these studies generally revealed lower evaluations of the OC of deaf persons than of hearing persons, despite the different cultures in the different countries studied. Specifically, the studies' participants tended to limit the scope of possible occupations for this population and relegated them to technical jobs, or jobs not requiring communication. When making these evaluations, there was a tendency to ignore the individual's personal qualities and attributes and concentrate instead upon the hearing impairment (Punch, Creed, & Hyde, 2004).

The few studies that included deaf participants themselves showed similar results. Hurwitz et al. (1997) found that deaf Israeli participants tended to have lower evaluations of competence of deaf individuals in comparison to their evaluations of hearing individuals. Schroedel's (1992) review of the literature on deaf individuals' occupational expectations concluded that deaf persons had relatively low expectations; they were often more inclined than hearing persons to specify that "blue-collar" jobs were more suitable. The target in the above-mentioned studies was "a deaf person" in general. The present study, in contrast, focused on the subjective evaluation of the D/HH individual through the use of self-report questionnaire on OC.

Furthermore, most of the research in the area of career development among both people with hearing disabilities and people with normal hearing focused upon working adults or adolescents. Recently, there has been empirical attention paid to a unique period of development of hearing young adults – that of emerging adulthood (Arnett, 2000). During this period of life (ages 18-29) the young people are exposed to a variety of types of jobs. The studies that explored this unique period showed that attitudes and work

experiences during this period influenced the young adults' careers (e.g., Barnet, Garies, James, & Steele, 2003; Cinamon, 2006). Research in this area among young adults with disabilities is sparse.

In sum, the present study focused upon the self-reported OC of D/HH young adults in relation to self-reported SI. We expected that D/HH young adults would feel less competent regarding occupations which require communication and which are relatively more prestigious, particularly when they feel that their speech isn't intelligible enough. Thus, we assumed that better SI would be related to higher reports of occupational competence: If they felt that it was easier to understand them, they would consequently feel more competent.

Method

Participants

Thirty-six participants (16 males and 20 females) aged 18-36 ($M =$ 26.94) and (SD = 4.48) participated in the study. The participants were recruited through various organizations that serve D/HH individuals in Israel. All participants had a wide range of sensory neural hearing loss, ranging from moderate to profound. For 20 of the participants, the main mode of communication was the spoken language while the other 16 used simultaneous communication (speech and signs). Six of the participants had cochlear implants and the remaining used hearing aids. Twenty-four of the participants had graduated from regular high schools, in which they had all only studied with hearing students. Twelve of the participants were graduates of regular high schools in which they had studied in small special classes with other D/HH students. Most of the participants (N = 25) were college/university students/graduates and the remaining 11 were high school graduates.

Instruments

The following instruments were used in the present study: occupational competence scale (OC), speech intelligibility scale (SI) and a questionnaire of background information. Since the purpose of the study was to examine the subjective evaluations of D/HH individuals of their OC and their SI, self reported questionnaires were used.

Occupational Competence Scale (OC).

This scale was developed for the present study and was based on Betz and Hackett's Occupational Self-Efficacy Scale (1981). It consisted of a list of 20 professions, categorized according to their level of communication and level of prestige. Thus there were four categories: high communication-high prestige (HCHP), high communication-low prestige (HCLP), low communication-high prestige (LCHP), and low communication-low prestige (LCLP) (Weisel & Cinamon, 2005). For the purposes of the present research study, a list of 50 occupations was presented to 16 undergraduate students, in the communication disorders department at Tel-Aviv University, who were asked to assign each of the occupations to one of the four categories. The final list consisted of 20 occupations about which there was at least 80% agreement (i.e., at least 13 judges were in agreement regarding to which category each item/occupation belonged): six items were included in the HCHP scale, five in the HCLP scale, four in the LCHP scale and five in the LCLP scale. The list of occupations for each scale and the scales' Cronbach alpha coefficients are presented in Table 1. Each participant was asked to mark his/her degree of suitability for each occupation on a 0 to 9 scale, "0" signifying " I'm not competent at all" and "9" signifying "I'm highly competent". The scores for each of the four scales were calculated for each participant by dividing the sum of the scale by the number of items in the specific scale. Thus, the scores ranged from 0 to 9, with the higher score indicating a higher level of competence.

Table 1: The Four Occupational Subscales

HC-HP	HC-LP	LC-HP	LC-LP
Physician	Receptionist	Engineer	Postman
School principal	Salesperson	Senior Accountant	Carpenter
Lawyer	Teacher	Scientist	Maintenance worker
Owner/manager of a big business	Waiter	Computer programmer	Factory worker
Psychologist	Secretary		Security person
Senior bank consultant			
A .84	.74	.87	.79

Speech Intelligibility Scale (SI).

This six-point scale is based upon Subtelney's (1977) prior work. In this scale, 1 represents very poor intelligibility and 6 represents very good intelligibility. The scale included five questions regarding the level of intelligibility when talking to familiar and unfamiliar people on familiar and unfamiliar topics. The score was calculated by dividing the sum of the scale by the number of items. Thus, each participant's score ranged from 1 (very poor SI) to 6 (very good SI). The scale had had a reliability coefficient of .96.

Background Information Questionnaire.

The background information questionnaire contained demographic details, including the participant's age, gender, type and degree of hearing loss, use of sensory aids, mode of communication, work and academic experience.

Procedure

A research assistant met with the participants in their clubs or their homes. After receiving their agreement to participate in the study, each was presented with the list of 20 occupations and was requested to mark, on a scale of 0-9, the degree of their competence to perform each of the occupations. The SI evaluation and the background questionnaire were administered next. The participants completed all the questionnaires in approximately 15 minutes.

Results

Table 2 presents the OC mean scores and their standard deviations. A repeated measures MANOVA with communication and prestige as two of the factors revealed a significant effect of communication [$F(1, 35) = 13.94, p < .001$]. Occupations requiring more communication received lower scores than those requiring less communication. There was no significant effect with regard to prestige and no significant interaction effect between communication and prestige.

The mean intelligibility score for the group was 5.14 ($SD = 1.09$, *min* = 1.66, *max* = 6). In order to evaluate the relations between SI and the four categories of OC (HCHP, HCLP, LCHP, LCLP), Pearson correlations were

performed. No significant correlations were found ($p > .05$). The obtained correlation coefficients were ($r = .01$, $r = .29$, $r = .27$, $r = .12$, respectively).

Table 2: Means and Standard Deviations of Occupational Competence

	M	SD
HCHP	5.36	2.38
HCLP	4.77	2.26
LCHP	6.34	2.75
LCLP	6.29	2.15

No significant relationships were found between OC categories and demographic variables such as age, gender and degree of hearing loss.

Four simultaneous linear regression analyses were conducted to predict the OC in the four categories according to six variables: gender (male/female), type of inclusion in high school (individual/group), mode of communication (spoken/spoken + signs), level of higher education (high school/postsecondary education), work status today (employed/unemployed) and SI. Only the model of high prestige occupations requiring low communication (LCHP) was found to be significant [$F(6,27) = 2.99$, $p < .05$]. The type of inclusion in high school was the single predictor that significantly contributed to the explanation of the LCHP variance ($F = -2.49$, $p < .05$). Participants who had been included individually in regular classes with hearing children had higher evaluations of competence than those who had studied in small classes with other D/HH children.

Discussion

The goal of the present research study was to examine the self-reported occupational competence of young D/HH adults and to assess the relationship between this evaluation and their own assessment of their SI. The occupational competence scale included various occupations that differed with respect to their level of prestige and with respect to the required communication.

The results of the present study supported the hypothesis that occupations requiring more communication receive lower scores than those requiring less communication. This finding reflects the fact that the participants were aware of their difficulties as a result of their hearing loss. Although most of the individuals used spoken language as their main mode of communication,

they may still confront many difficulties, such as communication in the presence of background noise, communication in a group (such as in meetings) or communication over the telephone. These situations remain problematic for the population with hearing loss (Punch et al., 2004). In fact, personal comments in the questionnaires by some of the participants pointed to these types of concerns, such as, "My hearing loss will be an obstacle in communicating with my colleagues as well as with customers, etc."

The finding of no difference in competence scores for occupations differing in their prestige was not expected, but it was, nevertheless, very encouraging. This finding contradicted previous research which had reported that individuals with hearing impairment had been assessed by either hearing or D/HH individuals themselves as suitable mainly for low prestige jobs that do not necessarily reflect their ability and skills (Weisel & Cinamon, 2005). However, it should be noted that previous research reports were concerned mostly with deaf populations (e.g. Punch et al., 2004; Sela & Weisel, 1992). The sampling of the present research study consisted of both deaf and hard-of-hearing individuals, most of them using spoken language as their main mode of communication. As noted, the participants in the present study considered themselves to be more competent. It is possible that this finding was a result of the fact that most of the participants were graduates of regular educational programs and moreover, many were either college students or college graduates. Their personal experiences in coping with the various difficulties in the hearing world might have been a factor that strengthened their beliefs and expectations with regard to their occupational capabilities. Another explanation for these results might be the fact that technology has improved a great deal in recent years, a fact which may have had an effect on these young people's self-evaluation of occupational competence. On one hand, sensory aids such as hearing aids, cochlear implants and FM systems provide better audibility, and consequently, better interaction with hearing people. On the other hand, the variety of technologies such as fax, e-mail communication, short message service (SMS) etc., which are common today in many highly presigious occupations, do not require the use of hearing in communication. Bat-Chava, Deignan, & Martin (2002) reported that, unfortunately, although there are technological solutions for the difficulties facing the D/HH population, these solutions are often not implemented. In fact, personal comments on the questionnaires by some of the participants indicated that "hearing impairment is only an obstacle if the work environment is not open to adaptations or changes that need to be

done." Future research studies should be carried out to continue examining if, in fact, along with the higher evaluation of occupational competence by the D/HH individuals themselves, there is also an improvement in their employment status.

Along the line of the above discussion, the mean SI of the present sample was high ($M = 5.14$). This high mean may result from a variety of factors: First, 11 of the participants were post-lingually hearing-impaired, i.e., they had acquired their hearing loss after the age of three, and thus, their normal accessibility to the spoken language during their early years allowed for good intelligibility. Second, although the other 25 participants were pre-lingually deaf, i.e., the age of onset of their hearing loss was either at birth or within the first two years of their lives, they had received early and efficient aural-oral intervention which led to an intelligible speech. The results also revealed significant differences in the SI scores of those participants who had been individually enrolled in regular classes with hearing children during their high school years, and those of the participants who had been enrolled in special classes with other D/HH students. The first group had higher SI evaluations ($M = 5.27$) than the latter ($M = 4.43$). This finding is not surprising and conforms to the results of another study (Most, 2007). Students in individual inclusion regularly rely solely on spoken language to interact with their speaking environment, whereas students in group inclusion (special classes) may use simultaneous communication and are not as dependent upon their speech; hence, much more effort must be invested in the former group's spoken modality. However, these findings should not be interpreted to mean that better SI on the part of the participants who had been enrolled in individual inclusion settings, when compared to that of those in the group inclusion (special classes) settings, was a direct result of the programs themselves. Good SI is one of the factors taken into consideration when placing a child in one setting or another and therefore, cause-effect conclusions cannot be drawn.

Finally, with regard to the relatively high score on SI, it should be noted that the evaluations were based on self-reports. Nevertheless, informal observations and impressions of the participants' good SI were also made by theresearch assisstant who collected the data. It is recommended that in future research studies, data on SI be collected more formally by objective measures as well.

Based on the above discussion, one might argue that the present sampling is not representative of the population because of the high score of SI. However, it can also be argued that with early detection of hearing loss, and improved and early rehabilitation, such as we are facing today, the characteristics and the accomplishments of this sampling are not unique. Today, with universal hearing screening being implemented in many countries, hearing impairments are even detected in newborn babies (Joint Committee on Infant Hearing, 2000; National Institutes on Deafness and Other Communication Disorders, 1993). This early detection leads to early intervention. For example, in some cases, cochlear implants are already fitted during the child's first year (James & Papsin, 2004). These early interventions reduce the negative effects of the hearing loss on the development of different aspects of spoken language (e.g. Blamy et al., 2001; El Hakim, Abdolell, Mount, Papsin, & Harrison, 2002; Kirk, Miyamoto, Lento, Ying, Oneill, & Fears, 2002; Miyamoto et al, 2003; Yoshinaga-Itano, Sedey, Coulter, & Mehl, 1998). Thus, as a result of these developments, many children with hearing impairments who would previously not have gained much benefit from auditory rehabilitation, can now acquire spoken language and are integrated into regular classes with hearing children, where spoken language is the mode of communication. In fact, the rates of hearing-impaired children who are integrated into regular educational settings are on the rise in many countries (Zandberg, 2005).

To summarize, currently there is a predominance of individual integration as a result of recent intensive efforts to implement the Special Education Law (Al-Yagon & Margalit, 2001) which calls for maximum inclusion, as well as advanced technological developments in sensory aids. It might, therefore, be concluded that due to the result of changes in the characteristics of the D/HH population, the relatively high evaluations of the SI in the present sample are not necessarily unique and they might represent the future characteristics of D/HH individuals.

No significant correlations were obtained between SI and the OC in the different categories. This finding suggests that the present D/HH sample did not consider SI to be a barrier to OC. It should be noted however that SI explained about eight percent of the HCLP variance ($r = .29$) and about seven percent of the LCHP variance ($r = .27$). These results are quite modest but not neglibile, and the lack of statistical significance of these correlations are likely due to the small sample size ($N = 36$). It should also

be noted that the above finding of no correlation between SI and OC in some way contradicts the other findings, where the participants assigned lower scores to occupations requiring high communication skills than to those requiring less communication skills. It seems that communication has a certain effect upon the evaluations of OC but it is not directly related to SI. These somewhat conflicting findings call for further research about the importance of SI for OC.

Future research should also deal with the possible distinction between the perception of a barrier as related to the individual's SI (i.e., "since my speech is not intelligibile enough, some occupations are not suitable for me", etc.) and the perception of the barrier as related to environmental demands and expectations. A low SI score means that the individual lacks adequate skills. In contrast, a feeling that one is not suitable for a certain occupation means that the social environment's perception of the demands of that occupation are too high. The total mean score of the SI ($M = 5.14$ on a 1 to 6 scale) clearly suggests that in general, the participants did not view their speech as not being intelligible. Furthermore, no connection was found between SI and OC in the present study's results. However, the distinction made by the participants between occupations with high versus low communication may suggest that they viewed the origin of the barrier in environmental demands. In other words, although we (the participants) have intelligible speech, it is the environment that limits us. The identification of the origins of feelings of incompetence, either in the indivdiuals' shortcomings or in the workplaces' demands, expectations, bias or discrimination, should be further elaborated and analyzed.

The results of the regression analyses indicated that participants who had been included individually in regular classes with hearing children had higher evaluations of competence on the LCHP scale than those who had studied in small classes with other hearing-impaired children. Apparently, graduates of individual integration evaluated themselves as being competent even when considering high prestige occupations. This relatively high level of evaluation cannot be explained by a high SI level since SI was only slightly associated with OC evaluations, and since SI was not a significant predictor of OC in the regression analyses. It might be suggested that other characteristics exhibited by the graduates of individual integration, such as educational achievements, self-esteem or family background, might have fostered the relatively high evaluations of graduates of individual integration with regard to the LCHP occupations. These intimations, however, require

further investigation, since they were not addressed in the present study.

In sum, the main results of the present study showed that (a) D/HH young adults consider communication to act as a barrier in their career expectations. They see themselves as being less capable of performing well in occupations that require communication. This finding is just as valid for graduates of individual integration who considered themselves capable of performing well in high prestige occupations (b) based upon the results of this study, evaluations of OC cannot be meaningfully explained by SI. In light of these results, it can be suggested that the function of SI in evaluations of OC is, at the very least, questionable. Since the present findings contradict the results of previous studies (e.g., Most, 2007), further research is needed on the function of SI in career development. Such studies should use objective measures of SI in order to establish a firmer basis for the conclusions as well as qualitative measures which may examine why they rate themselves as suitable or not for the different occupations.

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THE CAREER EXPERIENCES OF DEAF SUPERVISORS IN EDUCATION AND SOCIAL SERVICE PROFESSIONS: CHOICES, MOBILITY AND NETWORKING A QUALITATIVE STUDY

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Abstract

In this qualitative study, the researchers interviewed eleven deaf and hard of hearing professionals holding supervisory positions in educational and social service professions regarding factors that have affected their career experiences, specifically regarding choices, mobility, and networking. The respondents shared their experiences navigating the career ladder, including strategies used to move forward in the workplace such as networking and the use of technologies. Common threads such as tokenism and merit, communication access, and self-imposed limitations related to career choices, mobility, and networking were identified and discussed.

Keywords: deaf, supervisors, career mobility, networking issues, communication access, technology

Introduction

The career mobility experiences of deaf professionals, much less supervisors who are deaf, have been sporadically documented (Foster & MacLeod, 2004; Welsh, 1993; Welsh & MacLeod-Gallinger, 1992). Research on career advancement for persons with disabilities is extremely limited and much of the literature that could be found focuses on policy in regard to the hiring and employment of entry-level individuals with disabilities, or guidelines for integration and accommodation of employees with disabilities in the workplace (Braddock & Bachelder, 1994). On the other hand, there was a considerable amount of literature on the career mobility issues of female and/or minority professionals. While women and minorities have enjoyed increased representation in the workforce in recent years, representation of persons with disabilities has not grown as significantly. Minorities or women with disabilities also experience a double barrier (Braddock & Bachelder).

This paper focuses on the experiences of deaf professionals holding supervisory positions in educational and social service professions with regard to career choices, mobility and networking. Deaf people have been historically underrepresented in managerial and professional occupations (Welsh & MacLeod-Gallinger, 1992). MacLeod-Gallinger and Foster (1996) developed a profile of deaf supervisors of hearing employees and called for more in-depth interviews with deaf supervisors to acquire more information.

As a growing number of deaf professionals enter the global economy and workplace in the twenty-first century, the researchers felt the time was ripe to examine the factors influencing the career mobility experiences of deaf supervisors in education and social service professions, as much had changed since the 1980s and 1990s with the advent of new technologies and a growing number of deaf people earning advanced degrees. Interest in this topic was triggered when the primary author of this document led a panel discussion of deaf supervisors at a 2005 American Deafness and Rehabilitation Association national conference (Kavin, 2005). Much of the information shared during the panel session led the researchers to believe the value of documenting those experiences. Thus, a qualitative study of deaf supervisors and their career mobility experiences got underway.

Review of the Literature

Despite growing career mobility opportunities for deaf professionals and a related increase in the number of supervisors who were deaf in education and social service professions, there is still little research addressing these specific areas. In this section, previous research studies of deaf people and their career choices, mobility, and networking issues and challenges are examined.

Deaf Professionals, Career Choices and Mobility

Although there are various definitions for the term "mobility", Welsh (1993) defines a career as a "pursuit of consecutive and progressive achievement in an area that occupies many years and often a work life" (p. 330), and mobility as "literally some form of movement" (p. 330). These definitions are used for the purpose of this paper.

Just two studies on deaf supervisors could be located. In one study, MacLeod-Gallinger and Foster (1996) developed a profile of deaf supervisors who graduated from the National Technical Institution for the

Deaf at Rochester Institute of Technology, and examined the positive and negative experiences of supervising employees. In their later work, Foster and MacLeod (2004) examined the role of mentoring relationships in the career development of successful deaf supervisors. The respondents in both studies graduated from Rochester Institute of Technology in New York State and their work experience was more reflective on business and technical careers.

Only one study that specifically addresses the career choices of deaf and hard of hearing professionals could be found. In a study at Griffith University in Australia, Punch, Hyde, and Power (2007) attempted to identify the extent of a participant's hearing loss on their reason for choosing their present occupation. While a small number of participants did not indicate that their hearing loss had any effect on their career choice, a majority referred to their deafness as influencing their career choices. Reasons included working in a quiet environment, the desire to draw on their personal experiences to support others who are deaf and hard of hearing- usually in education, the ease of which they could enter their chosen field, and ease of communication. The same study found that even in "deaf-friendly" occupations such as education and the social services, career barriers were still present for deaf and hard of hearing professionals.

There is more research available on the career mobility experiences of deaf and hard of hearing employees overall. Previous research studies have shown that in general, deaf people have less vertical mobility than their hearing peers (Foster, 1987, 1992; Schroedel, Mowry, & Anderson, 1992; Welsh, 1993). Foster (1987) also found that many deaf people were more likely to stay in a secure, well established position rather than change jobs even when opportunities for promotion came knocking on their door. Scherich (1996) discussed how hearing loss can contribute to communication issues and difficult work situations, such as work-related social functions, departmental meetings and in-service training, which adversely impacts job maintenance and career advancement.

The career mobility experiences of deaf and hard of hearing adults appear to be universal. Punch et al. (2007) wrote about the career barriers facing deaf and hard of hearing adults in Australia, resulting from aspects of their working environment that included societal attitudes, stigma and discrimination. He concluded that these deaf adults were more likely to have difficulties in gaining employment and experience slower career advancement.

Deaf Professionals and Networking Challenges

Emerton, Foster, and Gravitz (1996) conducted a study to examine barriers to participation in the workplace for deaf people. Emerton et al. (1996) found that "barriers to participation in the work place by deaf employees usually have to do with access to information" (p. 45). Furthermore, the social aspect of the work environment had a huge impact on deaf employee's career development. Emerton et al. cautioned that "...an inability to join the social networks of the work environment can have a profound and negative cumulative impact on the employee's career development" (p. 49). Emerton et al. made the following statement that reflects many of the findings that are discussed therein:

> Perhaps, the most difficult barriers lie in facilitative and/or conversational communications. Here the accommodation must address the "Taken-for-granted" social assumptions of how a job is to be done or the work environment is structured. The example of shouting over the top of work carrels about a computer problem or informally resolving a procedural question without taking the time to share with all members of the department are examples where access to facilitative communication is blocked. (p. 53)

In her chapter, "Working with Deaf People: Accessibility and Accommodation in the Workplace," Foster (1992) discussed in depth the importance of networking and acquiring informal information in the workplace, such as conversations held when passing one-another in the hallways, during coffee or lunch breaks, or in the bathroom. Foster found the following:

> While such conversations may seem unnecessary to successful work performance, they were integral to job satisfaction as well as to integration within the department or company. Perhaps most important, informal conversations often developed into communication networks that played central roles in the dissemination of unofficial yet critical information, such as changes in company or department policy, special events, and news about co-workers. Deaf

employees were often completely excluded from these informal communication networks (also referred to as 'grapevines'). (p. 81)

The literature showed clearly that joining and maintaining social networks in the workplace is crucial to successful career development and mobility. This is reinforced by findings in a study done by Punch et al. (2007), on a group of deaf and hard of hearing alumni of Griffith University in Australia where participants discussed their difficulties in work-related social functions and interactions with their colleagues. Participants described their feelings of isolation, missing out on casual information sharing, and the lack of provision of interpreters for informal or social situations. A typical response was, "I did not anticipate the disadvantage of missing out on gossip, networking opportunities, casual information sharing" (Punch et al., p. 513).

In sum, while there is some research available on the career experiences of deaf and hard of hearing individuals, there was very little that addresses specifically deaf supervisors, much less those employed in education and social service professions. Still, nearly all the research pointed out the importance of social networking in the workplace, and the negative impact that one's deafness may have on networking and acquiring informal information in the workplace.

Methodology

This qualitative study was designed with an emphasis on ethnographic methodology. The researchers strived to learn more about, describe and analyze the practices and beliefs of deaf and hard of hearing supervisors in education and social service professions, in regard to their career choices, mobility and networking experiences.

Respondents

Eleven deaf and hard of hearing supervisors who work in education and social service professions were selected and interviewed regarding the impact of their deafness on their career choices, mobility and networking experiences. They discussed the challenges they faced in the workplace and creative strategies they utilized to stay abreast of informal information exchanged. Of these eleven respondents, three were males and eight were females. Four held doctorate or Juris Doctor degrees, six had master's

degrees, and one had a bachelor's degree. Six respondents were in the age 30-39 group, two in the age 40-49 group, and three in the age 50-59 group.

When asked about their primary mode of communication: American Sign Language, Manually Conceptual English, Signing Exact English, Oral or Other, three respondents chose more than one mode. Overall, six respondents identified American Sign Language as their primary mode of communication, five chose Manually Conceptual English, two chose Signed Exact English, and one described herself as oral.

At the time of the interviews, four respondents were employed at social service agencies (advocacy, mental health, and employment); three were employed at higher education institutions, two with the federal government, one with vocational rehabilitation, and one in a hospital. All of them had been with their institution or agency ranging from two years to thirty years. All of the respondents were at the time of the interviews, supervisors within their workplace. Six supervised less than 10 employees, and five supervised between 10 and 25 employees.

Data Collection and Coding Analysis

The researchers used a purposeful sampling procedure to develop a homogeneous sample of potential subjects, where they identified individuals who shared similar characteristics regarding their career backgrounds and supervisory experiences (Mertens, 1998). The researchers used a list of criteria including: deaf and hard of hearing status, supervisory experiences, and working in education or social service professions. Gender and geographic location were also taken into consideration. They were then contacted and asked to participate via email and upon agreement, asked to sign letters of consent.

Ten respondents were interviewed through videophone using a list of sixteen pre-set, open-ended questions and six multiple-choice questions (see Appendix). Each of the videophone conversations were taped live using a TV with a VCR recorder. The eleventh respondent was interviewed live with a camcorder, using the same set of questions. All the videos were given to a certified sign language interpreter who viewed and translated all of the interviews into voice using an audio recorder. A typist then listened to the recorded interviews and typed the transcripts. Once all of the transcripts

were completed, the investigators sent each respondent their transcript for a member check. The respondents then reviewed their own transcripts, made any corrections necessary, and sent them back to the investigators for a final revision.

Once the transcripts were finalized, the data was analyzed and coded for common threads. During the data coding, the authors did a thorough analysis of all the interview transcripts, systematically sorting, organizing and coding relevant information according to themes. The themes were not established prior to data analysis, but rather, set up as they emerged. A total of eleven themes were identified that include: Technology, Interpreting, Communication, Attitudes, Educating Others, Networking, Supervision, Career Issues, Deaf Community, Impact of Deafness, and Strategies for Success. Much of the data was repeated and categorized in two, three, or even more themes as one theme often held a relationship to another (Mertens, 1998).

Findings and Discussion

For this article, the researchers chose to focus on three main threads: Career choices (self-imposed limitations, contributing to the field of deafness, and drawbacks of choosing a career in the field of deafness); Career mobility (limited opportunities for advancement, communication access, demonstrating one's full potential, merit and tokenism); and Networking (challenges, strategies and use of technology) which was woven throughout all the eleven key themes identified. The quotes selected and used in this paper typically reflected the majority of responses, unless stated otherwise.

Career Choices

When asked the question fundamental to this research "Do you feel your deafness was an asset or hindrance in your career path?" three respondents felt their deafness was a hindrance in their career path, two felt it served as an asset, five felt it served as both an asset and hindrance, and one stated simply, "I don't give it much thought."

All the respondents were also asked "Do you feel you have been limited to deafness-specific professions?" Eight felt they were indeed limited, most with ambivalent feelings. Three felt they were not restricted to deafness-

specific professions, and one commented "Being in the field of deafness just happened. I was there. I never felt that it's all I can do."

While their feelings about being limited to the field of deafness were mixed, all the respondents believed that if they were not deaf, their career path would have been different and they might have progressed further professionally. When asked what occupations they might have chosen, responses varied. They include positions such as a foreign services officer, professional firefighter, undercover FBI agent, business owner, geologist, engineering/ construction worker, or a business executive. Analysis of the interview data showed several common themes related to career choices including self-imposed limitations, contributing to the field of deafness, and drawbacks of choosing a career in the field of deafness.

Self-Imposed Limitations

All the eleven professionals interviewed indicated that they chose the field of deafness due to ease of communication access, cultural awareness and sensitivity, staying in a comfort zone, and simply having a strong professional interest in the field. They acknowledged the paradox of limiting oneself by choice, while facing limited choices. One respondent stated that she picked the field of deafness because she knew she could do well there:

> I feel limited because I chose to be in a job where the environment is deaf-friendly and communication accessible... I do believe that deaf people are able to work anywhere they want and I made a choice to be in a deaf field because of communication, really.

Another respondent had ambivalent concerns about feeling limited in her profession:

> I want to work within deafness-related positions, as that is my interest. But at the same time, if I had an interest in a different focus area or specialty, it would be harder, a lot harder. In the federal government, I'm expected to be an expert on deafness, which I am. That's ok- I'm fine with that. At the same time, it is limiting.

Contributing to the Field of Deafness

Seven of the eleven respondents stated that they chose to work in the field of deafness because they felt they could contribute more there. They enjoyed serving as role models and showing how barriers could be overcome. Two said that they had received job offers and opportunities to interview for new positions but found their current positions with the focus on deafness so interesting and satisfying that they didn't wish to leave. One respondent said she enjoyed being in high demand and felt valued:

> The Deaf field is more fascinating for me, more interesting, maybe. I feel that I can contribute more. My motivation and hunger to improve life for deaf and hard of hearing people. Now I'm on so many boards...I feel very involved. I think if I weren't working in the deafness field I would be bored.

Another respondent felt her deafness was a strong asset to her career growth:

> It has helped me. Really helped me, because these positions are related to deaf services. They need someone who knows deafness, deaf culture, um, and to be truthful I have to accept viewing myself as a poster child. To make services more accessible to the deaf community.

Drawbacks of Choosing a Career in Deafness

A total of seven respondents expressed some degree of frustration about working in a narrow profession. There were concerns about limited opportunities for skills improvement. Three respondents specifically indicated that because the deaf community was so small, there wasn't enough of a market demand to make a living out of a true passion full-time such as mental health therapy, law, or lobbying. One respondent puts it as:

> Sometimes, to tell the truth, as a therapist, I'm a little jealous of the variety that other therapists have. They talk about mental health treatment, about how they are able to do medical. They're able to do mental

mindfulness. These kinds of things; different therapy methods. I'm limited because Deaf people see me as more of an administrator. They tend to be more, you know, it's communication. [They] tend to be frustrated with job and referral issues. I feel it's not really therapy- it's more barrier dissolution... In my profession, everything is deaf related, so in some way I feel out of touch with hearing issues ... I feel it's always Deaf, Deaf, Deaf...

One respondent shared a story in which he was invited to join a lobbying firm full time, but the perception that he could only do deafness-related things was problematic:

What I envisioned is that I would come up against the glass ceiling there. I know that. I feel it already... You have to be sure you think about 'how far can I go there'... for the hearing firm, I always feel that they think I can only do deafness related things.

In sum, it appeared that a majority of the deaf and hard of hearing professionals interviewed felt they experienced some degree of limitation regarding their career choices. The limitations appeared to be both self-imposed, and externally-imposed by the perception of others that they could only do 'deafness-related' things.

Career Mobility

Common themes related to career mobility were apparent and included limited opportunities for advancement and ability to cross over to other areas of employment, communication access, limited opportunities to demonstrate one's full potential, and merit and tokenism. There was also the general feeling that one had to be 'twice as good' as their hearing colleagues and be 'at the top of their game' to be considered equal.

Limited Opportunities for Advancement

There were concerns about limited opportunities for advancement and being able to transfer one's skills to other career areas. Six respondents

said that while they could cross over to other fields, it would very difficult. One respondent said, "I am very aware that if I need to move up to higher positions or similar positions that are "deaf friendly", these positions are very limited." As stated earlier in this paper, all the respondents believed that if they were not deaf, their career path would have been different.

One respondent talked about employment experiences as a limitation:

> One thing that bothered me was that I felt stuck there...
> I watched people change jobs often, easily from one department to another. I saw people work at the women's center for a couple of years and then move on to the employment center and then to the counseling center. I stayed in one place, disability services.

This individual eventually relocated across the country to take a job position that provided for career advancement and felt that if not their deafness, they might have had more options in their hometown.

One respondent acknowledged that career choices limited his career mobility:

> I've heard people tell me, the reason that you are not considered for that position or are not asked to apply is because they can't figure out how a deaf person would be able to do that position or how you'd function in that position as a deaf person. But, most of the time, like I say, I'm not interested in these positions...So yes, there is a little bit of resistance, a little bit of barrier in wondering how I could function as a deaf person in that position. And again, because of my focus on deafness, they look at me and say 'Ok, well you're very focused with your experiences whereas other people have a broader background'... my profession has limited me in many ways, yes. My focus on deafness means that most jobs that I could apply for have to be related to deafness in some way.

Communication Access

All the respondents discussed communication challenges within their current workplace, and acknowledged potential additional difficulties if they chose to leave the comfort zone of the deafness field. One respondent said

> My skills are working with deaf and hard of hearing, so the focus on Deaf issues is there. But I think I could generally apply my skills to a hearing environment. I don't feel I'm limited, though. I'm just out of practice in communicating with hearing people, you know? I used to feel more comfortable and more patient, now I don't.

Four respondents felt at times they were a liability rather than an asset due to the lack and cost of interpreting resources. One respondent stated she was unable to participate in a teaching program in Europe due to insufficient funds for interpreting services. She also cited scarce interpreting resources as limiting her professional development opportunities: "I can't just go to a workshop, some outside event. I have to have interpreters. I don't get one. Hearing people– it's easy. They get in the car and they go to the workshop."

One respondent said that expenses associated with hiring an interpreter posed an obstacle to his accepting a full-time lobbying position: "Lobbying requires a full time interpreter all the time to go with you. So it would be like paying two for one job. This is something I hear all the time."

Finally, a respondent shared a story about a hard of hearing colleague who had different communication skills and approaches from his, which caused some confusion among colleagues:

> For example, there's a woman here... she herself speaks pretty well and can use the telephone pretty well. So she decided the best way for her to move up was not to use the interpreter and not to depend upon that. So she focuses herself on her own skills and has moved up three times so far, different positions. So

that, the negative of that is people look at it like, 'Oh, if she can do that, then why can't I?' Yes, it's a little sticky.

Demonstrating One's Full Potential

Ten out of eleven respondents felt overall that they weren't working to their full potential and felt underestimated by their colleagues. One said, "I couldn't prove that I was smart and capable... personally I could never make contact with the higher ups, so I accepted that." One respondent felt while there had been great progress, the move upwards was still slow, "So, I think that if I were not deaf, I would have been allowed to contribute a lot more throughout my career". Interestingly enough, a respondent who created her own agency with a deaf clientele base didn't feel she was experiencing 'glass ceiling' issues. She stated, "This was designed by me and the board, and the Deaf. Deaf designed for Deaf. The barriers are out of the way."

Merit and Tokenism

Three respondents expressed some degree of concern about being in their leadership positions for the purpose of tokenism and maintaining appearances. One said, "Well, the world looks up at me as a deaf person. I'm a role model with this position... [People think] 'Wow, you're director of the center. Oh, and you're deaf, wow'...On the outside, it's fine but behind the scenes, it's not." Another respondent stressed the importance of earning promotions based on merit, "...you need to be deaf and qualified and skilled. The marriage of both is a win-win situation. I think that most professional deaf people want to feel that they've earned their position based on merit, their own merit, not based on disability."

It seemed clear that the deaf and hard of hearing supervisors interviewed in this study felt they had limited opportunities for career advancement. Communication issues, inability to demonstrate ones own full potential, and concern regarding the possible perception of merit and tokenism were all factors in their career mobility experiences.

Networking Issues

As in any career, the ability to network has a great impact on one's career mobility experiences. All the respondents talked about their networking

challenges and the strategies they used to stay abreast of current information, including working with staff interpreters and using technologies.

Challenges

Ten out of eleven respondents expressed frustrations about missing out on networking opportunities, wishing they could join 'water cooler' conversations and engage in every day conversation and jokes with their hearing non-signing colleagues. One respondent said that it took her a while to figure out why she wasn't acquiring the same information as her peers. "It took me a couple of years to understand how most information is exchanged within an agency or an office… I am slowly developing the necessary connections and network to access information" She continued "Since I'm constantly filling in the blanks, this is an increased level of effort. I'm often worn out in the evenings. I think that deaf and hard of hearing individuals must devote more efforts to gather information in the workplace." Another respondent said

> I do not have good speech skills and I really need
> an interpreter to communicate with hearing people.
> Oftentimes, when I see a hearing person in the hall, I
> needed to talk with them right away but I could not do
> that, so that is a real barrier. I have to wait until I get
> back to my office and send e-mail or call that person. I
> often miss a lot of opportunities with the hearing staff
> for any emerging issues or discussions.

Having an interpreter did not always fill the networking gaps. One respondent talked about her experience attending departmental meetings. Even though she had an interpreter present for each meeting, networking was a challenge. "I saw a lot of networking happening before and after the meetings. It was hard for me to get to know people."

Four respondents felt that oftentimes, staff interpreters had more access to informal information than they did. There were stories of awkward workplace dynamics where the respondents supervised staff interpreters who they believed had more access to information than they did, and they often felt undermined. A respondent who was director of a business said that hearing visitors would gravitate towards her assistant/interpreter who could speak well- rather than herself, the director, which was a detriment

to her career mobility. Another respondent shared a story in which her staff interpreter struck up an impromptu but important conversation regarding program development with a college vice president in the office bathroom, one that the deaf supervisor felt she herself should have had. One respondent summarized her experiences:

> In the career world, who you are isn't only the work production, but your ability to develop networks. Deaf people miss out on that part, the networking. I have good networking with people who are hearing, but only with the ones who sign.

Strategies

Respondents utilized various strategies to compensate for missing informal information exchanged in the office. One respondent shared a story about a group of managers gathered monthly at a local bar. He was never invited to go and speculated it was because the group was afraid he would request an interpreter. One evening, he showed up at a gathering and offered to pay for a round of drinks. While he found group communication a challenge, it was a beneficial networking event. From that point on, he received invitations to attend their gatherings.

Four respondents scheduled regular debriefing sessions or lunch/dinner dates with colleagues for the sole purpose of acquiring information and making workplace allies. One respondent said

> I can not hear the gossip that goes around such as who got laid off or fired, etc. This is the area where I am missing a lot of information. Fortunately, one of the signing [colleagues] is a very good friend. He is also a very good ally so he always makes sure that I know what is going on especially with the upper administration gossips. Sometimes, we go out to dinner so he can catch me up with the most updates.

Another participant made a conscientious effort to befriend a chatty co-worker: "A female colleague loved to talk...I'd stop by her office to chat with her, and she would chat or gossip about others in the office and I'd listen."

All the respondents discussed using various strategies to gain more footing in networking and accessing the information loop in the workplace. Some used their videophones at times to bypass their staff interpreters. One respondent had a staff interpreter who stopped by her office on a regular basis to update her on office gossip, and another asked his supervisor point-blank to make an increased effort to communicate informal information directly to him, so that he wouldn't need to learn things through his staff interpreter.

Use of Technology

All the respondents depended on technologies including the use of e-mail, instant messaging, videophones, and pagers to compensate for limited face-to-face networking.

One respondent talked about the benefit of using e-mail communications: "Email has helped a lot. Everyone uses and loves email. They would never know I was deaf until I tell them or meet them. With email, there is no way to tell. That has really broadened things." Another respondent elaborated on how the advent of the videophone has made a difference in her job, allowing for more independence and autonomy: "Ever since then, it [the videophone] has been really great. I feel more independent and can do my work without depending on the staff interpreters. This technology is truly a blessing." Another respondent summed up by saying

> Not having the same information that others have is just part of my work experience. I work diligently on filling the blanks the best I can. I'm much more attentive to information that's exchanged in meetings, in e-mails, and in some informal conversations that I have with others, one-on-one.

Conclusion

Career Choices and Mobility

Nearly all the respondents demonstrated high levels of satisfaction with their current employment, and indicated that they greatly enjoyed working in the field of deafness. One respondent stated that he enjoyed the communication access so much, that he could not imagine working in another setting. It appeared that the professionals interviewed gravitated

towards the field of deafness in education and social service occupations, due to the ease of communication and high level of sensitivity and awareness regarding deafness and deaf culture.

It was apparent that there was a paradox: high job satisfaction among respondents, paralleled with actual or self-imposed limitations in a field with a small number of employment opportunities for deaf and hard of hearing professionals. This was reinforced by the frequent reference of respondents to limited opportunities for career mobility and promotion. Overall, the respondents viewed the ease of communication access in a deaf-friendly environment as an acceptable trade off for limited job opportunities and mobility.

There was concern that career mobility for deaf and hard of hearing professionals was generally slow. One respondent said

> The low point for me…is that some people who are not deaf and not female, have moved along faster even if they had similar or even slightly less qualifications, but they've gone ahead… for deaf people and gender related issues, the move up is very slow.

Networking Issues

Networking challenges had a tremendous impact on the career experiences of deaf and hard of hearing professionals. Even with interpreting support and the advent of technologies, most of the respondents felt they often missed out on networking opportunities and informal information exchanges in the workplace and would utilize creative strategies such as scheduling lunch or dinner dates with colleagues for the purpose of acquiring information and forming workplace allies. One person felt that the use of current technologies didn't always fully compensate for limited career mobility and said, "I always thought that with technology, that would open more doors but still I don't get that feeling yet." It appeared that networking and access to informal, unwritten information has been, and continues to be, a great challenge for deaf professionals, as found in past research (Foster & MacLeod, 2003).

Implications of Findings

Despite the advent of the Americans with Disabilities Act of 1991 to advance employment opportunities and workplace access for individuals with disabilities which include interpreting and other communication supports and access technologies, the deaf professionals interviewed for this study still felt they experienced limited career choices and mobility opportunities in the workplace. A review of the literature reinforces this perception. "Although in the U.S. labor market, women have increasingly come under the protection of antidiscriminatory legislation, research findings show that legislation has had little effect on informal discrimination. Subtle forms of discrimination remain widespread, including supervisors' biases in selection, evaluation, and attribution of success" (Chi-Ching, 1992, p. 661).

It appears that legally mandated or 'formal' access services, such as sign language interpreting, do not fully compensate for the power of informal networking and communications in the workplace. As Emerton et al. (1996) found, the social and networking aspects in the work environment have a great impact on the deaf professional's career advancement, a finding also apparent in this study.

Conclusions drawn from this study also lend further validation to Foster's 1987 research which found that many deaf people were likely to stay in a secure well-established position, even when opportunities for promotion presented themselves. Whether the glass ceiling and other barriers to career mobility and promotion were actual or self-created, many of the barriers seemed to stem from attitudinal and communication issues and the reluctance of the deaf professional to step out of their own 'comfort zone'. Furthermore, Foster (1992) found that deaf and hard of hearing employees often experienced difficulty joining in social interactions, informal networking and acquiring of information in the workplace, which was often detrimental to achievement of their long term career goals.

While there has been an increase in the number of highly educated deaf professionals with advanced degrees, it is unclear whether or not commensurate employment opportunities have kept up. The researchers have also questioned whether or not there is an abundance of deaf professionals "underemployed" in educational and social service positions, for which they may be overqualified. Furthermore, for the purpose of this paper the

researchers assume that there is greater awareness and sensitivity to diversity in education and social service oriented professions, and wonder if glass ceiling issues for deaf professionals in business, technology and industry oriented professionals are even more challenging. These are possible areas for future research studies.

Limitations of Study

The sample group was very small, consisting of eleven hand-picked deaf professionals who worked with the deaf and hard of hearing population in the fields of education and the social services. Perspectives came only from the respondents themselves as their colleagues and supervisors were not interviewed. In addition, there was no follow-up contact after the initial interviews except for member checks and approval of the interview transcripts. At least two respondents have since made job changes.

Additional limitations of this study include gaps in information regarding the input of the respondents' co-workers or supervisors, and sorting of the data by specific occupation area (e.g., mental health, job placement, or higher education).

Recommendations and Summary

While there has been painstaking progress, the use of emerging technologies such as e-mail, instant messaging, pagers, remote video services and video relay interpreting services are helping to break down workplace communication barriers. Innovative use of these technologies should continue to be utilized by deaf and hard of hearing professionals and their colleagues. This is crucial in face of the growth of the information age and service industry of this economy, where communication and literacy skills are essential (Foster, 1992).

Deaf, hard of hearing, and hearing professionals alike need to continue open dialogue regarding "glass ceiling" issues and concerns, and utilize creative communication and interaction strategies to ensure that they keep up to par on informal information exchanges and networking in the workplace. Other strategies such as training on empowerment and self-advocacy, assertiveness and communication skills development, mentoring, and awareness of relevant legislation, will also be helpful in ensuring that deaf and hard of hearing professionals remain competitive in the workplace.

While it may be difficult to generalize the findings to other career areas, it appears that despite new legislation and technologies, and increased awareness of deafness in general, deaf professionals still continue to experience problematic career mobility and networking issues. In sum, many of the findings discussed here-career choices, mobility and networking issues-are similar to those found in previous research studies on the employment experiences of deaf and hard of hearing professionals. The question remains as to why there has not been great improvement in the career mobility experiences of deaf and hard of hearing professionals holding supervisory positions in education and social service fields where generally, there is supposedly greater sensitivity and awareness of deafness and deaf culture.

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Appendix
Interview Questions

1. Please provide us with your educational background (secondary, colleges attended & degrees earned).
2. Please describe your work background and experiences.
3. What is your current job title? How long have you been in this position?
4. Describe what your current job involves and the types of responsibilities/duties that go with it.
5. How many staff do you supervise now? How many are Deaf, and how many are hearing?
6. What were the highs and lows in your climb up the career ladder? Please provide us with specific examples.
7. What 'glass ceiling' experiences did you have, if any? Please provide us with specific examples.
8. Do you feel your deafness was an asset or a hindrance in your career path? Please provide us with specific examples on how your deafness might have impacted you.
9. In your supervisory experiences, what access or communication issues have you experienced, if any? Please provide us with specific examples.
10. In your supervisory experiences, what cultural issues have you experienced, if any? Please provide us with specific examples. Do you feel you have been limited to 'deafness-specific' professions?
11. If you were not deaf, do you feel your career path would have been
12. different? What do you think you might have been doing instead?
13. Were there any particular situation(s) that you had to "overcome" because of communication or cultural issues? What strategies have you utilized in removing barriers in your working environment? Please provide us with specific examples.
14. Do you feel that as a deaf supervisor, you have to work harder compared with your hearing colleagues? If so, please provide us with specific examples.
15. If you could give advice to future deaf supervisors, what would you say?
16. Any last thoughts or comments?

Questionnaire

1. What age group are you in?
   a. 25 – 29
   b. 30 – 39
   c. 40 – 49
   d. 50 – 59
   e. 60 – 69
   f. 70 +

2. What is your highest level of education?
   a. Associates Degree
   b. Bachelor's Degree
   c. Master's Degree
   d. Ed.D.
   e. J.D.
   f. Ph.D.

3. I _____ use a sign language interpreter at work.
   a. always
   b. sometimes
   c. occasionally
   d. rarely
   e. never

4. My primary mode of communication is:
   a. American Sign Language
   b. Manually Conceptual English
   c. Signing Exact English
   d. Oral
   e. Others

5. The type of profession I am in is:
   a. Education
   b. Rehabilitation
   c. Mental Health
   d. Social Service
   e. Hospital
   f. Business
   g. Other

6. The number of staff I supervise is:
   a. Less than 10
   b. 10 – 25
   c. 26 – 50
   d. 50 and more

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SURVEY OF LEADERSHIP PROGRAMS: VALUED CHARACTERISTICS OF LEADERSHIP WITHIN THE DEAF COMMUNITY

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Abstract

This study surveyed leadership programs operating for and by the Deaf community through questionnaire and interview data. Three categories of leadership development were identified as currently operating in the United States for people who are Deaf and Hard of Hearing: youth leadership programs, special interest mentoring groups, and formal leadership training programs focused on professional development and leadership skills. In addition, this study identified common leadership traits and training methods within these programs. Using a randomized list of leadership traits, valued characteristics were identified. The traits chosen most often were empowerment, advocacy, and decision making skills.

Keywords: deaf, deafness, leadership, youth, women, identity

Introduction

Tracing History

The construct of leadership by and for the Deaf community has changed dramatically over the last 50 years. Reminiscent of the evangelical missionaries (Kiyaga & Moores, 2003), hearing professionals in the 1960s wrote grants, researched, and implemented training programs to teach hearing people ways to teach and lead deaf people. In many of these programs, including leadership training in Deaf education, Deaf individuals were not considered even to be admissible until the mid to late 1960s (D. Moores, personal communication, November 7, 2007). Even though the hearing community dominated formal leadership of Deaf education, there was still a strong movement of organizations operating for and by Deaf individuals, such as the National Association for the Deaf and the World Federation of the Deaf (Moores, 2007). Yet the occurrence of Deaf leaders in mainstream leadership was rare.

At a time when society valued spoken language and discouraged a national Deaf community (Best, 1943; Buchanan, 1999), rarely did a person

who was Deaf have a place in leadership in the field of Deaf education that it appeared significant enough to mention in the textbooks. Best stated, "There are in the United States several different bodies interested in the education of the deaf, and composed in large part of those directly connected with the work of education (in one or two there being included deaf persons as well)" (p. 365).

Today, leadership training in Deaf education is far from its rudimentary beginnings. Great strides have taken place since that awkward hearing-hegemonic attempt to implement leadership in Deaf education from a dominant hearing perspective. This study sought to identify those leadership programs currently operating within the Deaf community and to understand the construct of leadership valued within those programs.

Construct of Leadership: The Debate

Davis (2007) asserted

> Over the past 30 or so years, the status of deaf people
> has changed in important ways, as deaf activists and
> scholars have reshaped the idea of deafness, using the
> civil-rights movement as a model for the struggle to
> form deaf identity. (p. B6)

Davis (2007) sorted through various models of the construct of Deaf identity, examining the deficits of the linguistic models, the ethnic, and the cultural models. Even the familial model of Deaf identity (Deaf –of- Deaf) was rejected, citing that "the vast majority of Deaf people do not come from deaf families" (Davis, p. B6).

Instead, Davis (2007) pointed to the fact that most of the previously identified models of Deaf identity have been rooted in a hearing hegemonic world view. "In the past it was the hearing people who [set up the barriers and checkpoints]; now segments of the deaf community have declared themselves the gatekeepers" (Davis, p. B6). There are calls for a new definition for the skills required to lead within the Deaf community. In fact, the search to find a successor for Dr. I. King Jordan, President Emeritus at Gallaudet University, has emphasized the need for a Deaf-identity construct of leadership (Jordan, 2007; Schemo, 2006). Davis (2007) called for a new definition:

We need not be defined in advance by an oppressor. We are not an ethnic or minority group, but something new and different, emerging from the smoke of identity politics and rising like a phoenix of the postmodern age. (p. B6)

Not all would agree with Davis. In fact, some equate the new definition of Deaf identity to neo-Nazism (Malzkuhn, 2006). Some reject the move towards a more inclusive definition of Deaf culture and debate the skills that are required to be an effective leader within that changing culture. From an editorial in the independent student newspaper at Gallaudet University, Malzkuhn made the case for rejecting the leader who "announce[d] that those students and people from different backgrounds (less deaf) will influence and change the current deaf culture" (p. 23). Malzkuhn continued

Deaf people are an endangered species, threatened by the technology available to fix what was not broken in the first place. They already have their own language, culture, and traditions. Only if they could hear and speak, they would be respected and apologized to, such as Native Americans, Aborigines, and even the Black people who were brought to America on slave ships. (p. 23)

The meaning of leadership within the Deaf community is open for debate and discussion. It is not a simple definition. In fact, the very issue that stands poised to raise new leadership from within the Deaf community and for the Deaf community also stands poised to divide. "The complexity increases exponentially when we try to analyze and comprehend the interactions of these forces, some of which tend to draw us together and some of which tend to move us apart" (Moores, 2007, p. 3).

Review of Literature

The Gatekeeper and Deaf Identity

Buchanan (1999) examined the barriers faced by Deaf workers and educators from 1850-1950 and attributed the success or failure of Deaf individuals to be "inextricably linked to language, identity, schooling, and general status of deaf adults" (p. xiii). The gatekeepers of identity and

leadership tended to be the dominant hearing society. This influence created a hearing-normative concept of deficit in the Deaf identity often resulting in identity confusion for many deaf individuals (Breivik, 2005). In reality, however, the deficit view is a construct of a hearing normative society. The true barriers are socially constructed. "It appears that being deaf is in and of itself enough to create barriers to achievement of educational and vocational goals. Some Deaf advocates would argue that it is not the deafness but society which reduces opportunity" (Doe, 1999, p. 283).

Research and curriculum in Deaf education have reinforced this deficit view (Barton, 2005; Luckner & Stewart, 2003). "Unfortunately, literature in the fields of education and rehabilitation on individuals who are deaf is replete with references to their putatively maladaptive development" (Luckner & Stewart, p. 244). Research has begun to emphasize leadership and success in the Deaf community (Luckner & Stewart, Mangrubang, 1993, Moores, 2001), thereby deemphasizing the pathological hearing view and putting the impetus for leadership of the Deaf community into the hands of Deaf leaders.

Emancipatory Research on Leadership

When a river or stream is dammed, its water seeks a new path; it carves out a new direction in which to flow. In the same way, research within the field has begun to reject the deficit view and to carve out a new path, to take up an emancipatory, post-positivist perspective. The call has been made for a new definition (Davis, 2007; Jordan, 2006; Schemo, 2006) of the meaning of leadership in the Deaf community. Just as feminist research challenges the assumptions associated with gender (Lather, 1991), research on leadership and identity within Deaf education has rejected the dominant culture's hearing-privilege and labels and sought to construct the way that a Deaf identity impacts the meaning of leadership.

Buchanan (1999) posited that a Deaf individual's perception of identity, leadership, and success is tied to his or her language and education. Bat-Chava (2000) likewise asserted that role models impact the identity of deaf children. "The degree to which a deaf child is exposed to other deaf children and adults in the family and school is likely to have an effect on the identity he or she will develop as an adult" (Bat-Chava, p. 421). Qualls-Mitchell (2002) advocated for a multicultural approach to increase literacy skills and social interaction between Deaf and hearing students to combat

deficit hegemonic messages. "Deaf or hard-of-hearing students juggle their own ethnic culture, the Deaf community, and the dominant culture daily" (Qualls-Mitchell, p. 78).

With accusations of ableism, education and language have been used as a "tool of exclusion" against the Deaf community (Ferri & Connor, 2005; Lather, 1991). Ferri and Connor rejected the labels placed on children as forms of segregation and an issue of power. "Many unarticulated assumptions undergird thinking about desegregation and inclusion. Implicit in the discourse of exclusion are perceptions of Black and disabled people as equivocally inferior" (Ferri & Connor, 2005, p. 469). Kiyaga and Moores (2003) in a qualitative study of Deaf education in sub-Saharan Africa examined the ways that the dominant, colonial-hegemonic assumptions influenced cultural views on Deaf children and their ability to participate in education and society. Kiyaga and Moores stated

> Many traditional beliefs characterize deafness as a manifestation of a mysterious fate, perhaps God's will. Some societies pity children who are deaf and see them as burdens, dependent on their families and lacking the ability to be independent. This type of belief in the lack of capability of deaf children may by itself impede access to education. (p. 21)

As education and research begin to move from this deficit view and focus on the success of leadership for and by Deaf individuals, that leadership trend increases (Buchanan, 1999; Luckner & Stewart, 2003). The interwoven issues of Deaf identity, language, and educational opportunities have tremendous impact on leadership potential and development (Andrews & Covell, 2006; Bat-Chava, 2000; Buchanan, 1999; Luckner & Stewart, 2003).

Conceptual Framework

This paper is written from a proactive approach to research in an emancipatory design (Barton, 2005; Jordan, 2004; Stone & Priestly, 1996). The emancipatory research design is committed to the basic principles that the construct of disability is a socially constructed barrier and rejects the medical, deficit model (Stone & Priestly).

This research study was conducted from a post-modern, neo-feminist approach that examined the construct of leadership within the deaf community from the tradition of community stories and input (Lather, 1991; Stone & Priestly, 1996), inviting the input and collaboration of individuals and leaders in the Deaf Leadership programs and the Deaf community.

Limitations

Three limitations of this study were identified. First was the challenge of defining the term Deaf. This study intends the term to be inclusive as it includes any who choose to identify themselves with the Deaf community. This definition may encompass those who are also hard-of-hearing, culturally Deaf, late Deaf, Deafened, Deaf-Blind, pre-lingual and post-lingual deaf. The term is intended to be construed in the broadest meaning of the word.

The second limitation was the low number of respondents to the initial survey. Even with numerous personal recommendation and snowball sampling, responses from formal organizations were low ($N < 30$). However, the depth of the responses and the corroboration of multiple sources eliminate response bias (Creswell, 2005). The qualitative nature of many responses also adds significant depth and candor.

Lastly, to identify all the leadership training, formal or informal, operating in the Deaf community in the United States is a daunting task. It is beyond the purview of this study to be able to claim that all leadership training in the Deaf community is included in these results. This study is intended to be a beginning work in the process of understanding the swell of leadership that is moving through the Deaf community and to understand the characteristics of leadership promoted.

Methodology

This qualitative research identified and surveyed current programs and organizations operating in the United States that exist primarily to further leadership within the Deaf community and sought to understand the construct of leadership within those programs. The project was intended to systematically research the characteristics of leadership which are reportedly valued and encouraged within the Deaf community. However, as an art critic examines a familiar masterpiece but finds greater depth and beauty with each new look, so this study revealed deeper meaning and beauty in a

seemingly familiar piece. It illuminates a ground swell of the autonomous actions taken by the Deaf community over the past 40 years in order to clarify identity and determine autonomous and meaningful leadership.

Design

The study was conducted in two phases: An Internet and personal cascading search to identify leadership programs currently operating for and by deaf people in the United States, and an on-line survey of those programs. The survey sought to identify the nature of those programs and to understand the characteristics of leadership valued within the Deaf community.

The initial survey consisted of 10 multi-layered questions ranging from demographic make-up of the program, leadership concepts being espoused, pedagogical methodology, and questions which invited participants to share success stories from their leadership programs. Response to the survey was initially very slow (eight responses in the first month of survey). Only after meetings and email correspondence with individuals active in these programs, were more responses received.

Validity

In order to respect cross-cultural ethics and validity Pollard (1992) recommended that researchers seek input from the Deaf community. Pollard stated

> The opinions of Deaf community leaders do not necessarily represent the opinions of the majority of the Deaf community...Various combinations of: conversations with colleagues and Deaf community leaders, readings in Deaf culture and cross-cultural research ethics, and temporary or regular consultation and feedback meetings with constituencies of deaf or hard-of-hearing persons may be needed to fulfill this ethical responsibility. (p. 91)

This study has been guided by that philosophy and many leaders in the field have contributed. With much encouragement and guidance, people in the Deaf community have referred programs, leaders, and new ideas. This

approach takes up the post-modern, post-positivist perspective that only through an open dialogue can new knowledge be discovered. According to Kvale (1996),

> The conception that knowledge as a mirror of reality is replaced by knowledge as a social construction of reality. Truth is constituted through a dialogue; valid knowledge claims emerge as conflicting interpretations and action possibilities are discussed and negotiated among members of a community. (p. 239)

In that spirit, this study offers one interpretation to contribute to the community discussion.

Sample

The index of leadership programs was developed initially through an Internet keyword search (leadership, program, training, deaf). The search grew through references and recommendations from respondents in the Deaf community. Snowball sampling (Creswell, 2005) is advantageous because it emphasizes those organizations prominent within the community. Thus, when members within the Deaf community reported a program to be one of leadership training, it was included. For example, the Intertribal Deaf Council is not advertised as providing leadership training. However, through snowball sampling, it was included in the index of leadership programs.

The search process that began with a simple attempt to identify the leadership programs operating for and by Deaf individuals grew into a picture of the nature of leadership training in the Deaf Community. There emerged three categories of leadership programming: youth leadership training programs, such as the National Association of the Deaf (NAD) Youth Leadership Camp; special-interest-group mentoring programs, examples of which include National Black Deaf Advocates and the Intertribal Deaf Council; and formal leadership training resulting in degrees, certificates, or educational credits, such as the Gallaudet Leadership Institute.

Focus on Youth

There was an inexhaustible number of youth leadership camps, from Associations of the Deaf such as Michigan Association Ralph Lyman

Leadership Camp Chris, which accepts early teens who are Deaf/ Hard of Hearing along with hearing siblings and children of Deaf adults (CODAs) to the National Association of the Deaf (NAD) Youth Leadership Camp, which boasts of 38 years of leadership training on their website. According to their website (www.nad.org), the NAD Youth Leadership Camp advocates for "scholarship, leadership and citizenship" and reports to provide campers with opportunity to "discover self-identity, develop self-esteem and confidence, and build leadership and teamwork skills through hands-on activities."

Similarly, the Alexander Graham Bell Association (A.G. Bell) had a listing of youth camps including those that targeted leadership skills. One of the past participants of the A.G. Bell youth camp, an organization with a strong oral communication emphasis, identified the characteristics taught as teamwork, conflict resolution, and interpersonal skills. The A.G. Bell camps emphasized strong work ethics, assertiveness, and group development using various activities including the ropes course to build these skills (A. Hogue, personal communication, October 25, 2007).

One of these programs, Discovery Retreat (formally known as Youth Leadership Retreat) sponsored by the Texas Schools for the Deaf, emphasized the impact of the program on its participants:

> Many of our students are very isolated when they come to their first retreat and they often meet their first deaf role model and friends at the retreat. We get calls that after the retreat they spend large amounts of time on their pagers keeping in contact with their new retreat friends. Sometimes the teachers tell us that the "person who came back is not the one we sent"- and they notice a profound change in personality.

Discovery Retreat's David Coco identified one such leader and role model – Frank Turk. The characteristics that made him a leader were his "selfless dedication to deaf youth" and "willingness to work with different (youth) programs"

Other characteristics participants used to identify current leaders within the Deaf community were "teamwork, advocacy, empowerment, role model." The Deaf Teen Leadership Camp, at the Washington School for the Deaf, now in its third year, also cited empowerment, integrity, vision,

persistence, and decision making as characteristics of leadership. The National Association of the Deaf (NAD) Youth Leadership Camp spotlighted role models from the Deaf Community (Ortiz, 2007). The keynote speaker, Frank Turk, "told the campers that they have the responsibility to encourage the development of other leaders by building a group of leaders around each one of ourselves" (Ortiz, 2007, p. 9).

Table 1 provides a sampling of the available youth leadership programs, although clearly not comprehensive. Seemingly more and more state schools for the deaf and vocational rehabilitation services seek to empower students through teamwork, decision-making skills, role models, and advocacy.

Focus on Special Identity Groups

In developing the index of leadership programs, this search was initially restricted to programs whose titles included the word leadership. Within the course of the search, it became evident that, within the Deaf community, leadership training seemed to take place within the context of role models and empowerment through identity association with special interest groups. Some of these are ethnicity based, such as the National Black Deaf Advocates organization, which hosts leadership training at its biannual conferences. Another is the Deaf People of Color, which exists to dispel the hearing hegemonic misconceptions and provide role models to underserved Deaf individuals. The Deaf People of Color website reads

> We hope to inform the dominant culture about the struggles and strengths of Deaf People of Color. We wish to show the similarities of the various cultures, but also to cherish our differences and diversities. Another important goal is that we include individuals who are not in influential positions, so that they might also reap the benefits and personal empowerment that we hope to model.

One leader identified in the survey, Marilyn Smith, is the Executive Director of Abused Women's Advocacy Services in Seattle, Washington. She was described as "visionary, passionate, and persistent." Further research into Ms. Smith's passionate and persistent vision revealed a woman who was once a victim herself yet turned that into a determination to help other

Deaf women who were victims of crime and domestic abuse. In 2003, she was awarded the "Leadership for a Changing World" grant to fund "A Place of Our Own, the nation's first shelter for deaf domestic-violence victims" (Bartley, 2005, p. B1).

This shelter might not be designated as a leadership program, but it appeared that leadership development might be taking place within these identity groups. There emerged a trend of leadership initiatives based on subcultures within the deaf community. One such group is the National Deaf Black Advocates (NBDA); with its Youth Empowerment Summit and Black Deaf Senior Citizens and Family Network programs, this organization provides leadership and support to a wide range of those whose identities intertwine with its own.

This study of leadership training and programming within the Deaf community revealed less formal leadership training and more emphasis on special identity groups or subcultures. The published mission of the NBDA exemplified that trend. According to the NBDA website (www.nbda.org), the Mission of the National Black Deaf Advocates is to promote the leadership development, economic and educational opportunities, social equality, and to safeguard the general health and welfare of Black deaf and hard of hearing people. There are also professional and social networks whose chief mission is to provide mentoring to those with similar identities. One such example is the Deaf Attorney Network (www.deafattorneys.com). There were also several organizations that involved Deaf people and various religions and denominations. These were not included in the study as their primary intent appeared to spirituality rather than the promotion of leadership.

Other special identity leadership groups are gender based, such as the Deaf Women's Leadership Program. The Deaf Women's Leadership Program appeared to be unique as this program still emphasized empowerment through professional advancement and development. However, it also reported the strong use of formal assessments, group building, and team building activities, as well as role models and leadership theory. Very focused on empowerment through professional achievement and social action, this respondent exemplified leadership as the first Deaf woman president of a Deaf club, Sally Auerbach. Survery respondents reported her to be "very confident and intelligent." She "portrayed leadership qualities and set a good role model for many Deaf Women in her community." These, and

many more organizations, have pulled together to promote leadership in a way that may be unique to the Deaf community. The common characteristic among these programs and organizations continues to be empowerment and advocacy for those whose identities coincide with their own and are detailed in Table 2.

Focus on Adult Leadership Training

The search for adult leadership training yielded only four adult programs, and one reported that it had had to close due to a lack of response. Two of the three remaining programs, Gallaudet Leadership Institute and the Pennsylvania Society of the Advancement for the Deaf, reported emphasis on professional development, empowerment, and social justice.

Arguably the hub of formal leadership training in the Deaf community is the Gallaudet Leadership Institute (GLI), housed on the campus of Gallaudet University in Washington D.C. Several of the above listed organizations are supported and hosted by the GLI, such as the National Black Deaf Advocates and the Deaf Women Leadership Organization. In operation since 2002, GLI programming was reported by a participant to emphasize advocacy, social justice, and professional advancement. According to the GLI website (http://gli.gallaudet.edu), GLI "exists to address acute leadership shortages in education and other social service professions, including deaf-centric for-profit and non-profit agencies and corporations."

Another unique training program, Pennsylvania Society of Advancement for the Deaf (PSAD), also reported an emphasis on empowerment, professional development, and decision making skills. This program's website (www.psadweb.org) explains the design for Deaf and hard-of-hearing leaders in state and local government and non-profit agencies. The PSAD also sometimes incorporates the use of role models and team building activities, in connection to the leadership theory.

Leadership Characteristics

Shared Leadership Characteristics

Given a randomized list of 12 leadership characteristics that best describe their programs, 75% of the respondents chose empowerment. Advocacy (50%) and decision making skills (37%) ranked second and third, with professional

development (25%) listed fourth. Surprisingly little emphasis was reported to stress honesty (0%), integrity (12.5%), and social justice (12.5%). The adult programs, Gallaudet Leadership Institute and Pennsylvania Society of Advancement for the Deaf, not surprisingly also listed professional development along with empowerment as did the Deaf Women's Leadership Program (see Figure 1).

Figure 1. Percentage of leadership characteristics reported
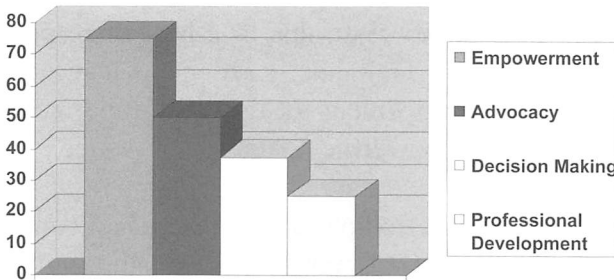
Training Methods

Empowerment and advocacy were reportedly accomplished through role modeling, group development, and team building activities. Respondents reported that role models were used most often (75%) to promote leadership. Group development (71.4%) and team building (75%) were also highly utilized in the development of leaders within the Deaf community. Leadership theory and informal leadership assessments were utilized by 50% of the respondents, as shown in Figure 2.

Figure 2. Training methods used in leadership training
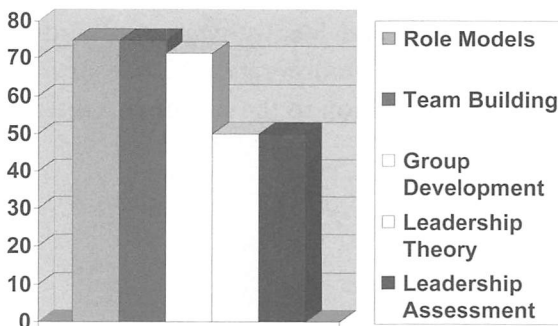
Empowerment through advocacy

This survey study of leadership programs operating for and by Deaf people revealed a seismic shift from the hearing-hegemonic programming of the 60s, in which even a Deaf participant was the exception, to the current offering of leadership training for individuals who are Deaf and Hard-of-hearing established and operating by individuals who are Deaf and Hard-of-hearing. Deaf-led leadership programs have multiplied; they tend to fall into one or more of three categories: youth programming, special identity organizations, or formal adult leadership training.

Overwhelmingly, empowerment and advocacy were the identified focus of these programs. Techniques identified for leadership development strongly favored role models and team building exercises. Leadership training by and for individuals who are Deaf seek to empower and advocate for the community by providing positive role models and developing community. The overwhelming use of empowerment to build leadership in the Deaf community led to further research of the literature. Jankowski (1997) defined empowerment in terms of a social movement, a process through which a marginalized group alters the distribution of power between itself and the dominant culture. In order for a marginalized group to change the dynamics of power, it needs a strong community and a strong positive identity. Stam (2006) defined empowerment in terms of a connectedness, an attitude of competence:

> Empowerment occurs when (a) people feel significant, at the center of things rather than at the periphery; (b) learning and competence matter - leaders make it clear that there is no failure, only mistakes that give us feedback and tell us what to do next; (c) people are a part of a community; and (d) work is exciting. (p. 252)

Cultural Rhetoric

Empowerment is found to have its roots in language and rhetoric (Jankowski, 1997). "Through rhetoric, those authorities [educators, administrators, medical personnel, and those in the helping professions] legitimize the 'normal person', leaving out countless groups of people, including Deaf people who deviate from the norm" (Jankowski, p. 13).

Taking back the tool of rhetoric, the Deaf social movement mounted a resistance against the subjugation of the dominant hearing culture (Jankowski, 1997) by building a strong community in which individuals could escape the deficit image and develop a more positive self image. Utilizing the assimilation research conducted by the African American community, Jankowski applied this theory to explain the empowerment rhetoric within the Deaf community. Jankowski argued that for assimilation to work, African Americans need to have a psychologically and mentally healthy regard for themselves so that white people will be dealing with people who have a positive sense of their history and of themselves as whole beings. This evaluation need not be restricted to African Americans. Such a diagnosis can extend to other cultural groups, including Deaf Americans.

The leadership programs researched in this study point to those strong community bonds. When asked how often specific strategies were utilized in their program, over 71% reported "always" to use team building and group development activities. Team building and group development are consistent with the rhetoric of empowerment, which seeks to promote leaders from within a strong community.

Discussion

While there were many newspaper and magazine articles relating stories of Deaf role models, this review of literature revealed little research on the effectiveness or even the degree to which role models are utilized in leadership programs. In this study, however, 75% of the respondents asserted that their program always utilized role models to promote leadership skills. This technique for empowerment is clearly widely accepted as an effective leadership training method. Research is needed to understand its effectiveness and so further to promote mentoring and role models.

Similarly, a search of the literature revealed several articles regarding advocating for the Deaf community but little research was found that investigated leadership self-advocacy from within the Deaf community. Empowerment through role models from within a strong cultural identity and advocacy for individual rights are widely used and celebrated in leadership programs for and by individuals who are Deaf and by Deaf Studies programs. However, to learn more about this trend in leadership in the Deaf community, research on empowerment, role models, group development, and self-advocacy should be pursued.

Conclusion

In this survey study of leadership programs operating for and by Deaf individuals in the United States, three categories were identified: youth leadership programs, special interest mentoring groups, and formal leadership training programs focused on professional development and leadership skills. Youth leadership programs were the most plentiful. This study could not identify all the programs stemming from residential deaf schools or state deaf associations. Special interest groups such as the National Black Deaf Advocates and Deaf Women Leadership programs also exemplified the strong emphasis on mentoring and role models valued within leadership training in the Deaf community. Finally, formal leadership programs such as the Gallaudet Leadership Institute and the Pennsylvania Society for the Advancement of the Deaf promoted professional development and formalized training in leadership development.

The strongest leadership characteristic revealed in this study was empowerment, through the use of role models and self-advocacy skills. There exists a strong sense of empowerment from within the Deaf community through the establishment of strong cultural and community ties. This empowerment appeared to be the result of resistance to the dominant hearing-hegemonic oppressive discrimination that Deaf individuals have experienced over many decades. Throwing off the deficit views imposed by a socially constructed view of Deafness as a barrier, leadership programs have taken up the mantra of role modeling and advocacy.

It would be valuable to trace the history of empowerment, to follow the thread throughout the recent history of the Deaf community. In an interview with Dr. I. King Jordan, President Emeritus of Gallaudet University, he revealed his perception of empowering others. Dr. Jordan insisted it was simply modeling leadership:

> Every time I was in a magazine or on TV or in an important place, hearing people were saying, 'Hey, that's a Deaf guy. Huh... wow that's a Deaf guy.' Deaf people were saying, 'Here's someone (like me). If King can do that, well, I can do that.' So, it was

just modeling it. I think that was really important.
(Personal communication, June 29, 2007)

It appears that at least 75% of the leadership programs operating in the Deaf community would agree.

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Table 1.
Identified Youth Leadership Programs

Title	Web Address
Deaf Teen Leadership Camp	www.srvop.org/DTL.html
Discovery Retreat 2007	www.tsd.state.tx.us/outreach/ discovery_retreat.html
Hear Indiana Leadership Camp	www.agbell.org/DesktopDefault. aspx?p=Summer_Camps
Jr. Commission Leadership	www.state.ia.us/government/dhr/ds/ Webpages/NEW.JCP.htm
Leadership Opportunities for Teens	www.agbell.org/DesktopDefault. aspx?p=Programs
National Association of the Deaf Youth Leadership Camp	www.nad.org/ylc
National Leadership and Literacy Camp	www.nllcamp.com/
Ralph Lyman Leadership Camp Chris	www.madhh.org/index.php

Table 2.
Index of Special Identity Group Leadership Programs

Title	Web Address
Association of Late Deafened Adults	www.alda.org
Deaf Attorneys Professional Network	www.deafattorneys.com/WP/
Deaf LGBTIQ Leadership and Lifestyle	nwrad.org/LLC_2008.html
Deaf People of Color	www.deafpeopleofcolor.org/ diversity/index.html
Deaf Women's Leadership Program	www.dwu.org/program-DWLP.htm
Intertribal Deaf Council	www.deafnative.com
National Black Deaf Advocates	www.nbda.org
National Consortium Deaf Blindness	www.nationaldb.org/ for TASpotlightFamilies.php

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