

Task 3: Annotated Bibliography

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Angus, R. M., & Larson, R. W. (2011). Adolescents' development of skills for agency in youth programs: learning to think strategically. *Child Development*, 82(1), 277-294. doi: 0.1111/j.1467-8624.2010.01555.x

In this article, the author explains how adolescents participating in art and leadership programs develop skills on how to achieve different goals. The author also describes the idea of strategic thinking being the reason for the development of creativity in tactical challenges. The article as a whole explains how using strategic thinking along with a few other ideas and ways of learning during leadership/art programs teach adolescents how to use these skills within the agency and outside in their daily lives. In relation to program evaluation, this article explains the impact of the skills learned in different programs on adolescents in multiple aspects of their lives.

Blood, A. E., Boyer, C. B., Emans, S.J., Fortenberry, J. D., Gordon, C.M., Gonclaves, A., Resnick, M., Richardson, L., & Trent, M. (2014). Leadership in adolescent health: Developing the next generation of maternal child health leaders through mentorship. *Maternal and Child Health Journal*, 19(2), 308-313. doi: 10.1007/s10995-014-1619-4

This article goes into detail the importance of training staff members of agencies through mentorship on how to work with adolescents and their leadership development. The authors explain that by mentoring the trainees it offers up an increased possibility in satisfaction. The authors also say that mentoring through leadership development also creates more of a chance for the trainees/mentees to go into related positions or fields.

This article relates to program evaluation on the grounds of measuring the long-term

effects of mentorship of leadership skills on the mentees.

Bowers, J. R., Collier, D. A., & Rosch, D. M. (2016). Examining the relationship between role models and leadership growth during the transition to adulthood. *Journal of Adolescent Research*, 3(1), 96-118. doi: 10.1177/0743558415576570

This article focused on the youth leadership growth processes and the ways that their role models influenced their leadership growth crossing over from adolescence into adulthood. The authors used a role model-driven model to explain their findings. Their conclusion was based on these findings. Those findings included an explanation to describe role models provide a foundation for confidence and help recognize potential in adolescents. This article relates to program evaluation because the article discusses the effectiveness of role models on adolescent youth leadership.

DeSouza, L. M., Hershberg, R. M., Lerner, J. V., Lerner, R. M., & Warren, A. E. A. (2013). Illuminating trajectories of adolescent thriving and contribution through the words of youth: Qualitative findings from the 4-H study of positive youth development. *Journal of Youth and Adolescence*, 43(6), 950-970. doi: 0.1007/s10964-014-0102-2

The article discusses that even despite the research 4-H in particular conducted for positive youth development there is quite a lack of further research on the subject. The authors in this article used qualitative analysis by open-ended questions in regards to what was important currently and for the future for adolescents. Contributing to themselves, their community, and to people around adolescents has already been found important to youth and adult development; on that basis the article based their research

about adolescents and their futures.

Dyk, P. H., Hancock, D., & Jones, K. (2012). Adolescent involvement in extracurricular activities: Influences on leadership skills. *Journal of Leadership Education*, 11(1), 84-101. Retrieved from <http://eds.a.ebscohost.com.proxy.lib.odu.edu/ehost/detail/detail?sid=4841b0cf-61d3-4978-a7f8-b21b17bc3d27%40sessionmgr4007&vid=2&hid=4113&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=88906218&db=ehh>

This article describes how extracurricular activities both within school and outside school in the community help to influence the roles and leadership skills on adolescents. The authors continue on to explain that viewing adult leaders in these extracurricular activities also helps fuel a more positive increase in perception as well as leadership skills. Also, the article suggests that the greater amount of variety of extracurricular activities possible to increase a wider range of leadership skills. This article relates to program evaluation because the article goes to find if the extracurricular activities are truly effective in influencing leadership skills.

Hamilton, S.F. (2014). On the 4-H study of positive youth development. *Journal of Youth Adolescence*, 43(6), 1008-1011. doi: 10.1007/s10964-014-0121-z

This article attempts to explain the different interactive influences on youth development. The author attempted to do this by using the 4-H Study of Positive Youth Development (PYD). The article also explains on multiple occasions how up to date and accurate 4-H research is including their nutrition education, and other aspects within the 4-H program

as a whole. This article pertains to program evaluation because 4-H is an educating agency, evaluating their education information accuracy as well as effectiveness falls under the program evaluation umbrella.

Hindes, Y. L., McKeough A.M., Schwan, V. L., & Thorne, K. J. (2008). Promoting intrapersonal qualities in adolescents. *Canadian Journal of School Psychology*, 23(2), 206-222. doi: 10.1177/0829573508327307

This article emphasizes the development of intrapersonal skills in addition to leadership skill training. In the study discussed in the article, the authors assessed emotional intelligence as well as self-concept before and after the study was completed. The entire study was deemed “encouraging” but much more research needs to be conducted to be as considered accurate. Program evaluation relates to the information in the article to see if the emotional intelligence and self-concept would be deemed successful after intervention.

Kinsey, S. (2013). Using multiple youth programming delivery modes to drive the development of social capital 4-H participants. *New Directions for Youth Development*, 138, 61-73. doi: 10.1002/yn.20058

This article gives a small background on 4-H and the platform on which the agency is based. The author also includes how the entire program uses a learning-by-doing approach in all settings and aspects of the program. The author also states specific characteristics and key points that the program focuses on building upon with the children and adolescents within the program. This article relates to program evaluation because the article addresses past success with the program and its platform.

Lerner, J. V., Lerner, R. M., Lewin-Bizan, S., & von Eye, A. (2009). Exploring the foundations and functions of adolescent thriving within the 4-H study of positive youth development: a view of the issues. *Journal of Applied Psychology, 30* (5), 657-570. doi: 0.1016/j.appdev.2009.07.002

This article discusses positive youth development study. The authors in this article use the 4-H study of positive youth development as a base line for their findings. In particular, this article seems to outline the positive potential change of youth development for the better. The authors discuss the many different aspects/ideas of PYD as well as the possible implications for the changes of adolescents. In relation to program evaluation, a further investigation into PYD and both the positive as well as negative effects of PYD in diverse groups of adolescents that is outlined within the article.

Shrilla, P. (2009). Adventure-based programming and social skill development in the lives of diverse youth: Perspectives from two research projects. *Journal of Experiential Education, 31*(3), 410-414. Retrieved from <http://eds.a.ebscohost.com.proxy.lib.odu.edu/ehost/pdfviewer/pdfviewer?sid=f4065caa-1b6b-4aec-9fda-669cb1f3091a%40sessionmgr4010&vid=1&hid=4113>

This article focuses on social skill development of adolescents. The author repeatedly point out that the development of social skills is becoming more and more important in educating adolescents. While this study sheds light on the topic of social skills, the information within the study needs further research, but still provided reliable findings. As far as program evaluation, measuring the development of social skills on adolescents would fall under the evaluation umbrella.

